

## DEVELOPING INTERACTIVE MULTIMEDIA-BASED ESP TO IMPROVE ENGLISH PROFICIENCY AND CAREER GUIDANCE AT UPMI MEDAN

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**Abstract:** This research explored the development of an interactive multimedia-based English for Specific Purposes (ESP) program designed to enhance English proficiency and career guidance at UPMI Medan. It addressed a notable discrepancy between theoretical frameworks and practical needs in ESP, as students increasingly demanded courses that integrated both oral and written communication skills with job-related tasks. Applying the Kemp instructional design model, the research used a comprehensive multi-phase approach: assessing student proficiency levels, identifying instructional needs, designing tailored ESP content for Business Administration, Tourism, and Public Speaking, and incorporating multimedia platforms such as Udemy and Gaminik. Key findings revealed that 40% of students prioritized mastering business correspondence, 58% sought improved communication skills for meetings, and 48% were interested in tourism-specific English. The research highlighted the effectiveness of flipped learning and interactive multimedia in overcoming vocabulary challenges and boosting engagement. Ultimately, it emphasized the need to integrate career-focused modules into ESP courses to better align language skills with career aspirations, thereby enhancing employability and professional readiness.

**Keywords:** *english for specific purposes; interactive multimedia; english proficiency; career guidance.*

### INTRODUCTION

Students increasingly prefer communicative courses that enhance both oral and written skills through job-related tasks, recognizing their importance for career advancement (Stevani &

Ginting, 2022). Modern pedagogy emphasizes a cohesive curriculum integrating essential skills and knowledge to produce graduates who excel professionally and communicatively. Theoretical foundations of English proficiency, such as

Chomsky's linguistic competence, Hymes's communicative competence, Canale and Swain's sociolinguistic and strategic competencies, and Savignon's discourse competence, stress the integration of grammatical knowledge with practical language use (Wolf et al., 2023).

In Indonesia, English is crucial for accessing global information and technology, supporting academic and professional success. Companies like Tokopedia and Gojek use English for international expansion, while Bali's tourism industry and multinational firms such as PT. Unilever Indonesia rely on English for roles in marketing, finance, and supply chain management. Platforms like Bukalapak leverage English for global technology engagement. Programs like the Ministry of Education's "International Young Leaders Program" promote cultural exchange and global opportunities. Aligning with Government Regulation 17/2010 and the KKNi Curriculum, which emphasize work competencies and self-development, highlights the need for English education tailored to professional demands through English for Specific Purposes (ESP) (Nabung, 2024).

ESP programs should be customized to meet students' needs and improve learning and career outcomes. Kepmendiknas Number 232/U/2000 mandates higher education institutions to include ESP in their curricula, such as English for Academic Purposes (EAP) and English for Occupation (EFO). As automation and technological advances create uncertainty, students must be self-directed and adaptable, extending their education beyond traditional classrooms into informal settings. Effective blended ESP courses should adopt a learner-centered approach, integrating both face-to-face and online activities. Instructors should design syllabi with clear objectives, incorporating interactive presentations, group projects, and problem solving tasks. Continuous evaluation ensures that the course meets ESP needs and achieves desired learning outcomes.

Research underscores the value of ESP in advancing students' careers, with 92% recognizing its importance. Students prefer practical ESP courses focused on tasks like business document creation and formal speech delivery. Wolf et al. (2023) argue that context-specific tasks in ESP, such as CV writing, enhance engagement and connect academic learning with professional skills. Mastery of field-specific vocabulary and grammar is essential in Business Communication for

interpreting technical materials and participating in international meetings. In tourism, specialized English is crucial for tasks like writing professional emails and managing online bookings. Public speaking in ESP requires both linguistic and personal skills, including self-confidence and managing communication anxiety. Types of communication, such as talk as interaction, talk as transaction, and talk as performance, demonstrate the need for tailored ESP teaching methods, with "talk as performance" being crucial for marketing presentations and "talk as transaction" for professional information exchange (Musdalifah et al., 2024).

Career guidance is crucial for aligning English language learning with industry needs, equipping students with essential terminology and communication skills. Awad et al. (2024) highlights that effective career counseling eases the transition from education to employment by assessing needs, identifying gaps, and creating tailored pathways. For instance, a 2022 study at Universitas Indonesia improved the ESP curriculum for hospitality and business students using digital tools and virtual simulations, enhancing their speaking and writing skills. Similarly, BINUS University (2021–2024) integrated career guidance with ESP courses, offering personalized counseling and industry mentorship that significantly improved job readiness and satisfaction, particularly for digital marketing roles. This approach aligns with Super's life-span theory, linking education with career goals to boost engagement and motivation.

Adi (2023) describes ESP's "hybrid nature," combining language instruction with specialized content. Technology enriches ESP by enabling interactive, field-specific activities that support cognitive skills. Studies show that tools like video-based learning and immersive multimedia significantly enhance engagement and proficiency. These tools align with constructivist principles, aiding vocabulary development and memory retention through text-picture annotations and audio-visual aids. Platforms like Udemy leverage these technologies to offer flexible and personalized learning experiences. Feedback emphasizes the need for clear objectives, accessible support, and realistic tasks, reflecting Vygotsky's zone of proximal development, to ensure learning is challenging yet achievable. Stevani (2024) notes a shift from traditional teacher-led models to learner-centered approaches, requiring thorough needs analysis to

align outcomes with student needs. Mayer's cognitive theory of multimedia learning supports this by demonstrating that integrating text, images, audio, and interactive elements enhances engagement and motivation. Combining career guidance with advanced technology ensures that ESP learning remains relevant and engaging.

A major challenge in ESP vocabulary instruction is aligning with industry standards, which requires regular updates and needs analysis (Stevani & Tarigan, 2022). Integrating explicit teaching with technology-enhanced tools, such as digital flashcards and apps using spaced repetition and immediate feedback, improves retention and effectiveness. Kang et al. (2023) found that visual machine translation tools help non-native speakers understand complex texts, while multimedia tools, including audio and visual aids, enhance pronunciation, grammar, and fluency. Research shows that multimedia, especially video-based activities with dual subtitles, boosts comprehension and vocabulary acquisition. Platforms like UdeMy use these tools for ongoing assessment, allowing educators to track progress and adjust instruction.

Despite these benefits, the use of interactive multimedia in ESP contexts remains limited. At UPMI Medan, traditional ESP teaching often emphasizes theory over practical application and overlooks modern technologies that simulate real-world scenarios. The underutilization of visual machine translation and the lack of focus on career-oriented communication skills highlight the need for a technology-enhanced ESP program. Issues include insufficient use of interactive tools, limited focus on career skills, and inadequate resources for flexible learning, affecting students' professional English application and confidence. This research aims to: (1) evaluate the impact of interactive multimedia on English proficiency in ESP, (2)

assess students' career guidance needs to support ESP learning, and (3) design multimedia-based activities to enhance ESP competencies. The goal is to improve English proficiency and career guidance at UPMI Medan, better preparing students for the demands of the industrial era 5.0. Integrating career-focused modules in ESP courses will bridge the gap between language skills and career aspirations, enhancing students' employability and professional readiness.

## METHOD

This research adopts research and development (R&D) approach using the Kemp instructional design model. R&D supports the creation or enhancement of products through iterative stages: definition, design, development, and dissemination, driven by an analysis of student needs (Umar et al., 2023). The Kemp model effectively evaluates students' readiness to achieve learning objectives, addressing cognitive, affective, and psychomotor aspects of learning. Its flexibility allows for revisions at any stage based on emerging data (Hastutie & Ramli, 2024). Participants were selected through multiple-stage cluster sampling to represent diverse segments of the English Education program at UPMI Medan, focusing on 16 students enrolled in ESP courses for Business Administration and Communication, Tourism, and Public Speaking. This sampling method efficiently collected data from students engaged with ESP content and career guidance, enabling a reliable analysis of how interactive multimedia tools influences English proficiency and career readiness. By targeting specific groups with similar academic backgrounds, the research minimized variability and improved data consistency. The table below outlines the criteria and indicators for assessing English proficiency levels:

Table 1. *The students' English proficiency*

Criteria	Beginner (5 students)	Intermediate (8 students)	Upper-intermediate (3 students)
Listening	Understands basic phrases and instructions in familiar contexts.	Grasp main ideas from clear speech on familiar topics.	Comprehends extended speech and complex arguments with some misunderstandings.
Speaking	Uses simple phrases and sentences for basic needs.	Produces connected text on familiar topics.	Creates detailed text on various subjects, with occasional errors.
Reading	Reads simple texts like messages and ads.	Reads everyday or job-related texts.	Reads articles on current issues, with occasional re-reading needed.

Writing	Writes short, simple notes and messages for immediate needs.	Writes connected text on familiar topics.	Writes detailed text on various subjects with minor errors.
Fluency	Hesitant with frequent pauses.	Generally fluent with occasional pauses and self-correction.	Fluent with natural pace, slight pauses for complex ideas.
Accuracy	Frequent grammatical errors; limited correct sentence structures.	Occasional grammatical errors; generally accurate with familiar structures.	Rare grammatical errors with high accuracy.

The research uses a multi-phase approach using the Kemp model, starting with a literature review to assess English proficiency levels, career guidance, and interactive multimedia platforms like Udemy and Gaminik. The procedure involves: 1) Identifying instructional problems and needs through a comprehensive literature review; 2) Categorizing students' English skills into proficiency levels: beginner, intermediate, and upper-intermediate; 3) Designing ESP topics and objectives aligned with these levels, including relevant competency standards and assessments for Business Administration, Tourism, and Public Speaking; 4) Developing ESP content delivery strategies with interactive multimedia principles and platforms such as Udemy and Gaminik, incorporating context-specific vocabulary and materials; 5) Evaluating student outcomes by measuring mastery of ESP terminology and professional English communication skills; 6) Revising content based on student feedback from semi-structured interviews to ensure alignment with career guidance and professional requirements, and refining content according to needs analysis.

The research instruments, including those from Udemy courses and machine translation tools like Gaminik, underwent a rigorous review process involving peer reviews and expert validation by two experienced lecturers in syllabus and materials development, confirming their validity according to Kowalski's (2023) standards for methodological rigor. Reliability was ensured through systematic content analysis, involving data finding, selection, appraisal, and synthesis (Jailani, 2023), and by evaluating lesson plans and student assessments (quizzes, project-based learning, final tests, and performance tests) to maintain consistency and methodological soundness in ESP design.

## RESULTS AND DISCUSSION

### *Analysis of determining the focus of ESP based on English use needs*

The analysis proves that 40% of students prioritize mastering business correspondence in English for Business Administration and Communication, recognizing its role in professional communication and accuracy in the workplace as emphasized by Bhatia & Bremner (2012) who highlight its role in preventing misunderstandings and ensuring accurate information delivery. Additionally, 58% of students aim to enhance their English communication skills for business meetings, crucial for effective negotiation and interactions, aligning with Wilczewski & Alon (2023), who state that English proficiency offers a competitive edge globally. Thus, integrating these needs into ESP courses will address students' goals to improve employability and professional effectiveness.

English for Tourism has generated notable interest, with 48% of students keen on travel-related topics due to their practical application in enhancing language and cultural understanding. Anggayana (2023) emphasizes that English proficiency is essential in tourism for effective communication and handling complaints. Integrating cultural contexts into language learning enriches the experience and boosts confidence. Additionally, 20% of students value effective English communication at tourist sites for its role in accelerating language learning through real-world interactions. This demand emphasizes the relevance of ESP courses in tourism, aligning with student interests and preparing them for practical industry applications.

English for Public Speaking has gained significant attention, with 32% of students recognizing its importance for effective communication and adaptability in dynamic work

environments. Mastery of public speaking is essential for confidently handling meetings, presentations, and seminars. Fan (2024) highlights that high language proficiency enables effective message adaptation to diverse audiences, enhancing communication in both social and professional contexts. Additionally, 63% of students are interested in English courses incorporating public speaking, valuing them for refining their skills in presenting ideas and engaging with diverse audiences. This interest underscores the demand for ESP courses in Public Speaking, crucial for professional and academic success.

Based on the analysis of focus areas for ESP related to English needs, the selection of interactive multimedia platforms like Udemy and Gaminik is driven by several factors. Students favor different types of learning materials: 30% prefer educational videos for their visual and auditory benefits, enhancing comprehension, while 25% opt for academic articles for analytical skills, another 25% for current insights from news articles, and 20% for popular readings, aligning with Krashen's "comprehensible input" principle (Westengard, 2023).

Udemy stands out as the most preferred platform, chosen by 69% of students due to its flexibility, up-to-date materials, and cost-effectiveness, compared to Coursera's 32% and Khan Academy's 0%. It offers diverse teaching methods and accessible options, making it ideal for varied learning needs. Vocabulary learning challenges also vary, with 45% of students facing moderate, 25% high, and 30% low difficulties. Cognitive learning theory suggests that integrating new words into existing knowledge enhances retention. Tools like video clips and podcasts, preferred by 50% and 30% of students respectively, provide engaging contexts that boost vocabulary acquisition (Sabrila & Apoko, 2022).

High interest in online English classes is evident, with 70% of students highly interested due to the flexibility and accessibility of remote learning. Research highlights the benefits of studying anytime and how interactive features like forums and quizzes improve motivation and language skills (Zeb et al., 2023). Udemy's interactive courses meet these demands effectively. Additionally, 92% of students emphasize the need to master professional vocabulary for career success. Platforms like Gaminik enhance this by supporting deeper understanding and faster vocabulary acquisition,

meeting professional language development needs.

Based on the analysis of focus areas for ESP, the selection of flipped learning as a teaching strategy for ESP, particularly for enhancing English proficiency and career guidance, is driven by its alignment with student needs. Students prioritize developing speaking (50%) and writing skills (25%), essential for professional growth. Flipped learning supports this by providing videos and articles for independent study, freeing class time for practice, discussions, and targeted feedback. This approach enables students to prepare for speaking tasks, practice actively, and refine writing with in-depth guidance.

Students also favor interactive methods, such as group discussions and presentations (73%). Flipped learning enhances these activities by allowing students to review materials beforehand, improving participation, discussion quality, and presentation effectiveness. Pre-class preparation leads to more meaningful group work and better problem-solving skills, while advanced preparation of presentations deepens comprehension.

Additionally, flipped learning caters to students' preference for skill-based practice and simulations (68%). By studying foundational materials independently, students can use class time for focused practice and real-life simulations, accelerating their skill development. The strategy also improves assessment flexibility, allowing students to prepare for project-based or formative assessments outside of class (82%), thereby enhancing project quality and aligning assessments with career objectives.

#### *Analysis of core topics and objectives of ESP*

##### *English for business communication and administration*

The Fundamentals of Public Speaking in weeks 1-2 focuses on essential expressions, such as opening speeches, presenting arguments, closing remarks, and managing audience questions. Activities emphasize language functions like crafting openings, delivering arguments, and confidently concluding speeches, with vocabulary and pronunciation exercises targeting key public speaking terms, intonation, and stress. Beginner students often struggle with coherence, relying on memorized phrases and repetitive arguments like "Teamwork is important," without further explanation. When asked for specifics, such as "Can you explain how teamwork improves

business performance?” they often respond hesitantly, indicating the need for structured practice. Role-plays and guided speech exercises help build their cohesion and confidence. Intermediate students improve with phrases like, “Today, I will explain the role of effective communication in team productivity,” and clearer arguments such as, “Clear communication reduces misunderstandings.” However, their responses to more complex questions, like “How does communication prevent conflicts?” remain surface-level, reflecting Selinker’s interlanguage theory of developing yet imperfect language skills (Marcet & Sasamoto, 2023). Upper-intermediate students demonstrate advanced skills, providing structured insights like, “Effective communication builds trust and fosters collaboration,” and detailed examples such as, “A leader can boost morale by seeking input from all team members.” At this stage, they refine speaking skills, develop critical thinking, and engage effectively with audiences.

The Sales and Persuasion Techniques topic in weeks 3-4 focuses on mastering sales tactics such as influencing clients, handling objections, and closing deals. Students practice through role-playing, analyzing sales conversations, and writing persuasive scripts, with emphasis on using conditionals in negotiations and clear, assertive pronunciation. Beginner students often struggle with persuasion, relying on basic phrases like “Our product is great” and vague statements such as “It’s better,” highlighting the need for structured communication models. Intermediate students improve by using more specific phrases, like “Our product stands out because it offers unique features like X and Y,” but still provide general evidence, reflecting Vygotsky’s sociocultural theory on the importance of feedback (Lantolf & Poehner, 2023). Upper-intermediate students show advanced persuasive skills, presenting structured arguments such as “Our product not only meets current needs but also offers scalable solutions for future growth,” and detailed examples like “Our product helped Company X reduce costs by 20%.” This demonstrates their effective use of language in diverse contexts, as outlined by communicative competence theory (Morales & Limpot, 2023).

#### *English for Tourism*

Online Website and Hotel Reservations in weeks 5-6 introduces students to essential English for international tourism, including advertisements, tourist sites, hotel reservations, and travel advice.

Key language functions involve describing ads, discussing tourist sites, making reservations, and offering travel advice, with a vocabulary emphasis on terms such as advertisement, tourist site, reservation, and advice. Beginner students often struggle with hotel reservation vocabulary, relying on basic phrases like “I want to book a room” and “Is it available?” They also find terms and verbs, such as “going to” in travel contexts, challenging. Krashen’s input hypothesis (Cabrelli & Iverson, 2024) emphasizes that beginners need clear, simple input for effective language acquisition, highlighting the importance of practical vocabulary. Intermediate students advance by creating structured advertisements, such as, “Visit Danau Toba and enjoy its stunning natural beauty. Experience serene views, relaxing accommodations, and exciting local culture. Book your trip now for an unforgettable getaway!” While these ads are more detailed, they sometimes lack creativity and specific offers. Willis’s task-based language teaching theory (Palanisamy & Rajasekaran, 2024) supports the use of task-based activities to improve practical language skills. Upper-intermediate students produce effective ads for local culinary experiences, such as: “Discover the rich flavors of our local cuisine with dishes like pecal and gado-gado. Enjoy a unique culinary experience with fresh ingredients and traditional recipes. Visit us for an authentic taste of local delicacies!” These ads are well-detailed and utilize advanced communication strategies, reflecting Swales’s genre-based approach (Sujinpram & Wannaruk, 2024) and demonstrating proficiency in creating genre-specific texts.

The “How to Become a Tour Guide” topic in weeks 7-8 focuses on mastering essential guide skills, including communication, creating engaging tours, and managing emergencies. The language functions covered involve explaining, storytelling, customer interaction, and emergency handling. Beginner students simulate tours with simple descriptions like, “This is the famous historical monument. It was built in 1800 and is popular with tourists,” but they struggle with complex vocabulary and interactive storytelling. Intermediate students analyze articles on tour guiding skills and trends, such as the need for multilingual guides due to international tourism, and focus on the importance of extensive knowledge and engaging presentation. At the upper-intermediate level, students create detailed tour plans with effective promotional language

and clear structure. For example: “Join us for an unforgettable journey to Samosir Island! We’ll start with a scenic boat ride across Lake Toba, explore traditional Batak architecture at Tomok Village, and enjoy local culture at Simanindo Village with performances and crafts. After lunch featuring local dishes, we’ll visit the historical Ambarita Village and conclude with relaxation at scenic spots around Lake Toba. Don’t miss this chance to experience Samosir Island’s beauty and culture!”

### *English for Public Speaking*

The “Overcoming Nervousness and Anxiety in Public Speaking” topic in Weeks 9-10 focuses on enhancing student confidence and presentation skills. Key language functions include managing anxiety, projecting confidence, using notes, and employing body language. Activities include practicing relaxation techniques, role-playing presentations, and analyzing professional speeches, with grammar emphasizing imperatives for clarity and pronunciation stressing emphasis. Beginner students often experience significant anxiety and speak monotonously, relying on basic techniques like deep breathing and visualization to manage their nerves, such as, “During your presentation, take deep breaths and picture yourself speaking confidently.” While these methods help with initial anxiety, further improvement in confidence and speaking skills is needed. Intermediate students advance by using techniques such as thorough preparation and rehearsal, guided by public speaking articles that provide strategies like, “The article offers methods for overcoming anxiety through preparation and positive visualization.” This approach aligns with Bandura’s self-efficacy theory (Poluektova & Smith, 2023), which asserts that preparation boosts self-confidence and reduces anxiety. Upper-intermediate students create detailed outlines and notes for structured presentations, such as, “Use the provided template to develop an outline covering local tourism, including history, attractions, and visitor tips.” They also incorporate body language and non-verbal techniques, reflecting Anderson’s research (Sulistiyowati & Mukti, 2023) on the role of presentation structure and visual aids in effective communication and anxiety reduction.

The “How to Become a Professional Motivational Speaker” topic in weeks 11-12 focuses on delivering inspirational messages and building audience rapport. Key language functions include crafting motivational speeches,

utilizing storytelling, and adapting content. Activities consist of practicing speeches, analyzing renowned speakers, and writing persuasive scripts, with grammar focusing on active and imperative sentences and pronunciation on tonality and rhythm. Beginner students often struggle with creating emotional connections and rely on simplistic stories in their speeches. They practice short motivational speeches using personal anecdotes, such as, “Share a brief motivational story about overcoming challenges.” This approach supports the importance of emotional rapport in motivational speaking. Intermediate students adopt professional techniques, learning to use persuasive language and effective tonality by analyzing speeches from renowned speakers. For instance, they might listen to and examine a motivational speech to understand its use of language and storytelling. Beckett’s study (2023) on Steve Jobs underscores the impact of persuasive language and engaging storytelling. At the upper-intermediate level, students craft structured motivational speeches incorporating persuasive language and compelling narratives. They write scripts designed to inspire action and drive positive change, such as, “Create a motivational speech for young professionals with a compelling story, clear structure, and persuasive language.”

### *Analysis of flipped learning strategies in ESP with interactive multimedia like Udemy and Gaminik*

#### *English for business administration and communication*

In weeks 1-2 of the Fundamentals of Public Speaking course, students engage in a mix of out-of-class and in-class activities. Out-of-class tasks include watching videos, reading articles, listening to podcasts, and drafting speeches, supplemented by reflection journals, peer feedback, and discussion forums. In-class, students practice formal speeches, analyze famous speeches, and work on pronunciation, while summarizing their out-of-class activities. Assessment consists of peer evaluations, instructor feedback, and recorded presentations, supported by discussion forums and pronunciation aids.

In weeks 3-4, the focus shifts to Sales and Persuasion Techniques. Out-of-class activities involve watching videos, reading articles, listening to sales pitches, and writing persuasive scripts, reinforced through video quizzes and



interactive lessons. In-class, students engage in sales simulations, present strategies, analyze recorded pitches, and write detailed reports using simulation software and presentation tools. Reports are submitted via the LMS with comprehensive instructor feedback.

### *English for Tourism*

In weeks 5-6, students focus on online hotel reservations. Out-of-class activities involve watching videos, reading articles, listening to podcasts, and writing hotel reservation emails, with additional support from quizzes and discussion forums. Email drafts are submitted via LMS and reviewed through online peer feedback. In-class, students practice mock calls, analyze tourism websites, work on pronunciation, and create persuasive advertisements. Assessment includes peer evaluations, instructor feedback, recorded role-plays, and rubrics.

Weeks 7-8 shift to tour guiding. Students engage in out-of-class tasks such as watching tour videos, reading about storytelling, and writing culturally and historically contextualized tour scripts, reinforced by videos, quizzes, and reflection journals. Scripts are submitted via LMS with peer reviews. In-class, students perform tour simulations, discuss emergency handling, practice pronunciation, and develop a tour guide business plan. Assessments include peer and instructor feedback, recorded performances, case studies, and business plan evaluations.

### *English for Public Speaking*

In weeks 9-10, students focus on managing speaking anxiety. Out-of-class activities include watching videos on anxiety management, reading articles on presentation techniques, and summarizing findings, supplemented by an online survey about their experiences with speaking anxiety. Reflection journals and peer feedback support their learning. In-class, students use relaxation techniques in small group practice, participate in presentation simulations, and discuss strategies for reducing anxiety. Assessments are based on direct observation, peer and instructor feedback, and contributions to discussions, evaluated via LMS rubrics.

In weeks 11-12, the focus shifts to professional motivational speaking. Students analyze motivational speeches for storytelling and emotional impact, read about motivational techniques, and draft their own speeches, emphasizing structure and persuasion. Course videos, LMS articles, and feedback on drafts aid

their preparation. In-class, students deliver motivational speeches, discuss speaking techniques, and engage in role-playing exercises with peer feedback. Assessments focus on speech structure, tone, and engagement, while discussions and peer reviews are evaluated for participation and relevance.



Figure 1. *The Kemp model with flipped learning according to English proficiency levels*

The Kemp Model is an instructional design framework focused on individualized learning with a flexible, iterative approach. It includes nine elements: goal identification, learner and task analysis, objective setting, content selection, strategy development, media choice, evaluation, and revision. This adaptable model supports English learning at beginner, intermediate, and advanced levels. Combining the Kemp Model with flipped learning offers a tailored approach to different proficiency levels. Beginners focus on basic vocabulary and sentence structures, studying at home and practicing interactively in class. Intermediate learners develop skills like speaking and writing through videos and exercises that enhance analysis. Advanced students engage in complex tasks like debates and presentations. This integration boosts analytical and critical thinking, especially at intermediate and advanced levels, while beginners benefit from direct guidance and feedback. Research shows that flipped learning fosters deeper understanding and improved critical thinking over traditional methods (Wang, 2023).

### *Learning outcomes of ESP using interactive multimedia*

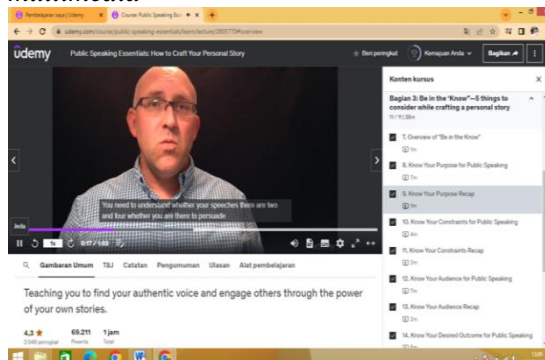




Figure 2. *Udemy online course*

The learning outcomes of ESP using interactive multimedia, such as Udemy, highlight several key advantages: (1) Competition rate: Interviews reveal that students view exams as both challenging and fair, assessing not only memorization but also the application of knowledge. This alignment with course material and well-structured exams boosts student confidence, resulting in higher completion rates. (2) Learning Gain and Ontrackness: Interview results show significant improvement in material understanding, as indicated by the average increase in pre-test and post-test scores. However, adherence to the learning path varies, depending on the course's structure and consistency. (3) Long-Term Retention: Follow-up tests gauge information retention, with well-organized, practical material promoting long-term retention and reinforcing the relevance of skills to real-world applications. (4) Learning Transfer: Students effectively apply course skills to real situations, indicating that the Udemy course content is well-utilized in professional contexts, thus enhancing their ability to leverage their knowledge. (5) Engagement: Students display varying levels of participation throughout the course. Frequent involvement in discussion forums and active interaction with video content contributes to a more engaging and immersive learning experience, making students feel more involved and motivated to absorb the course material.

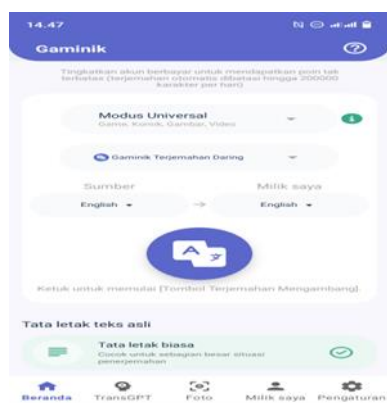


Figure 3. *Gaminik online translation*

The use of interactive multimedia, such as text-image machine translation tools like Gaminik, significantly enriches learning in courses like ESP for Business Administration, Tourism, and Public Speaking. In the Business Administration course, real-time text and subtitle translations help students grasp complex business terms and improve international communication

(Almashhadani & Almashhadani, 2023). This technology aids diverse students in managing unfamiliar terms and improving international communication, overcoming language barriers and improving learning outcomes. For Tourism, this technology aids in grasping industry-specific terms and scenarios, aligning with contextual learning theory and boosting comprehension and retention of tourism terminology (Plyth & Craham, 2023). In Public Speaking, text-image machine translation supports effective communication by providing clear translations and context, thereby enhancing vocabulary and confidence. It integrates various learning modalities to improve understanding and speaking skills, making the learning process more comprehensive and effective (Lai, 2023).

#### *Analysis of vocabulary in context terminology in ESP*

##### *Word or phrase insertion*

In Business Administration and Communication, inserting phrases like relative pronouns clarifies complex sentences, such as in “A report that shows annual growth...” specifies the report being discussed. In Tourism, this technique vividly describes attractions. For example, “A destination that offers unique experiences...” highlights special features of a location. In Public Speaking, phrases like “An audience that is engaged...” effectively target the audience.

##### *Voice transformation*

In Business Administration and Communication, switching from passive to active voice clarifies responsibility, as in “The budget was approved by the committee” becomes “The committee approved the budget.” In Tourism, adjusting voice highlights experiences more vividly, for instance, “The tour was guided by a local expert” changes to “A local expert guided the tour.” In Public Speaking, active voice emphasizes actions, such as “The points were discussed by the speaker” becoming “The speaker discussed the points.”

##### *Lexical substitution*

In Business Administration and Communication, replacing complex terms with simpler synonyms enhances clarity, as in “budget shortfall” instead of “fiscal deficit.” In Tourism, using straightforward words improves descriptions, such as “local customs” for “idiosyncratic customs.” Similarly, in Public Speaking, simpler

terms, like “knowledgeable speaker” instead of “erudite speaker,” make content more accessible. “Before moving to the next point, I would like to address...”

#### *Lexical omission*

In Business Administration and Communication, omitting non-essential words improves fluency, such as “The CEO's address” instead of “The CEO's intention to address the stakeholders.” In Tourism, removing unnecessary words simplifies descriptions, for example, “explore the caves” instead of “The intention to explore the caves.” In Public Speaking, cutting redundant words makes speeches more concise, as in “His plan” instead of “His plan to succeed in the debate.”

#### *Word class substitution*

In Business Administration and Communication, adjusting word classes enhances sentence flow, such as transforming “The probable outcome” to “The outcome will probably be.” In Tourism, converting adjectives to adverbs, like changing “The comfortable seating” to “seating is comfortably arranged,” clarifies descriptions. Similarly, in Public Speaking, replacing adjectives with adverbs, as in “He spoke confidently” instead of “He was confident,” clarifies actions.

#### *Tense alteration*

In Business Administration and Communication, modifying tense refines context, as seen when “The company is expanding” becomes “The company expands.” In Tourism, changing tense to indicate ongoing plans, such as “The guide is explaining the history” to “The guide explains the history,” enhances clarity. Similarly, in Public Speaking, adjusting tense for a direct impact, like “The speaker is addressing the issue” becoming “The speaker addresses the issue,” improves immediacy.

#### *Syntactic intervention*

In Business Administration and Communication, rearranging clauses clarifies action sequences, as “Reporting the results immediately after the meeting” becomes “Immediately after the meeting, the results were reported.” In Tourism, breaking complex sentences simplifies understanding, such as “After arriving at the destination, tourists can explore the local markets” changing to “Tourists can explore the local markets after arrival.” In Public Speaking, splitting long sentences emphasizes key points, such as “I would like to address this first. Then, we will move to the next point” instead of

#### *Cultural adjustment*

In Business Administration and Communication, converting imperial units to international measurements enhances global accessibility, as “The product weighs 5 pounds” becomes “The product weighs 2.27 kilograms.” In Tourism, adjusting cultural terms improves comprehension, such as “50 miles to the east” changing to “80 kilometers to the east.” In Public Speaking, replacing local references with international ones broadens understanding, as “As famous as Big Ben in London” becomes “As famous as a major landmark.”

#### *Career guidance in ESP*

The descriptive qualitative analysis of students' learning styles in ESP, based on the Felder-Silverman model (Hsu et al., 2023), highlights that visual learners perform better with images, charts, and videos rather than text alone. Visual aids such as business negotiation simulations and virtual tours enhance understanding, aligning with Paivio's dual coding theory, which posits that combining visual and verbal information improves memory and processing (Wenk et al., 2023). Verbal learners excel with text and narrative, benefiting from reading, writing, and discussions, supported by structured text-based modules and translation tools on platforms like Udemy. Sweller's cognitive load theory (Colley et al., 2024) supports this by emphasizing that well-organized verbal information reduces cognitive load and aids systematic processing. Active learners, who thrive on hands-on tasks, develop problem-solving and teamwork skills through interactive simulations and group projects, in line with Kolb's experiential learning theory, which values direct experience and reflection (Marzuki, 2023). Reflective learners, who prefer thoughtful analysis before application, benefit from independent study and feedback, such as reviewing recorded speeches. Schon's reflective practice theory (Sener & Mede, 2023) underscores the role of reflection in skill refinement, with tools like speech recordings on Udemy aiding in performance evaluation and development.

In brief, aligning learning methods with students' styles, as outlined by the Felder-Silverman analysis, is essential for effective career guidance in ESP. Interactive tools like Udemy and Gaminik facilitate practical language

skill development relevant to various careers: visual learners benefit from simulation videos for real-world preparation, verbal learners enhance communication through text-based exercises, active learners boost teamwork and problem-solving with collaborative projects, and reflective learners gain self-insight through self-evaluation. These tailored approaches not only deepen ESP understanding but also improve career readiness, making students more competitive globally (Sener & Mede, 2023).

## CONCLUSION

This research investigates the development of interactive multimedia-based ESP programs at UPMI Medan and their impact on enhancing English proficiency and career readiness. Findings reveal that multimedia tools, including simulation videos, case studies, virtual tours, and video guides, create an engaging learning environment and tailor ESP curricula to business, tourism, and public speaking needs, thus improving professional communication and essential language skills. This research highlights the effectiveness of visual and text-image translation tools like Gaminik in enhancing vocabulary comprehension and industry-specific terminology. It also supports flipped learning strategies that boost student engagement and comprehension through pre-class interactions with multimedia materials. The research demonstrates how integrating career guidance and industry-specific vocabulary through interactive multimedia prepares students for the job market and accommodates diverse learning styles: visual, verbal, active, and reflective. However, the study has limitations, including inadequate consideration of variations in student engagement and assumptions of uniform multimedia proficiency among students and instructors. Additionally, while learning style theories were discussed, individual differences in multimedia interaction were not explored, and the short duration of the study may not capture long-term effects. Future research should address these issues, assess long-term career impacts, and explore interactive technologies across various ESP domains for more comprehensive insights and enhanced multimedia implementation.

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