Systematic Management of Business English Modules for Speaking Competence Enhancement: A Descriptive Study of Youth Entrepreneurship Development

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Abstract
The VUCA world and high unemployment rates present significant challenges to Indonesian youth, particularly regarding English proficiency deficits that limit global competitiveness. This study examines the management of a Business English Module designed to improve speaking competence through presentation techniques among youth organization members. A qualitative descriptive study was conducted at Karang Taruna Cijagra Village involving 55 active members aged 16-20 years with diverse educational backgrounds. Data collection employed observations, semi-structured interviews, and documentation analysis. The program implementation followed George R. Terry's management framework (Planning, Organizing, Actuating, Controlling) integrated with English for Specific Purposes (ESP) and Competence-Based Education (CBE) approaches. Data analysis utilized systematic reduction, presentation, and verification procedures. The systematic management approach yielded significant improvements in speaking competence across all participants. Pre-test results indicated 76.4% possessed basic English knowledge, while only 23.6% had business English exposure. Post-implementation assessments revealed 85% of participants achieved significant improvement in fluency, clarity, intonation, and confidence. The Personal Canvas technique demonstrated 91-100% completion rates across progressive stages. Active speaking time increased from 3 to 12 minutes per session, while business plan presentations achieved 89% success rates with average quality scores of 7.2/10. The integration of management principles with ESP and CBE approaches created an effective framework for Business English instruction. The documented improvements validate the effectiveness of presentation-based learning in developing both language skills and entrepreneurial mindset, supporting the dual objectives of reducing unemployment while enhancing global competitiveness among Indonesian youth.

INTRODUCTION

The contemporary global landscape, characterized by the VUCA World (Volatile, Uncertain, Complex, Ambiguous), presents unprecedented challenges to the younger generation, particularly in developing countries where unemployment rates remain persistently high due to significant skills gaps. Indonesia exemplifies this challenge, with the National Statistics Agency reporting an Open Unemployment Rate of 8.01%, while the 2017 Global Human Capital Index ranked Indonesia's human resources 65th out of 130 countries. This substantial gap between educational outcomes and market demands underscores the urgent need for innovative approaches to skill development that can enhance the competitiveness of Indonesian youth in the global marketplace.

In this rapidly evolving economic environment, international communication necessitates that university students improve their English language skills, especially spoken English, which represents one of the most challenging yet crucial competencies for academic and professional success (Ávila Cabrera, 2022). English, as the current lingua franca, has become indispensable for effective global communication, making its mastery paramount for entrepreneurial success. However, English

speaking remains the most challenging language skill for the majority of EFL students in countries where English is not an official or widely used language. Students in these contexts experience significant barriers to improving their speaking competence due to test-oriented educational systems, limited opportunities for oral practice, and phonological differences between their native languages and English (Brooks & Wilson, 2014; Ahn & Lee, 2016; Sun et al., 2017; Tseng & Yeh, 2019). These challenges manifest through inhibition, insufficient language ability, passive participation, and native language interference, which collectively impede the development of effective oral communication skills (Ur, 2012).

The pedagogical landscape has witnessed fundamental transformations in English language teaching over recent decades. Contemporary approaches have moved beyond traditional methodologies to embrace learner-centered instruction, interaction, and authentic language use (Nunan, 1991; Richards, 2006). In today's Business English classroom, students engage with a range of business situations, including meetings and negotiations, where they can practice and refine their practical communication skills, thereby becoming more confident and fluent language users (Jones & Aleksander, 2005). This paradigm shift has positioned learners as active participants and knowledge constructors rather than passive recipients, while teachers facilitate learning and provide varied opportunities for skill development (Jones, 2007).

Recent research has increasingly focused on innovative approaches to enhance English speaking competence through various methodologies and technological interventions. Fitriani (2022) demonstrated the significance of developing English speaking proficiency to enhance students' communication skills in business and technology contexts, emphasizing the critical role of oral communication in professional environments. Similarly, Ávila Cabrera (2022) explored the effectiveness of creative dubbing techniques in improving oral production skills within Business English classes, highlighting the importance of engaging methodologies that combine linguistic learning with practical application. Furthermore, studies have investigated the impact of digital platforms on speaking skill development, with Hongsa et al. (2023) examining how TikTok applications can enhance EFL students' English-speaking abilities, while Xiuwen and Razali (2021) provided an overview of TikTok's utilization in improving oral English communication competence among undergraduate EFL students.

The theoretical foundations underlying effective Business English instruction have evolved to encompass specialized approaches tailored to learner needs. English for Specific Purposes (ESP) has emerged as a cornerstone methodology, emphasizing learner-centered education that responds directly to professional and academic sector requirements rather than functioning as a mere language product (Hutchinson & Waters, 1987; Hyland, 2022; Abdumalikovna, 2024). Complementing this approach, Competence-Based Education (CBE) focuses on experiential learning and measurable skill development, emphasizing practical English mastery through integrated listening, speaking, reading, and writing competencies (Bratanych & Vyshnevska, 2018).

The management dimension of English language programs has also received considerable attention in recent scholarship. Nurafni et al. (2022) investigated the management of foreign language programs in achieving English speaking abilities among students, demonstrating the crucial role of systematic program administration in language learning outcomes. Pitriyani (2025) further examined the management of life skill programs, particularly English classes, in enhancing students' language competencies, emphasizing the importance of structured approaches to language instruction. These studies collectively underscore the significance of well-managed language programs in achieving desired learning outcomes, particularly in speaking competence development.

The integration of entrepreneurship education with English language learning has emerged as a particularly promising approach to address the dual challenges of unemployment and language proficiency. Ahmad and Khan (2023) emphasize that effective communication serves as the foundation for global entrepreneurial success, while Anggraini et al. (2021) assert that start-up businesses must optimize both digital technology and English proficiency to enhance their

competitiveness. This convergence of language learning and entrepreneurship education aligns with the nine Entrepreneurial Skills model proposed by Jardim (2021), which identifies creativity, leadership, communication, and problem-solving as essential competencies for entrepreneurship education.

However, despite these advances, significant gaps remain in our understanding of how to effectively manage Business English modules specifically designed for youth organizations in developing countries. While previous research has explored individual components such as speaking skill development (Yuni et al., 2023) and the use of digital media platforms (Rasyid et al., 2023), there is limited empirical evidence regarding the systematic management of comprehensive Business English modules that integrate entrepreneurship education with English language learning for community-based youth organizations.

This research addresses this gap by investigating the management of a Business English Module designed to improve speaking competence through presentation techniques among members of Karang Taruna Kelurahan Cijagra, a Indonesian youth organization. The study applies George R. Terry's management principles (Planning, Organizing, Actuating, and Controlling) within the theoretical framework of English for Specific Purposes (ESP) and Competence-Based Education (CBE) to develop and evaluate a comprehensive Business English learning program.

The significance of this research lies in its potential to provide a replicable model for managing Business English modules in similar contexts, particularly for youth organizations in developing countries where unemployment and limited English proficiency present dual challenges. By demonstrating the effectiveness of systematically managed Business English instruction that integrates entrepreneurship education, this study contributes to both the fields of English language teaching and community development. Furthermore, the research offers practical insights for educators and program administrators seeking to enhance the employability and global competitiveness of young people through targeted English language instruction that addresses real-world business communication needs.

METHODS

This study employed a qualitative research approach utilizing descriptive analysis methodology to comprehensively examine the management of the Business English Module in improving speaking competence through presentation techniques. The qualitative descriptive design was selected to provide an in-depth understanding of the phenomena under investigation, allowing for accurate and systematic description of the program implementation process and its outcomes (Syahrizal & Jailani, 2023; Suharyanto, 2024). This approach was particularly appropriate given the study's focus on exploring the complex interplay between management practices and language learning outcomes within a specific organizational context.

The research was conducted at Karang Taruna Cijagra Village, with participants comprising 55 active members of this youth organization. The participant demographics included individuals aged 16-20 years with diverse educational backgrounds, consisting of 29 members who had completed high school, vocational training, college education, or other educational programs. This purposive sampling approach ensured representation of the target population while maintaining focus on the specific context of youth organization members who would benefit from Business English training. The selection criteria included active membership in the organization, willingness to participate in the training program, and commitment to completing all program phases.

Data collection was conducted through multiple methods to ensure comprehensive understanding of the program management and its effectiveness. Primary data collection involved structured observations of training sessions, allowing researchers to directly witness participant interactions, engagement levels, and speaking performance during various activities. Semi-structured interviews were conducted with key stakeholders, including the youth organization chairman and selected members, to gather insights into training needs, perspectives on 21st-century skills, and

experiences throughout the program. These interviews employed open-ended questions designed to elicit detailed responses about participants' motivations, challenges, and perceived benefits of the Business English Module. Documentation study constituted the third data collection method, involving systematic analysis of relevant program documents, pre-test results, training materials, and assessment records to provide contextual background and track participant progress.

The primary research instrument was the researcher, consistent with qualitative research traditions, supported by structured observation protocols, interview guides, and documentation analysis frameworks. To ensure data quality and credibility, triangulation was employed through the use of multiple data sources and collection methods. The observation protocol was designed to capture specific behaviors related to speaking competence, including fluency, accuracy, confidence levels, and participation patterns during presentation activities. Interview guides were developed based on the theoretical framework incorporating George R. Terry's management principles (Planning, Organizing, Actuating, and Controlling) and were pilot-tested to ensure clarity and relevance.

The research procedure followed a systematic timeline aligned with Terry's management framework. Initial planning involved conducting pre-assessments to establish baseline English proficiency levels and entrepreneurial knowledge among participants. The organizing phase encompassed the preparation of training materials, facility arrangements, and facilitator assignments. Implementation occurred through structured training sessions incorporating English for Specific Purposes (ESP) and Competence-Based Education (CBE) approaches, with continuous observation and documentation. The controlling phase involved ongoing assessment and final evaluation through post-training presentations.

Data analysis was conducted through a systematic three-stage process following established qualitative analysis procedures. Data reduction involved the careful filtering and summarization of information gathered from observations, interviews, and documentation, focusing on elements directly related to the research objectives and management effectiveness. Data presentation was organized thematically, with information categorized according to management functions and speaking competence indicators, presented through detailed descriptions and narrative accounts that captured the essence of participant experiences and program outcomes. Data verification ensured the accuracy and credibility of conclusions through member checking, peer debriefing, and careful examination of negative cases. The analysis process was iterative, with continuous comparison and refinement of findings to ensure that conclusions accurately reflected the effectiveness of the Business English Module management in enhancing participants' speaking skills through presentation techniques. This systematic approach to data analysis supported the generation of reliable findings that could inform future program development and implementation in similar contexts.

RESULTS AND DISCUSSION

Results

The implementation of the Business English Module at Karang Taruna Cijagra Village yielded comprehensive data regarding the effectiveness of management practices in enhancing speaking competence through presentation techniques. The findings are organized according to George R. Terry's four management functions, providing a systematic analysis of each phase's contribution to the overall program success.

Planning Phase Outcomes

The initial assessment revealed significant insights into participants' readiness and motivation for Business English training. Interview data with the organization chairman demonstrated strong leadership commitment to transforming members' mindset from employees to entrepreneurs. As documented in the interview transcript, the chairman stated: "As chairperson, of course I want the children, especially those who have stopped going to school, to be able to support themselves. Some of them work with wages that are not proportional to the transport spent, according to them the important thing is to work, because if they only 'trade' they do not get support from their parents."

This statement reflects the organization's strategic vision for empowering youth through entrepreneurial skills development.

Pre-test results indicated that participants possessed foundational English knowledge, with 42 out of 55 members (76.4%) demonstrating basic conversational ability, while only 13 members (23.6%) had previous exposure to business-specific English terminology. Importantly, member interviews revealed intrinsic motivation for English learning, exemplified by one participant's response: "English is very important because in this era of industrial revolution, if you can't speak English, you will regret it." This data confirms the alignment between participant needs and program objectives, establishing a solid foundation for the ESP (English for Specific Purposes) and CBE (Competence-Based Education) approaches.

Organizing Phase Implementation

The systematic organization of training components demonstrated effective resource allocation and task distribution. The program structure incorporated three distinct facilitator roles: primary researcher as main facilitator, secondary facilitators for specialized content delivery, and peer observers for continuous assessment. This multi-layered approach ensured comprehensive coverage of both language skills and entrepreneurial concepts.

Participant grouping strategies effectively accommodated the diverse age range (16-20 years) and educational backgrounds through mixed-ability clusters. Each group included members with varying proficiency levels, facilitating peer learning and collaborative skill development. The integration of presentation techniques, role plays, and simulations created multiple opportunities for speaking practice within structured learning environments.

Implementation Phase Results

The actuating phase yielded measurable improvements in participant engagement and speaking performance. The "Personal Canvas" technique for self-potential discovery demonstrated particular effectiveness, as illustrated in Table 1.

Table 1. Personal Canvas Technique Implementation Stages

Stage	Activity Focus	Language Component	Completion Rate
One	Find 15 things you like doing	Verb-ing forms	100% (55/55)
Two	Choose 10 activities you often do	Simple present tense	98% (54/55)
Three	Identify 5 strengths	Gerund usage	95% (52/55)
Four	Rank from best to least	Comparative/superlative	91% (50/55)

The data presented in Table 1 demonstrates progressive engagement with both language structures and self-reflection activities. The slight decrease in completion rates across stages reflects increasing cognitive complexity rather than reduced motivation, as confirmed through observational notes documenting sustained participant enthusiasm throughout the process.

Individual presentation assessments revealed significant improvements in speaking confidence and fluency. All 55 participants successfully completed self-introduction presentations in English following the "listen, follow, and act" methodology. Group presentation activities utilizing the "Sinesa" (Simple Business Plan) model showed 89% successful completion rates, with participants demonstrating practical application of business English vocabulary and presentation skills.

The implementation of paired activities and role-play scenarios generated authentic communicative situations. Observation data recorded an average of 12 minutes active speaking time per participant during each 90-minute session, representing a substantial increase from baseline measurements where participants averaged less than 3 minutes of voluntary English speaking.

Evaluation Phase Outcomes

The controlling phase provided comprehensive evidence of program effectiveness through multiple assessment measures. Post-test presentations demonstrated marked improvements across four key speaking competence indicators: fluency, clarity, intonation, and confidence. Qualitative

assessment rubrics revealed that 47 participants (85%) achieved significant improvement in at least three competence areas, while 38 participants (69%) showed enhancement across all four indicators. The "Miss Maya" (My Business My Adventure) presentation format proved particularly effective for integrating entrepreneurial content with English language skills. Group presentations incorporating the six Sinesa components (company, people, product, customer & marketplace, finance, and advertisement) achieved an average quality score of 7.2 out of 10, based on structured evaluation criteria encompassing both language accuracy and business content relevance.

Feedback collection through post-training interviews revealed high participant satisfaction and perceived relevance of the program content. Representative comments included recognition of improved confidence in English communication and enhanced understanding of business concepts, indicating successful achievement of dual learning objectives.

Discussion

The application of George R. Terry's management principles to Business English instruction yielded significant insights into effective program administration, providing empirical validation for systematic educational management approaches. The coherent framework created through Planning, Organizing, Actuating, and Controlling functions enhanced both pedagogical outcomes and administrative efficiency, aligning with Sukarna (2011) and Syahputra & Aslami (2023)'s emphasis on structured management approaches in educational contexts. This finding extends beyond traditional language instruction paradigms by demonstrating how management theory can be successfully operationalized in community-based language learning environments.

The planning phase's emphasis on needs assessment and participant motivation directly contributed to program success, supporting the theoretical premise that learner-centered approaches enhance engagement and outcomes. This aligns fundamentally with Hutchinson & Waters (1987) and Hyland (2022)'s ESP framework, which emphasizes that effective language instruction must be grounded in specific learner needs rather than generic curriculum requirements. The documented intrinsic motivation among participants, exemplified by statements recognizing English as essential for the industrial revolution era, resonates with Fitriani's (2022) findings regarding the importance of communication skill development in business and technology contexts. This connection suggests that when learners perceive authentic professional applications, their investment in language acquisition increases significantly, validating the ESP approach's core principles.

The successful implementation of learner-centered instruction observed in this study provides concrete evidence for the pedagogical paradigm shift described by Nunan (1991) and Richards (2006). The transformation of participants from passive recipients to active knowledge constructors, as evidenced by the Personal Canvas technique's high engagement rates, demonstrates the practical effectiveness of contemporary teaching methodologies. This finding extends Jones (2007)'s theoretical framework by showing how facilitated learning environments can successfully accommodate diverse educational backgrounds within community contexts, moving beyond traditional classroom settings to demonstrate broader applicability.

The integration of ESP and CBE methodologies proved highly effective in addressing specific learning needs while maintaining practical relevance, providing empirical support for Abdumalikovna (2024)'s assertion that ESP responds directly to professional sector requirements rather than functioning as a mere language product. The Personal Canvas technique's success in engaging all participants (91-100% completion rates) demonstrates the value of combining self-reflection with language practice, creating meaningful learning contexts that extend beyond traditional grammar-focused instruction. This outcome validates Bratanych & Vyshnevska (2018)'s CBE approach, which emphasizes experiential learning and measurable skills through integrated competency development.

Critically, the study's findings directly address the systemic challenges identified in EFL contexts by Brooks & Wilson (2014), Ahn & Lee (2016), and Sun et al. (2017). The documented transformation from 3 minutes to 12 minutes of active speaking time per session represents a substantial

breakthrough in overcoming the inhibition, insufficient language ability, and passive participation that Ur (2012) identifies as primary barriers to speaking competence development. The structured presentation opportunities created supportive environments that directly counteracted the test-oriented educational limitations prevalent in Indonesian contexts, similar to those documented in Japan, South Korea, China, and Taiwan by various researchers.

The high completion rates across Personal Canvas stages (ranging from 91% to 100%) indicate strong participant engagement with both linguistic and entrepreneurial content, providing empirical validation for Jardim's (2021) entrepreneurial skills model which identifies communication as a fundamental competency for business success. However, this finding extends Jardim's theoretical framework by demonstrating how communication skills can be systematically developed through structured language learning activities that simultaneously address entrepreneurship education objectives. The progressive structure successfully scaffolded learning while maintaining participant motivation throughout increasingly complex tasks, suggesting that the integration of business content with language instruction creates synergistic learning effects.

The documented improvements in speaking fluency, confidence, and practical application validate the effectiveness of presentation-based learning approaches while providing concrete evidence for the theoretical shift toward authentic communication opportunities in language learning contexts described by Jones & Aleksander (2005). The participants' engagement with business situations through the "Sinesa" model mirrors the meeting and negotiation scenarios that Jones & Aleksander identify as essential for developing practical communication skills and language user confidence. This alignment suggests that community-based programs can effectively replicate the business English classroom environments typically associated with formal educational institutions.

The success of the "Sinesa" business plan presentations, with 89% completion rates and average quality scores of 7.2/10, demonstrates effective integration of entrepreneurial content with language instruction. This outcome supports Nurafni et al.'s (2022) findings regarding the importance of systematic program management in achieving language learning objectives, while extending their conclusions to demonstrate specific effectiveness in speaking competence development within community contexts. The quantitative improvements provide empirical evidence that structured management approaches can bridge the gap between theoretical language learning frameworks and practical community development needs.

Theoretically, the study's success challenges the assumption that effective Business English instruction requires formal institutional settings or extensive technological resources. While Ávila Cabrera (2022) demonstrated the effectiveness of creative dubbing techniques and Hongsa et al. (2023) explored TikTok applications for speaking skill development, this research shows that systematic management principles can achieve comparable outcomes through traditional presentation-based methodologies. This finding suggests that the critical factor may be the systematic application of pedagogical principles rather than the specific technological tools employed.

The documented effectiveness of visual aids and presentation technologies indicates compatibility with contemporary digital learning trends while maintaining focus on face-to-face instruction. This finding provides a nuanced perspective on the technology integration debate, suggesting that the systematic application of management principles can enhance traditional methodologies to achieve outcomes comparable to those documented in digital-enhanced learning environments by Xiuwen and Razali (2021).

The multi-modal approach incorporating role play, simulation, and presentation techniques created diverse learning opportunities that accommodated different learning preferences, addressing the methodological diversity emphasized in contemporary Business English instruction. This finding validates the theoretical premise that varied approaches enhance learning effectiveness while demonstrating that such diversity can be systematically managed through structured administrative frameworks.

The systematic application of management principles yielded a replicable model for Business English program implementation in community contexts, providing quantitative evidence across all four management functions. The documented success rates (Planning: 100% needs assessment completion; Organizing: effective resource allocation; Actuating: 89% activity completion; Controlling: 85% participant improvement) provide empirical validation for Pitriyani's (2025) research on life skill program management while extending the findings to demonstrate specific applications in Business English instruction.

These findings demonstrate several critical points of theoretical convergence that advance our understanding of effective language instruction in community contexts. The documented improvements in speaking confidence and fluency support Yuni, Hendrita, and Syam's (2023) findings regarding media-enhanced speaking competence development, though achieved through systematic management rather than video blog creation. This suggests that the underlying factor contributing to success may be the structured approach to skill development rather than the specific technological medium employed.

The successful integration of entrepreneurship and English learning validates Ahmad and Khan's (2023) theoretical assertion regarding the relationship between English proficiency and global entrepreneurship. The documented transformation in participant mindset from "workers to entrepreneurs" provides empirical support for their theoretical framework while demonstrating practical implementation strategies specifically applicable to developing country contexts. This finding extends their work by showing how systematic management approaches can operationalize the relationship between language skills and entrepreneurial development.

However, the study's limitations warrant critical examination within the broader theoretical context. The single-site implementation restricts generalizability across different cultural and organizational contexts, though the detailed documentation provides a foundation for replication studies that could validate the theoretical framework's broader applicability. The absence of long-term follow-up data limits understanding of knowledge retention and practical application in real business situations, raising questions about the sustainability of observed improvements beyond the immediate program context.

Future research should explore comparative effectiveness across multiple cultural contexts to validate the theoretical framework's universal applicability, investigate long-term impacts on participants' entrepreneurial activities and English proficiency to establish sustainable learning outcomes, and examine integration with digital technologies to enhance program accessibility while maintaining the systematic management approach demonstrated in this study. Additionally, cost-effectiveness analysis would provide valuable insights for scaling implementation in resource-constrained environments typical of developing countries.

CONCLUSION

This research demonstrates that systematic management of Business English modules through George R. Terry's framework significantly enhances speaking competence among youth organization members. The integration of Planning, Organizing, Actuating, and Controlling functions with ESP and CBE approaches yielded measurable improvements across all speaking competence indicators, with 85% of participants achieving significant enhancement in fluency, clarity, intonation, and confidence. The Personal Canvas technique proved particularly effective, achieving 91-100% completion rates while simultaneously developing self-awareness and entrepreneurial mindset. The transformation from 3 minutes to 12 minutes of active speaking time per session represents a substantial improvement in oral engagement, while the 89% success rate in business plan presentations confirms effective integration of language skills with entrepreneurial content.

This study contributes to the field by providing empirical evidence for applying management theory to language education, specifically demonstrating how systematic administration enhances pedagogical outcomes in community-based settings. The research extends existing literature on

Business English instruction by offering a replicable model that addresses dual objectives of language proficiency and entrepreneurship development, particularly relevant for developing country contexts where youth unemployment and limited English skills present concurrent challenges.

The practical implications suggest that youth organizations can effectively implement Business English programs through structured management approaches, potentially reducing unemployment while enhancing global competitiveness. The documented success across diverse educational backgrounds indicates scalability for similar community contexts. Educational practitioners can adapt the four-phase management model to various language learning environments, while program administrators can utilize the systematic evaluation framework to ensure effective resource allocation and outcome achievement.

However, the single-site implementation limits generalizability across different cultural and organizational contexts. The absence of long-term follow-up data restricts understanding of knowledge retention and practical application in real business situations. Future research should examine comparative effectiveness across multiple sites, investigate long-term impacts on participants' entrepreneurial activities and English proficiency, and explore integration with digital technologies to enhance program accessibility and engagement. Additionally, cost-effectiveness analysis would provide valuable insights for scaling implementation in resource-constrained environments.

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