
Students' Perceptions of Poster Oral Presentation in English

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Abstract

This study investigated students' perception on the use of poster oral presentations (POPs) in English to teach an English course. Employing a qualitative research approach, the investigation involves comprehensive examinations through interviews and an observation conducted with students to gauge the effects of this educational intervention on their language acquisition and communication capabilities. The findings suggest that the instructional design of Poster Oral Presentations (POPs) in English employs a structured learning procedure, including sessions on learning the concept of scientific poster presentations, research, content development, poster creation, English presentation delivery, and formal presentations. These findings also reveal that these activities are engaging and enjoyable for students, fostering active participation, vocabulary development, practical language application, and improved communication, teamwork, and critical thinking skills, though it highlights the need for more comprehensive understanding during discussions to address occasional challenges in language comprehension. The findings arising from this research have implications for educators, curriculum designers, and policymakers, offering insights into the practicality of utilizing POPs as an immersive and effective method for enhancing students' English language skills. Ultimately, this investigation contributes to the ongoing discourse surrounding innovative educational methodologies, yielding a deeper comprehension of how innovative pedagogy can profoundly influence language acquisition and communication proficiencies.

Keywords: English language teaching, poster presentation, project-based, speaking

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1. Introduction

In an era characterized by rapid globalization and interconnectedness, proficiency in the English language has emerged as a fundamental asset for individuals seeking to thrive academically, professionally, and culturally. Mastery of English extends beyond mere communication (Ridley & Walther, 2004); it unlocks opportunities, facilitates cross-cultural exchange, and empowers learners to engage effectively in an ever-evolving global landscape. As educators strive to equip students with these crucial language skills, innovative pedagogical approaches become imperative. One such promising method that has garnered attention is the strategic incorporation of poster oral presentations in an English course.

The focus of this academic inquiry is to explore the potential of poster oral presentations (POPs) as a means to enhance students' English proficiency. POPs traditionally associated with academic conferences, have undergone a transformative evolution (Barrett et al., 2022). This strategy combines the benefits of visual and spoken communication (Ahmad, 2019; Barrett et al., 2022; Pranata & Kusayang, 2024), allowing children to use their language abilities in useful and entertaining ways. POPs teach students how to visually organize information, communicate effectively, and work with peers, which aligns with project-based learning objectives. This technique emphasizes the learning process rather than the end result, making it an effective tool for boosting language acquisition. Research and critical thinking (Dulsat-Ortiz, 2023; Rowe & Ilic, 2011) are two of the most important abilities learned using this strategy. To prepare their presentations, students must do research on themes, analyze sources, and synthesize material. This promotes a better grasp of the topic while also improving their reading and analytical abilities (Ahmad, 2019). By encouraging students to explore numerous resources, instructors help them grow their vocabulary, enhance comprehension, and learn how to communicate ideas clearly in English.

Another critical component is the design and arrangement of information. Making a poster requires students to compress complicated ideas into simple, succinct, and visually attractive formats. This improves their capacity to properly synthesize and arrange knowledge (Rowe & Ilic, 2011), which is important for academic and professional communication. Introducing visual design concepts such as the use of colors, typefaces, and layouts not only improves the aesthetic quality of their work, but also boosts their confidence in efficiently communicating information. POPs also dramatically improve oral communication skills (Boggu, 2015; Swara & Sriwinarti, 2024; Tarigan & Listyani, 2021), which are an essential component of English competence. Students develop their articulation, pronunciation, and public speaking skills by preparing and giving presentations. The process entails drafting, rehearsing, and getting feedback (Boggu, 2015), which helps students improve their language skills. Regular experience presenting ideas to peers and teachers builds confidence and lessens the fear associated with speaking in English. Furthermore, this approach encourages cooperation and teamwork (Barrett et al., 2022; Tarigan & Listyani, 2021). POPs are

frequently completed in groups, so students learn to collaborate well with others, share responsibilities, and incorporate multiple viewpoints. This collaborative setting promotes peer-to-peer learning, allowing students to correct and help one another while utilizing English. Teamwork also reflects real-world settings, preparing students for professional engagements in which teamwork is required. Likewise, POPs are compatible with critical thinking and problem-solving skills. Students are frequently asked to address real-world challenges or propose novel solutions as part of their assignments. This requires students to think carefully about their themes and communicate fluently in English. Educators promote a feeling of relevance and motivation in pupils by pushing them to relate their learning to real-world applications.

This study focuses on Oral Presentation using digital posters as it is believed that digital posters dramatically increased EFL students' reading comprehension and interest (Ahmad, 2019). Learning activities involving the creation of digital posters and associated skills provide several benefits to students. Poster preparation and presentations are logical extensions and visualizations of learning-dependent tasks or projects (Pranata & Kusayang, 2024). Digital posters, a multimodal and growing kind of educational technology, have gained popularity with the introduction of Web 2.0 technologies and the use of the Internet into teaching and learning (Ahmad, 2019; Brown, 2020; Pranata & Kusayang, 2024). These digital posters integrate text, graphics, music, video, hyperlinks, and data attachments into a single interactive display (Brown, 2020). These multimedia assets can be obtained online, from a computer, or developed with screen capture applications.

In this case, digital posters also improve communication skills (Brown, 2020) by mixing visual and verbal aspects, allowing students to articulate and effectively explain scientific concepts. They encourage active participation (Rowe & Ilic, 2011) through multimodal research communication and enable audience involvement. Furthermore, designing digital posters encourages students to build critical information literacy abilities, which enhances their general competence and creativity (Brown, 2020; Dulsat-Ortiz, 2023; Hamilton & Harper, 2024). As students experience on the journey of conceptualizing, designing, and presenting their ideas through visually captivating posters, they are not only refining their linguistic skills but also developing the ability to convey complex concepts concisely and effectively.

Moreover, digital poster presentations, which combine technology with classic poster presentation approaches, are also thought to be a modern and effective way to improve student learning (Ahmad, 2019; Pranata & Kusayang, 2024). This strategy allows students to generate visually interesting and engaging content, which not only increases language competency but also provides them with critical digital literacy skills. Students may convey their ideas creatively and effectively by using a variety of digital tools and platforms, while also acquiring abilities critical for academic and professional success. Undoubtedly, the

capacity to produce dynamic and captivating information is one of the main benefits of digital poster presentations. According to Boggu, (2015), using digital technologies in poster presentations improves students' capacity to communicate difficult concepts using a mix of text, images, and multimedia, enhancing their educational experience as a whole. Making digital posters also promotes digital literacy, which is a crucial ability in the technologically advanced world of today. Students gain technical proficiency by learning how to use and navigate software programs and online resources including Canva, Prezi, and PowerPoint. Additionally, digital poster presentations also facilitate accessibility and collaboration (Pranata & Kusayang, 2024). Students are encouraged to cooperate by the fact that many of these projects are team-based. Students can collaborate remotely using online tools like Google Slides, which eliminates geographical boundaries and promotes teamwork. Additionally, a larger audience can view digital posters because they are simple to share online. Digital presentations have the benefit of accessing a variety of audiences, which increases the effect of student work, according to Tarigan and Listyani (2021). Students' linguistic proficiency is also greatly improved by digital poster presentations. Students practice and improve their use of English in writing and speaking as they gather, arrange, and convey their thoughts. Multimedia tools offer more opportunities to practice these abilities. According to Pujasari (2019), digital poster presentations make learning more thorough and applicable by assisting students in developing their speaking, writing, and visual communication abilities. The affordability and sustainability of digital posters are two further noteworthy advantages (Barrett et al., 2022).

The novelty of this research lies in its exploration of the transformative potential of integrating digital poster oral presentations (POPs) in English classes. In an era where English proficiency is increasingly vital for academic, professional, and cultural success, this innovative approach offers a dynamic convergence of visual design, critical analysis, and persuasive communication, stimulating holistic language development. It transcends traditional language instruction by fostering the synthesis of language skills with cognitive abilities, including critical thinking, problem-solving, and teamwork. By situating students as active participants in their education, this approach promotes autonomy and a deeper understanding of language nuances. Moreover, it capitalizes on the innate human propensity for visual learning, enhancing language retention and comprehension. Thus this study aims to investigate the instructional design and students' perception of poster oral presentations in an English class.

2. Method

The study adopted a qualitative research design (Creswell & Creswell, 2023), with a primary focus on exploring the subjective experiences and meanings attributed by participants to their engagement with poster presentations in the context of English language learning. The participants in this research study were purposefully selected from the student body of a

private university in Surakarta, Indonesia, specifically from the civil engineering and architecture study programs. The total number of participants was 70 students (25 from architecture and 45 from civil), all of whom were between the ages of 17 and 20 years old at the time of data collection (10 girls and 60 boys). These students voluntarily enrolled in an English language course taught by the researcher as part of their academic curriculum.

The participants were a diverse group of individuals representing various backgrounds and language proficiency levels within the context of English as a foreign language. Their active participation in the English course provided valuable insights into the effectiveness of the course in enhancing their English language proficiency and their perceptions of its impact on their academic and professional pursuits.

2.1. Data collection

In-depth interviews were conducted with participants to elicit rich and detailed descriptions of their experiences (Creswell & Creswell, 2023). Open-ended questions encouraged participants to reflect on their engagement with poster presentations, their perceived impact on language learning, challenges encountered, and strategies employed to overcome them. Classroom observations during the poster presentation sessions provided contextual insights into the dynamics of student interactions, engagement, and collaborative learning processes. Field notes were taken to capture non-verbal cues and contextual nuances.

2.2. Data analysis

The collected interview transcripts and field notes underwent thematic analysis. The process involved identifying patterns, themes, and significant statements (Creswell & Creswell, 2023) that emerged from the data. Themes related to language proficiency enhancement, collaboration, critical thinking, and student perceptions were identified. To enhance the credibility and validity of findings, participants were given the opportunity to review and confirm the preliminary findings, allowing them to validate the accuracy and authenticity of their contributions. Ethical guidelines were also followed to obtain informed consent from participants, ensure confidentiality, and protect their rights.

3. Finding and Discussion

3.1. The Instruction Design of Poster Oral Presentations (POPs) in English

A well-structured and thoughtfully designed lesson plan plays a pivotal role in enhancing students' language proficiency and guiding them through the intricate process of creating and presenting scientific posters. The importance of a lesson plan in this context cannot be overstated, as it serves as a comprehensive roadmap that aligns educational objectives, instructional strategies, and assessment methods to optimize learning outcomes. Here, I examine into the significance of a lesson plan of c poster oral presentations in English.

3.1.1. Clear Learning Objectives

A lesson plan outlines specific learning objectives that articulate what students are expected to achieve. For language proficiency, objectives might include improving vocabulary, enhancing grammatical accuracy, and fostering effective communication. Simultaneously, objectives related to scientific poster creation and presentation might encompass design skills, content organization, and public speaking abilities. Clearly defined objectives provide a sense of direction and purpose, helping students understand the desired outcomes of their efforts. A well-structured lesson plan serves as a guiding compass, steering students toward improved language proficiency while empowering them to excel in the creation and presentation of scientific posters. It nurtures a holistic learning experience that seamlessly integrates language development and practical skills acquisition, equipping students with the competencies needed to excel both academically and professionally. This lesson plan is structured to enhance students' language proficiency while also guiding them through the process of creating and presenting scientific posters.

Table 1. Lesson Plan during the Implementation of Poster Oral Presentation in English

Meeting 1-2	Introduction to Scientific Poster Oral Presentations and Research
Meeting 3 - 5	Research and Content Development for Posters
Meeting 6 - 8	Creating Scientific Posters
Meeting 9 - 14	Delivering Presentation in English
Meeting 15 – 16	Poster Oral Presentation

3.1.2. Meeting 1 – 2: Introduction to Scientific Poster Presentation and Research

In this meeting, students have to form a self-organized team, each consisting of 4 - 6 participants. Then, they are introduced to the concept of scientific poster oral presentations and research, gaining a comprehensive overview of its structure and learning objectives, lasted 90 minutes each session. They understand the purpose and significance of mastering scientific poster presentations and research within the context of English language learning. Students dig into the specifics of scientific poster presentations, exploring the format, elements, and conventions associated with this mode of communication. This includes a breakdown of what constitutes an effective scientific poster and how it differs from other forms of academic discourse. Recognizing the integral role of research in scientific posters, students engage in discussions about the research process, its significance in generating content for posters, and how it contributes to conveying scientific ideas effectively. This session aims to foster an understanding of the symbiotic relationship between research and poster presentations. In line with their introduction to scientific poster presentations, students

commence their English language learning journey by delving into various sentence structures. This grammar focus provides students with the fundamental building blocks of effective communication in English, which serves as a vital tool throughout the course and in their future scientific fields.

The rubrics of this poster oral presentation is also explained since the beginning of this meeting. The assessment is divided into two main competencies related to the poster, namely poster design and presentation, consisting of poster content, organization, and delivery. The criteria of the poster should present clear and accurate information without any jargon, spelling, or grammar mistakes. The content should provide strong support for the main points, including well-organized background, methods, and findings. It is important for the research or project to show originality and high quality, while the topic should be relevant and meaningful to the field of study or the community. The layout of the poster should be organized and easy to follow, with clear fonts, effective visuals, and a logical flow of information. The topic, purpose, and summary should be clear and engaging, helping viewers quickly understand the key message. During the presentation, the speaker should be confident, professional, and knowledgeable about the topic, while also engaging the audience and providing thoughtful answers to questions.

UNLV Office of UNDERGRADUATE RESEARCH		POSTER PRESENTATION EVALUATION FORM				
<i>Please note: this form will be given to the presenter(s) after the event to provide feedback</i>						
Presenter(s): _____						
Title: _____						
Session: _____		Time: _____				
Please mark the score for each evaluation criterion below. When you are finished, combine the total points at the bottom for the overall score. Please include constructive comments for the presenter(s) in the space provided.						
		Poor	Fair	Average	Good	Excellent
Poster Content						
Clarity of content (clear info, free of jargon & spelling/grammar errors)		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Quality of content (background, methods, findings, etc., supports main points)		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Quality and originality of the research / project		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Significance of topic (to field of study, community, etc.)		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<i>Comments on Poster Content:</i>						Content Points = ____/20
Poster Organization						
Layout and clarity (organized, effective, appropriate font size, visual aids, etc.)		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Informative and clear topic, purpose, summary		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<i>Comments on Poster Organization:</i>						Organization Points = ____/10
Delivery						
Professional, confident, knowledgeable about topic, engaged with audience		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Response to questions (including quality of responses)		<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<i>Comments on Delivery:</i>						Delivery Points = ____/10
Overall Impression/Quality		<input type="checkbox"/> 2	<input type="checkbox"/> 4	<input type="checkbox"/> 6	<input type="checkbox"/> 8	<input type="checkbox"/> 10
						Overall Quality Points = ____/ 10
Comments (<i>may use back of paper as well</i>)						TOTAL SCORE = ____/ 50
What were the strengths of this poster/presentation?						
Do you have any suggestions for improvement?						

Figure 1. Evaluation form for Poster Oral Presentations (POPs) adopted from UNCL University

3.1.3. Meeting 3 – 5 Research and Content Development for Posters

Within these meetings, students learn about the research methodology and its concept of doing in the field. Through this process, they are motivated to do a mini research based on their background study. Since they are from civil and architecture study, they are encouraged to conduct the mini-research related to their field. The lecture assists the students to formulate what they are going to do as this becomes their very-first experience. Finishing meeting 3, students are encouraged to work in group outside the class to execute their project. Additionally, students are also taught sentence construction, with a particular emphasis on the various sentence types and tenses commonly employed in scientific writing in meeting 4 and 5. This linguistic competence is crucial for writing research findings effectively.

3.1.4. Meeting 6 – 8: Creating Scientific Posters

During this session, students start to design digital scientific posters. The initial phase, which needs approximately 90 minutes for each session, revolves around instilling the principles of effective poster design, encompassing layout strategies and the establishment of a clear visual hierarchy. Students are introduced to the essential guidelines governing typography, including the selection of fonts, sizes, and styles, as well as the strategic use of color schemes and images. These elements form the bedrock of a visually appealing and informative scientific poster. In this course, students are also taught how to design a poster digitally. They may use the template they download from the internet and adjust it as needed.



Figure 2. An example of students' digital poster design

In this session, students then shift their focus to the core content of their posters which spans 40 minutes. Here, the emphasis is firmly placed on achieving clarity and conciseness when elucidating their research findings. They learn the art of distilling complex information into easily digestible portions, ensuring that the audience can readily grasp the key points of their research. The following 40-minute phase is dedicated to the creation of visual representations. Students are guided in the crafting of charts, graphs, and images that serve as powerful tools to illustrate their findings. The importance of selecting the most appropriate visual formats for different types of data and research outcomes is emphasized. Additionally, discussions center on how visuals play a pivotal role in enhancing comprehension and engaging the audience effectively. Thus, in relation to grammar, students expose with the intricacies of tenses used in the result and discussion section of their scientific posters. Attention to detail and precision in language become paramount. Clear and concise

expression, with an avoidance of unnecessary jargon, is encouraged. Students are prompted to meticulously proofread their content, focusing on grammatical correctness and readability, recognizing that a well-structured result and discussion segment is pivotal in conveying the significance of their research findings effectively. Through this comprehensive approach, students are equipped with the tools and knowledge needed to create scientifically robust and visually compelling posters for their research presentations.

3.1.5. Meeting 9 – 14: Delivering Presentation in English

In this session, students are learning to present their poster in English. With a focus on effective communication, they delve into the intricacies of delivering presentations in this language. They also practice doing a presentation in front of the class afterwards. Through comprehensive instruction, they learn various aspects of presentation expression in English, including structuring their content, using appropriate vocabulary, employing clear and engaging language, and mastering techniques to captivate and inform their audience. This skill development not only equips students to confidently convey their ideas and research but also prepares them for effective communication in a global context, fostering their ability to connect and share knowledge across linguistic boundaries.

3.1.6. Meeting 15 – 16: Scientific Poster Oral Presentations (POPs)

Throughout these courses, they have acquired vital skills in both scientific poster creation and English presentation expression. Now, this is time to put those skills to the test. As they step into the spotlight, each student will have the opportunity to showcase their research findings, utilizing the principles of effective poster design, concise content, and clear language that they have honed. This mini-research presentation not only highlights their academic growth but also fosters the development of their presentation abilities, ensuring that they can confidently and articulately communicate their research to their peers and instructors. It is a moment of culmination and a testament to their dedication and hard work in our class.

The findings of the research highlight that poster oral presentations offer significant benefits for students in Civil and Architecture Engineering, particularly in developing both technical and English language competencies; enhance communication skills, develop critical thinking and improve student engagement. These presentations enhance students' ability to communicate complex engineering concepts in English, requiring them to use clear, concise language that is accessible to a diverse audience. By integrating technical terminology into their explanations, students gain confidence in presenting their ideas while improving their proficiency in academic and professional English. Moreover, the visual aspect of poster presentations, including diagrams, blueprints, and other technical aids, supports their ability to explain intricate concepts effectively. This not only strengthens their technical skills but also reinforces their understanding and use of English vocabulary relevant to their field.

In addition, poster oral presentations foster critical thinking and provide valuable opportunities for English language practice through interactive discussions. Students engage with their audience by answering questions and addressing feedback in English, which enhances their speaking and listening skills in real-world contexts. Furthermore, by focusing on engineering topics that are significant to their field, students learn to articulate solutions to real-world challenges using appropriate English terminology. These sessions also create opportunities for engagement and collaboration with team-groups, further encouraging the use of English in academic and professional settings. Consequently, this experience not only improves students' technical and linguistic abilities but also prepares them for future careers in global or multilingual environments where English proficiency is essential.

Thus, poster oral presentations (POPs) can assist students in building a solid and integrated understanding of scientific concepts and ideas, which they can apply in different contexts. poster presentations create an atmosphere of greater engagement and discussion within the class. Creating digital posters has the potential to enhance student engagement. posters not only provide an opportunity for learners to practice critical thinking and organizational skills but also support the development of oral and visual presentation skills (Dorner, 2015). Poster presentations and discussions about the poster content might serve as a beneficial platform for students to experience conceptual changes in learning. Poster design involves various representations divided into visual and textual elements. Students' self-confidence reflects the extent to which they feel assured and capable in dealing with tasks or projects.

The findings also show that students consistently engage with English language materials, including scientific articles, research papers, and pertinent academic resources. This exposure to authentic content is instrumental in fostering their familiarity with the specialized lexicon and terminologies intrinsic to scientific discourse. The integration of regular activities such as discussions, debates, and Q&A sessions further encourages students to actively employ English as a means of expressing ideas, engaging in substantive debates, and posing inquiries. As they immerse themselves in English content, their listening and speaking proficiencies undergo refinement. This findings is in accordance with the study done by the researchers (Ahmad, 2019; Boggu, 2015; Rowe & Ilic, 2011, Stevkovska, M. 2022)). Poster presentations necessitate students to delve into extensive research, compile information, and proficiently present their findings, posters have also proven to be effective in science education by incorporating cartoons into their designs, in line with study done by Ilic & Rowe (2013). This multifaceted process exposes them to a diverse spectrum of vocabulary, sentence structures, and language styles, thereby contributing substantially to the expansion of their lexical repertoire and the enhancement of language acquisition. Effectively conveying their ideas, research findings, and arguments on the poster cultivates precision in expression, coherence in the presentation of information, and the mastery of persuasive communication skills. The research findings also illuminate that during the content creation

phase for the poster, students engage in the composition of concise yet informative text, mastering the art of succinctly conveying intricate ideas, a proficiency that augments their capacity to produce well-organized and logically structured written work.

The act of presenting the poster mandates students to elucidate their content to peers and address inquiries, a practice that significantly enhances their listening skills as they partake in meaningful dialogues and respond to queries. While presenting, students articulate their thoughts and ideas verbally, thus honing their ability to speak fluently, sustain audience engagement, and employ language befitting formal communication. Poster presentations inherently involve public speaking, motivating students to concentrate on elements such as pronunciation, intonation, and articulation (Sirisrimangkorn, 2021; Tarigan & Listyani, 2021). This heightened awareness regarding proper pronunciation facilitates ongoing efforts to refine spoken language clarity.

3.2. Students' Perceptions of the Implementation of Poster Oral Presentations (POPs) in English

The students find poster oral presentations engaging and enjoyable, suggesting that the activities and projects undertaken in the English language class are captivating and hold their attention. This sentiment implies that the implementation of project-based learning has succeeded in creating a dynamic and stimulating learning environment. The students' response "*(Very interesting and enjoyable)*" indicates the positive attitude of the student towards the project-based learning approach.

Another response reflects a balanced viewpoint where the student appreciates the current state of the project-based learning approach but suggests a potential area for enhancement. The student emphasizes the importance of ensuring comprehensive understanding during class discussions and transitioning smoothly to subsequent topics. This feedback implies a student's desire for a cohesive and progressive learning experience.

"In my opinion, it's already quite good. Maybe it could be improved to ensure that every student can understand well in discussions and continue to the next topics." (Student A)

"Very good indeed. I can understand every part of a project. The advantage of project-based learning is that it solidifies the material, resulting in excellent final outcomes. Thank you." (Student B)

In this response, the student demonstrates a high level of satisfaction with the learning approach. The student not only highlights their ability to comprehend various aspects of projects but also recognizes the method's effectiveness in deepening their understanding of the subject matter. The expression of gratitude indicates a positive impact on the student's learning journey. Additionally, the students' response also highlights the adaptability of

learning to various circumstances, including the student's external commitments. The student commends the supportiveness of the professors, who provide valuable guidance, ultimately contributing to the student's effective understanding of the material, which is essential for successful presentations.

“It's very progressive and excellent, especially amidst my busy work schedule outside the region. The lecturer is also supportive and provides good guidance, enabling me to understand the material well for presentations.” (Student C)

The students' responses provide insights into how a poster oral presentation (POP) in English has impacted their English language proficiency to varying extents. Several students mentioned that this kind of English presentation has contributed to their ability to comprehend English materials and instructions. They found the approach engaging and enjoyable, which likely motivated them to actively engage with the language. This suggests that POP has facilitated a more immersive language environment, leading to improved language comprehension. Students indicated that POP has helped them expand their vocabulary and language skills. Through collaborative projects and discussions, they were exposed to a broader range of vocabulary related to specific topics. This exposure to contextually relevant language likely contributed to their vocabulary growth, which is a crucial component of language proficiency.

“Great, because it can solidify students' knowledge, and it can expand their understanding of the English subject.” (Student D)

“From learning English this semester, I gained insights from assignments related to workplace safety. In the professional world, safety is paramount, and by working on these tasks, I indirectly learned about the factors, causes, and consequences if we do not adhere to safety regulations and standards in the workplace.” (Student E)

“This can serve as motivation for me to be more enthusiastic about learning because this learning is not about everyday language but about English, and it presents quite a challenge for me.” (Student F)

“I agree with it. Project-based learning in English classes is quite helpful for understanding the material provided, and it encourages students to be active in their learning. I think it's good and can also help improve our English fluency.” (Student G)

Four students highlighted the benefits of teamwork and communication from a poster oral presentation (POP) in English. Working in groups and presenting their ideas in English allowed them to practice their communication skills. Engaging in discussions and presenting findings likely improved their ability to express themselves clearly and effectively in English. Some students emphasized the practical nature of POP, indicating that it enabled them to apply English language skills to real-world scenarios. This practical application likely reinforced their language proficiency as they used English to solve problems, collaborate,

and present their findings in meaningful contexts. Students mentioned that POP encouraged them to think critically and analyze English-language content. This suggests that POP pushed them to engage with English materials more deeply, which can contribute to improved language proficiency as they navigate complex texts and express their thoughts in a more nuanced manner. While many students benefited from POP's language-rich environment, a few mentioned occasional challenges in fully understanding English instructions or discussions. This indicates that while POP can improve language proficiency, there might be instances where language barriers hinder complete comprehension.

The creation of a coherent and informative poster necessitates critical thinking, wherein students meticulously analyze information, assess its pertinence, and synthesize pivotal points, thereby fostering the cultivation of higher-order cognitive aptitudes. Another findings from the research done by Rowe and Ilic (2011) entail that poster presentations also mandate thorough research, entailing the comprehensive comprehension of academic literature. Students adeptly acquire the skill to extract pertinent information, distill ideas, and seamlessly incorporate them into their work. Frequently, poster projects evolve as collaborative endeavors, thereby affording students the opportunity to interact with peers for information gathering, brainstorming, and task delegation. This collaborative dynamic enriches their proficiency in communication within group settings (Pranata & Kusayang, 2024). The engagement with diverse subject matter and the potential presentation to a heterogeneous audience cultivate in students an appreciation for cultural disparities in communication, empowering them to adapt their language usage accordingly. The successful presentation of a poster before an audience substantially bolsters students' self-assurance in wielding English for both academic and professional objectives.

In contemporary poster oral presentations (POPs), students may incorporate multimedia elements, encouraging them to explore digital tools, fashion visual aids, and seamlessly integrate technology into their language learning experiences. Such presentations faithfully mirror real-world scenarios wherein students may be required to professionally articulate research findings or propound ideas. This exposure serves as a comprehensive preparation for forthcoming academic and professional presentations. The feedback received from peers and instructors provides a valuable vantage point for students to identify areas warranting improvement in language utilization, content organization, and presentation skills, thus facilitating continual growth in their linguistic proficiency and communicative efficacy.

To further enhance students' exposure to English language materials, one valuable approach is diversifying the sources of authentic content. It is advisable to encourage students to explore a wide range of materials, including podcasts, TED talks, and academic webinars. This diversification can substantially contribute to broadening their language proficiency and deepening their comprehension of subject matter. Additionally, complementing the poster presentation component with interactive language workshops is recommended. These

specialized workshops can focus on honing specific language skills such as pronunciation, intonation, and the cultivation of effective public speaking techniques. Offering practical exercises and personalized guidance in these areas has the potential to significantly bolster students' confidence and their ability to articulate ideas fluently and effectively.

Moreover, implementing a structured peer review system within the context of poster presentations can be highly beneficial. This entails encouraging students to provide constructive feedback on each other's presentations. Such a system fosters a culture of collaborative learning, allowing students to glean insights and refine their skills by learning from their peers. Additionally, considering the importance of understanding and navigating cultural differences in communication, it is prudent to contemplate the incorporation of cultural sensitivity training into the curriculum. This aspect of training would empower students to adapt their language and communication style adeptly when presenting to diverse audiences, whether within the academic or professional spheres.

3.3. Limitation of Poster Oral Presentations (POPs) in English

Nonetheless, it is essential to recognize certain limitations that may be encountered in the implementation of this curriculum. One noteworthy limitation pertains to resource availability, particularly concerning the integration of multimedia elements in poster presentations. It is worth noting that not all students may have equitable access to the necessary technology or software required for multimedia-enhanced presentations. Hence, a critical aspect of implementation involves ensuring equitable access and providing suitable alternatives for students facing resource constraints.

Another limitation stems from the comprehensive nature of the curriculum outlined in this study. The comprehensive approach demands a significant investment of time and effort. In fast-paced educational settings, there may be constraints regarding the availability of time for each component of the program. Therefore, a judicious approach to balancing this curriculum with other academic requirements is essential to ensure its feasibility and effectiveness. Furthermore, one must acknowledge that students entering the program may exhibit varying levels of proficiency in the English language. Tailoring the curriculum to cater to the diverse proficiency levels of the student body can be a complex endeavor. To address this, it is advisable to consider offering additional support or resources for students who may require supplementary assistance in aligning with the curriculum's objectives and expectations.

4. Conclusion

The integration of scientific poster oral presentations into language learning is a valuable pedagogical approach that has demonstrated numerous benefits. The findings emphasize that students' exposure to English language materials and engagement in interactive activities contribute significantly to their language acquisition, listening, speaking, and critical

thinking skills. Moreover, poster presentations serve as a multifaceted learning tool, enhancing vocabulary, content organization, and collaborative communication skills. However, it is essential to address the limitations related to resource constraints, time limitations, and varying student proficiency levels to ensure the equitable implementation of this curriculum. By considering these suggestions, such as diversifying authentic materials, incorporating language workshops, promoting peer review, and providing cultural sensitivity training, educators can further enrich the learning experience. Overall, the approach discussed in this study equips students with valuable language skills and the ability to effectively communicate research findings in an academic and professional context. As we strive for continual improvement and inclusivity, this curriculum can serve as a foundation for fostering language proficiency and empowering students to navigate the complexities of the globalized academic and professional landscape.

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