



**An Implementation of Business Self-Practicing
Role-Play Animated Media to Promote Speaking
Ability and Perceptions: A Case Study of Thai
Business English Undergraduate Students**

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Received 15/04/2026	ABSTRACT This study investigated the effectiveness of Business Self-Practicing Role-Play (BSPRP) animated media to enhance undergraduate EFL business students speaking ability and examined their perceptions of the instructional approach. This situation-based animated media was developed under the ADDIE instructional framework. The research participants consisted of 33 undergraduate EFL business students at a private educational institute located in Thailand who were selected through the convenience sampling method. This study employed the sequential embedded mixed method research design with a one-group pre-posttest model. The pre-posttest task was administered to collect quantitative data. Subsequent semi-structured in-depth interviews were used to gather qualitative data to survey the learners' perceptions. The findings indicated that the use of BSPRP animated media
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	potentially improved the students' speaking abilities and that the instructional approach was perceived positively. Keywords: speaking ability, EFL learners, role-play, animated media, perceptions
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Introduction

In the current competitive global environment, speaking plays a significant role in expanding language learners' career opportunities. The proper use of business English is one of the keys to success in dealing with colleagues, business partners, and customers (Rao, 2017). Compared with other communication skills, speaking competence has been prioritized by most educational institutes and by EFL learners (Harchegani et al., 2013). Consequently, the learners' proficiency in speaking English potentially plays a significant role in their future career.

A candidate's English-speaking ability has a strong influence on the outcome of the recruitment process. In Australia, English language proficiency was a major concern among various interviewees as they needed a high level of workplace communication skills (Arkoudis et al., 2009). Berardino et al. (2023) cited the National Association of Colleges and Employee in 2019 and mentioned the importance of productive skill especially speaking for career path progression. Business organizations are now prioritizing recruiting candidates who have a good command of English (Devi & Rao, 2018). Only productive skills (speaking and writing) were assessed during the recruitment process as these indicate the job applicants' critical thinking ability (Sarudin et al., 2013).

Commonly referred to as English for Specific Purpose (ESP), English for Business is a subcategory of the broader field that requires key vocabulary, topics and skills needed in workplace scenarios (Rao, 2017). English for Business and ESP differ in three main aspects: the participant's goal and practice, the lexical choice, and their reactions.

Due to recent trends in globalization and technological disruption, language teaching and learning activities have shifted from the traditional classroom setting to digitalized learning experiences. Technology now influences learners' language acquisition. Technological changes have impacted global business communication, the way learners study languages and how academics conduct research (Bhatia & Bremner, 2012). Access to information has brought about a significant change in education, especially in creating new methods in learning and teaching (Saeheng & Prammanee, 2012). Comparing traditional classes and online business communication courses, the research explored the application of Blackboard course

management software with the purpose of improving learners' writing skills. The finding concluded that online courses resulted in a higher degree of active learning (Sauers & Walker, 2004).

The recent COVID-19 pandemic caused major changes in many educational institutes and business organizations in Thailand as it required these institutions to follow government mandated safety measures. For teaching and learning contexts, this crisis has rapidly altered the style of teaching, research findings, and collaborative working in higher education rapidly (Chan et al., 2021). Online coursework and distance learning was suddenly introduced to enable continued learning in higher education settings during the pandemic and it challenged the faculty members to design a curriculum that transitioned from traditional classes to online classes (Rippy & Munoz, 2021).

Increased use of technology in educational settings has introduced technology related teaching methodology. Examples of this include Technology-Assisted Language Learning (TALL) and Computer-Assisted Language Learning (CALL). Research results revealed that TALL assisted in improving the students' skills and impacted on the learner's motivation with the learning process (Ahmad, 2016). The main feature of CALL is the use of computers as the medium for teaching and learning languages. Several benefits and constraints of using CALL in language classes have been identified (Torut, 2000). In terms of the advantages for learners, CALL can support the student's learning style and promotes self-paced learning. The specific features of CALL include sound, animated graphics, video and audio that stimulate the learners' interest. CALL also supports a better learning atmosphere and safer learning environment. However, there were some limitations of CALL from the teachers' perspective. It involves a high cost of design and implementation as some software is very expensive. Some ELT teachers lack experience and computer skills that can lead to negative opinions toward CALL. The cost of training was also high. Some teachers fear that CALL might replace language teachers altogether.

Despite ongoing work to improve Thai learners' EFL ability, there are some serious concerns among all stakeholders about the efficiency of the Thai education system. There are several international standardized tests applied in Thailand to evaluate the English language proficiency level of learners. Overall, the results show that most Thai learners do not meet the standard required. Relatively low scores were observed for both the TOEFL and TOEIC tests (Khamkhien, 2010). The strongest way to improve the language learners' ability is to involve them in the process (Walker & White, 2013). The learning tasks used need more videos and audios to create a better learning environment (Yuh & Kaewurai, 2021). Therefore, to contribute to the further development of the learning material, this study investigates the

use of Business Self-Practicing Role-Play (BSPRP) animated media to improve the speaking ability of Thai business undergraduate students during an eight-week implementation period.

Literature Review

Role-Playing as Animated Media

In English business communication courses, role-playing is recognized as a successful learning approach (Steven, 2015). Previous studies have shown many advantages to role-playing. Role play can engage the learners in real world situations and provide a chance to practice communication in various contexts and roles in society (Suryani, 2015). It also helps to lower anxiety as it provides an opportunity for the students to have rehearsal time (Brown & Abeywickrama, 2019). Role plays engage the learners in real-life scenarios, encourages the use of common expressions and allows the students to think on their own. Role-plays support the students by working collaboratively in a group or team and allows the team members to understand each other as roles instead of simply reading from the script. A further advantage of role-plays is that they can be tailored to serve the learners' needs by using specific vocabulary for specific situations. Moreover, role-plays provide learners with responsibility in the learning process that encourages interactions in classroom activities. Lastly, role-plays allow learners to evaluate their own speaking ability (Dorathy & Mahalakshmi, 2011).

Within a Thai context, several studies have researched the effects of role-playing classroom activities to improve speaking competence. These studies have been conducted at primary and undergraduate levels. One study in a primary school showed a significant improvement in the students' speaking ability in the five following areas, pronunciation, grammar, vocabulary, fluency and comprehension. The role-playing activities used focused on daily life situations such as shopping, time at school, in town, and at a restaurant (Pikulthong, 2021). Role-playing simulations in class, can however, also create some negative or uncontrollable situations (Tipmontree & Tasanameelarp, 2018). The main drawback is the face-saving problems for the learners. Some of the class members might react negatively and possibly be criticized by other team members (Dorathy & Mahalakshmi, 2011). Moreover, the role-playing activity should not only be limited to in-class activity as it should provide more time for the learners to practice at their convenience.

Role play is commonly found in Communicative Language Teaching classes and promotes creative output in linguistics. It allows some rehearsal

time for students to draft what they are going to say thus lowering anxiety for learners. When using role play as an assessment tool, the scoring for role play tasks goes beyond a purely responsive level and may elicit some unexpected responses from test-takers. (Brown & Abeywickrama, 2019). Several research studies were conducted to try and understand how interactive activities contributed to English language learning achievement. Studies focused on various types of interactive activities to boost the learners' engagement and to improve oral and speaking skills. Animated role-playing is mentioned as an active learning activity that promotes a stronger feeling of excitement in learners when compared with passive learning activities. The scenarios or problems in the simulation helped to maintain the level of challenge for the students in a positive way (Armstrong et al., 2015)

The Video Blog-Based Role Play (VBRP) was developed as an instructional model to improve tourism students' English-speaking skills (Bunjan & Suppasetseeree, 2018). Another significant study was conducted in a Turkish context and applied interactive teaching strategies to improve the speaking skills of 50 students learning Turkish as a second language. The result showed a significant improvement in the learners' abilities (Türken, 2019).

Speaking Ability

Speaking is the cognitive processes involved in constructing speaking which are conceptualization, formulation and articulation about what is said and how it is said (Goh & Burns, 2012). To speak English effectively requires various elements which includes grammatical knowledge, pronunciation, words, fluency and understanding. (Leong & Amadi, 2007). Fluent speaking includes reduced forms of utterance, such as contractions and reduction of vowel sounds so that learners who are don't use this sound rather formal-sounding or bookish (Burns, 2019). Fluency in speaking contains more generic words, employed some hesitation markers and fillers, show variation between formal and casual speaking (Richard, 2008). Second language learners might sometimes apply the hesitation device to help them think and plan before answering (Walker & White, 2013).

In business speaking, it requires the effective use of conversational strategies and understanding of the context. The key factors of conversational strategies are related to politeness strategies as it helps to build and maintain relationship with partners and avoid conflict. Businesspeople tend to apply negative politeness in order to avoid making direct opinions or viewpoints, tend to hear from interlocutors before they express their own ideas (Kuzhevskaya, 2019). Politeness refers to the way to speak or behave in the manner to grant benefit or value to others especially the person who we are

having conversation with (Leech, 2014). Polite language usage shows certain formulaic expressions e.g. please, thank you, excuse me or sorry (Watts, 2003). Some kinds of speech acts e.g. orders, requests and apologies were related to face-threatening acts by Brown and Levinson in politeness strategy (Sukarno, 2018).

In this study, the learners are expected to apply polite expressions in different situations fluently. They should be able to produce appropriate language for a specific task e.g. offering assistance, making a request or responding politely to the customers. The students' performance was evaluated by using Analytic speaking criteria by Weir (2005). There are five elements which are fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies.

Animated Media and Its Related Study

The word “animated” in the Oxford Advanced Learner’s Dictionary is defined as lively or to provide an appearance of moving e.g. animated cartoon or drawing (Wehmeier, 2000). The word media in the Cambridge dictionary is described as stored video or music in a file on a computer device. The word media originates from Latin and means the intermediary or introduction. Animated video media is defined as a medium that has sound and visual images that deliver information. Their quantitative study used a Google online questionnaire involving 100 participants to examine the student’s interest in this type of learning tool. There were three types of tools surveyed; animated video media, social media and mobile learning. The findings showed a positive perception towards all three media from students (Majid & Usman, 2021).

The animated learning media videos was applied to 70 primary school students in Indonesia. The purpose of the study was to see the impact of using animated learning media to improve speaking among the experimental and control groups. Their animated video includes audio-visual, single-question tasks, and quizzes. The results showed a moderate improvement in the experimental group. Most students had a positive attitude towards the animated media. However, psychological conditions such as anxiety also affected the learners’ performance during the study. (Wahyuni & Pravivwi, 2021). There was a literature reviewed 15 research studies related to the use of animated video to promote listening comprehension and speaking among early childhood students in the period 2014 to 2024. The results showed that animated media could improve both attention and motivation by using audio, visual, and interactive features (Fauzi et al., 2024). Animated storytelling helps clarify storylines or instructions that are complex. A study of 30 secondary school students using an experimental and control group showed the use of

animated multimedia storytelling improved the fluency, accuracy, and comprehensibility of the learners' speaking abilities in the experimental group (AAlsabbagh & Al-Rashidv, 2023).

ADDIE Instructional Framework

The ADDIE framework is an acronym for Analyze, Design, Develop, Implement and Evaluate. It allows the visualization of the process used in designing and building instructional material. The ADDIE instructional framework helps in implementing a program that is more applicable and meaningful for learners. (Peterson, 2003). There was one study about the application of the ADDIE framework to distance education and the effectiveness of using it for online learning. The result showed the use of an asynchronous approach was preferable in distance learning (Spatioti et al., 2022).

This study set out to explore an implementation of the animated media by applying the ADDIE as the instructional framework during the eight-week period. This self-learning material allows EFL learners to practice common business expressions at their convenience. For this study, the researcher has used the term Business Self-Practicing Role-Play (BSPRP) to describe the animated media created. The researcher's intention is that this self-learning material might help to increase the business speaking ability of the learners. This objective of the research is to explore the impact of using the BSPRP animated media and survey the learner's perceptions toward this material.

The ADDIE instructional framework was applied in developing the BSPRP animated media. For the "analyze" stage of the framework, the preliminary study, was conducted by using a questionnaire on Google survey. The 71 participants included 62 students (3rd & 4th years), 5 business workers and 4 English lecturers. The content of the questionnaire related to the skills and situations that the respondents felt were necessary in real-world business usage. The result of the findings of the preliminary study applied in the design stage. The BSPRP animated media and the personal marksheet were developed. It includes six business situations. Those situations are related to sales and customer relationship situations which include Dealing with Complaints, Telephone Calls, Language used in Meetings, Making Appointments, Giving Product Information, and Problem-Solving situations. In the development stage of the framework, an eight-week lesson plan was created as this matched the time available to teach the course. During the implementation stage, the participants were assigned to practice with the BSPRP animated media for six weeks. For evaluation stage, pretest and posttest tests were administered to assess the learners' performance.

Table 1*Five stages of ADDIE framework to develop BSPRP animated media*

Stages	Details of Action
Analyze	Conducted the preliminary study to survey the desired performance in business situations
Design	Designed the BSPRP animated media and Personal mark sheet with six business situations.
Develop	Developed the lesson plans for 8-week-period with Steps for teaching role-play (Richards, 2008)
Implement	Implemented the lesson plan and the BSPRP animated media
Evaluate	Evaluated student's performance

Methodology

Research Design

This study aims to see the effect of using BSPRP animated media in improving the student's speaking performance by evaluating the students' ability with a pre-posttest score. The two-phase Sequential Embedded Experimental Mixed-Method was applied in this study. Quantitative data collection was collected in the first phase. A business role-play speaking pretest was administered before the students began using the BSPRP animated media. Following the six-week course, the same speaking test was provided as a posttest to measure the effectiveness of the material. The participants were video recorded while completing both the pretest and posttest. The second phase involved gathering qualitative data through individual in-depth semi-structured interviews. These were conducted to explore students' perceptions of their speaking ability after engaging with the BSPRP animated media.

Research Participants

The sample of students in this study consisted of 33 third-year students majoring in Business Japanese at undergraduate level. Convenience sampling was applied as the researcher was assigned to teach these students in their English for Management People course. It is one of the required subjects for students majoring in Business Japanese. The course content covered all four communicative skills. The course description states the course is focused on English vocabulary and expressions used in corporate management, leadership development and interpersonal skills. Based on the participants' TOEIC scores, 21 students are at CEFR level of A2 and 12 students who are at B1 to C1 level. One notable characteristic of the

participants was their interest in Japanese language and culture. Most students showed a positive attitude toward Japanese while their attitude toward English was less positive. Informed consent was obtained from all participants before conducting the study.

Lesson Plan

The lesson plan covered an 8-week-period. During class hours, the students learned some common business expressions provided in the learning material about how to respond to the customer politely. The researcher applied Richards (2008) to design the teaching procedures. This process includes 1) Preparing 2) Modeling and eliciting 3) Practicing, and 4) Reviewing.

After class, the participants were required to practice speaking on their own. They needed to respond to the prompt in the BSPRP animated media and fill-in the personal mark sheet for each situation.

Table 2

Lesson Plan

Weeks	Task	Process	Content of the lesson	Assessment
Week 1	Individual speaking test	The beginning of data collection for the study of an implementation of BSPRP animated media		Pre-test
Week 2-7 (six-week period)	In-class activity	Pre-teaching	Teaching stages and procedures (Steps for teaching role plays by Richards (2008)	Teacher's monitoring
		While-teaching	Modeling and eliciting steps: listen to the example of the conversation provided in the learning material.	
		Post-teaching	Practicing and reviewing steps: by introducing the flow chart and directions on how to practice with the BSPRP animated media. Teacher provides constructive feedback to the students. The teacher asks the student to practice with the BSPRP animated video and reminds them to fill in the personal mark sheet form.	

(six-week period)	Off-class Activity	Self-practice	Students prepare and practice speaking with the script they created. The students are required to record their voices with the BSPRP animated video. To track the students' progress, they are required to fill in the Personal Mark Sheet after recording each video.	Personal Mark Sheet
Week 8	Individual Speaking Test	The last week of data collection for the study of an implementation of BSPRP animated media (Total 8 weeks)		Post-Test

Pre-Test and Post-Test Tasks

Paired sample t-test was applied as a method of collection. The participants were required to take a pre-test before the six-week course began. The pre-test was composed of three business situations. The allocated time for each test-taker is about 10-15 minutes.

There were two sets of pre- and post-tests with similar scenarios. It was designed as a business role-play speaking test. For both pre-and post-test tasks, participants were given a role in three different business scenarios. They were required to perform in each situation using both verbal and non-verbal language politely. The pre- and post-test tasks were developed based on real life business situations. The main purpose of this test was to evaluate the student's overall business speaking ability. Before taking the test, the students were required to read the situations carefully, responded with polite business expressions, and applied body language. The post-test was administered after the six-week course finished.

There were three experts in the field to rate the document by using the Index of Item-Objective Congruence (IOC). The result of each item with IOC scores was calculated with the mean score. For those test items with the mean scores ranging from 0.5-1.00; it was considered appropriate and valid, while those with the mean scores lower than 0.5 were revised according to the recommendation of the experts.

Speaking Scoring Rubric

Language testing and validation was achieved by using the Analytical scoring rubric designed by Weir (2005). There are five valuation criteria which include fluency, grammatical accuracy, vocabulary, pronunciation, and interactional strategy. The band score ranged from 0 to 4. It also provided

band descriptors. The analytic scoring rubric was applied for both the pre-test and post-test. In terms of the scoring rubric, all three experts agreed that 1) the rubric included all key constructs necessary for assessing a business role-play speaking test, 2) the descriptors covered all key aspects.

Semi-Structured Individual Interview

To survey the students' perceptions toward the BSPRP animated media, semi-structured individual interviews were conducted with the 33 participants in the study. The interviews were conducted after the six-week implementation period ended. Open-ended questions were used to guide the interviews. A semi-structured interview format was applied for flexibility. Each interview session took about 10-15 minutes based on a one-on-one discussion and were conducted in Thai.

Personal Mark Sheet

This was distributed to the participants after the pre-test period. The document was designed for all six situations to track students' progress. Before the implementation period, the researcher had explained every aspect to ensure the understanding of the participants. The students were required to fill in the information after practicing each week.

The organization of the Personal Mark Sheet was as follows 1) the purpose of the task, 2) Instruction, 3) Each step to follow. 4) Flow chart which is a helpful tool to understand the sequences in the video dialogue while practicing. The last sections included 5) three post-practicing questions related to the students' preparation before recording each clip and the self-assessment.

Data Collection Procedure

The data collection process was divided into two phases: Phase I was conducted for quantitative data and Phase II for qualitative data. The quantitative data in this study came from the pre and posttest task. The participants were given the pre-test to assess speaking ability before the implementation of the BSPRP animated media. Followed by the semi-structured individual interviews which were conducted to see the participants' perception toward the BSPRP animated media.

Table 3*Data collection procedures*

Phase				Type of data Action	
I	Quantitative data	Pre-Implementation phase: Pre-test	Implementation phase: six-week period implementation of the BSPRP animated media and Personal Mark Sheet	Post-Implementation: Post-test	
II	Qualitative data	In-depth semi-structured individual interviews.			

Data Analysis***Quantitative Data***

The test scores were marked using the speaking scoring rubric by three language teachers. The speaking evaluation scores were calculated by using a paired sample t-test to measure the significance difference in the pretest and posttest mean of the students. All marks were collected and logged in SPSS software version 30 to see the descriptive frequency and the effect size by using Cohens' d.

The video recordings of the business role-play speaking test were rated by the three experts following the analytical scoring rubrics for this study. The descriptive statistics, including means and standard deviations from the two sets of pre- and posttests were calculated. Then the scores were computed to find inter-rater reliability using Pearson's correlation coefficient.

Qualitative Data

The data from semi-structured individual interviews were transcribed using coding and assigned themes technique. The researcher applied In Vivo Coding by adopting the codes from the participant's own language. To maintain reliability, another intercoder with some experiences viewed the code and discuss coding decision.

Results

This study aimed to examine the extent to which the Business Self-Practicing Role-Play (BSPRP) animated media improved EFL business students' speaking ability and to explore their perceptions of its implementation. The results are presented below.

Research Question 1: To what extent does the Business Self-Practicing Role-Play (BSPRP) animated media improve undergraduate business student's speaking ability?

Before and After Implementation

After the pre-posttest was completed, the students recorded video and analytic scoring rubric were given to the three raters. The table below showed the shows the descriptive statistic with mean and standard deviation.

Table 4

The descriptive frequency of the pre-post test

Raters	Test	Mean	Standard deviation	P
Rater A	Pretest	13.58	3.21	.002
	Posttest	14.76	2.75	
Rater B	Pretest	14.97	3.13	.007
	Posttest	17.06	2.79	
Rater C	Pretest	13.88	3.29	.003
	Posttest	16.30	2.66	

After the post-test was administered, the three raters gave scores for the students' performance. It was clearly seen that the mean scores of the post-test were higher than the mean of the pre-test scores for all three raters. Furthermore, a paired-samples t-test was conducted to evaluate students' improvement in speaking performance by comparing their pre-test and post-test scores. The analysis revealed a statistically significant difference between the two sets of scores. The results of paired sample T-test; p value were at .008, 0.007, and 0.003 <.05 at 95% Confidence Interval, therefore, it was statistically significant.

Among the five criteria of Analytic speaking criteria by Weir (2005), interactional strategies and pronunciation received the highest means compared to other criteria both pre and posttest from all three raters. The high scores for interactional strategies suggest that the learners could interact effectively, readily participate, and follow the discussion. In contrast, the criteria for grammatical accuracy produced the lowest score from both pre and posttest tasks when compared with other criteria.

To ensure the consistency between the three raters, the Pearson Correlation was applied to specify the interrater reliability of the pre and posttest.

Table 5*Interrater Reliability of Pre-Posttest scoring*

Test	Correlations	Rater A	Rater B	Rater C
Pretest	Rater A Pearson Correlation	1	.960	.928
	Sig. (2-tailed)		<.001	<.001
	Rater B Pearson Correlation	.960	1	.951
	Sig. (2-tailed)	<.001		<.001
	Rater C Pearson Correlation	.928	.951	
	Sig. (2-tailed)	<.001	<.001	
Posttest	Rater A Pearson Correlation	1	.795	.753
	Sig. (2-tailed)		<.001	<.001
	Rater B Pearson Correlation	.795	1	.934
	Sig. (2-tailed)	<.001		<.001
	Rater C Pearson Correlation	.753	.934	
	Sig. (2-tailed)	<.001	<.001	
Correlation is significant at the 0.01 level (2-tailed)				

From the data above, the pretest data showed a high correlation among the three raters (Rater 1, Rater 2 and Rater 3). The reliability coefficient (r) of the test scores was .960 for Rater 1 and Rater 2. The reliability coefficient (r) of Rater 1 and Rater 3 was .928 and the reliability coefficient (r) of Rater 2 and Rater 3 was .951 ($p < 0.01$). The reliability coefficient (r) was .795 for Rater 1 and Rater 2. The reliability coefficient (r) of Rater 1 and Rater 3 was .753 and the reliability coefficient (r) of Rater 2 and Rater 3 was .934 ($p < 0.01$). The data above shows a high correlation among the three raters (Rater 1, Rater 2 and Rater 3) in the posttest score. We can conclude that students who scored high on the pre-test also tended to score high on the post-test, and students who scored low initially also tended to score relatively low afterward.

Effect Size

To see the effect size, the Cohen's d by using SPSS Version 30 statistical data was employed. The denominator is used in estimating the effect sizes.

Table 6*One-Sample Effect Sizes*

		Standardizer	Point Estimate	95% Confidence Interval	
				Lower	Upper
Pretest	Cohen's d	2.95610	-6.502	-8.120	-4.877
	Hedges' correction	3.02772	-6.349	-7.928	-4.762
Posttest	Cohen's d	2.57327	-6.591	-8.230	-4.945
	Hedges' correction	2.63561	-6.435	-8.035	-4.828

Referring to the interpretation by using Cohen's d, $d = 0.20$ indicates a small effect, $d = 0.50$ indicates a medium effect and $d = 0.80$ indicates a large effect. A negative Cohen's d indicates that the mean score of the first group is lower than that of the second group. Within this study, which investigates the effectiveness of an English language learning tool, the data of the SPSS result data shows -6.591. Therefore, we could conclude that the Cohen's d of the posttest scores is higher than the Cohen's d of the pretest scores and considered a high effect size.

According to the Analytic speaking criteria by Weir (2005) applied in the study, there were some specific linguistic features used during the pre and posttest as below:

Fluency

Most participants frequently applied fillers and hesitation devices while speaking. For example, "well" was used to delay responding while they are thinking e.g. Well...I'm looking to meet you and see your product. Similarly, "so and then" are frequently used as openers. There are some examples of informal language usage: "Yeah" and "Okay" when the learners wanted to show acceptance. There are some specific features of spoken language which are informal language, hesitations, pauses, repeats, false starts, incompleteness (Burn, 2019).

Pronunciation

The pronunciation marks from pre-posttest task given by the three raters are at moderate level. This implies that the learners' pronunciation was considered acceptable by the raters. There were occasional pronunciation

errors with a few inconsistencies of rhythm and intonation, but these didn't cause misunderstanding.

Vocabulary

Comparing the usage between sorry and apologize, the word “sorry” shows higher frequency than the word “apologizes”. Sorry: I'm really sorry for our product fail / I'm sorry for your inconvenience. / I'm very sorry. I'll fix it at the moment. Apologize: I'm deeply apologize for your inconvenience. / I'm very apologized for the mobile phone. To make customer feel calm: Please calm down / Please stay calm / Please feel calm.

Grammatical Accuracy

The grammatical structures produced by the learners gained lowest mean scores for both pre-posttest tasks. Comparing between the pronoun, “you” and “I”, the pronoun “you” showed higher frequency when dealing with customers both in questions and affirmative sentences. Most students used the pronoun “we” to show representation of his or her own company. According to Handford (2010), his top 50 keywords corpus show that “we” is commonly used both in internal and external meetings. Additionally, the modal verb “will” was more frequently used than “would” in offering assistance to customers.

There is a common mistake with the singular noun and third-person singular subject and the verb. Most students applied auxiliary verbs in making requests. Comparing “can” and “could”, “can” showed a higher frequency during posttest while “do” showed a higher frequency during the pre-test. It could be concluded that the learners are aware of using more polite modal verbs in making requests. Can and May e.g. What can I do for you? / Can I help you? / How can I help you? / May I help you?

There were some errors in sentence structure and grammatical forms, however, it did not interfere with overall comprehension. The common errors were subject-verb agreement especially singular nouns or third-person singular subject. An example sentence being: It have no charge / If new phone come; I will let you know.

Interactional Strategy

Affirmative response: yeah, or yes to show accepting e.g. yeah, if you pay by credit card, you can have 10% discount. / Yeah... you can use credit card. Polite request: please is mentioned e.g. Could you please hold the line? / Could you please give me a contact?

During the posttest, the learners showed some interaction features. The good examples are Backchannels: okay, hmm, yep, Falso starts: er, erm, Conjunctions: so, if, which, whatever, Opener: so, then, Hesitation device: well, Informal language: Okay?

Apart from the better post-test scores, the students' performance also shows some level of polite expressions in all three scenarios in the post-test task: Dealing with complaints, telephone calls, and Language of Meetings. "will" is more frequently used than would in offering assistance to customers.

Research Question 2: What are the students' perceptions toward the BSPRP animated media?

The following table shows the summary of themes and subthemes identified during the coding and analysis process.

Table 7

Summary of main themes and subthemes

Theme	Subtheme	Example
Theme 1: Overall favorable experience	Increased confidence level	"Before I start practicing, I feel unconfident. I don't know how to continue the conversation. I feel it's hard. But after practicing, I found some techniques to calm someone down. After practicing for one to two clips, I don't need to look at the lesson anymore. I can speak more naturally. I'm really happy with my development" (S10) "It helps me to speak English better because I rehearse many times until I speak fluently. So, it makes me feel familiar with the situations and can handle with upcoming situation better" (S33)
	Gain more knowledge	"It is good because we can practice at any time. Once we were fluent, we will have better speaking skill" (S33) "If we have self-practicing, we can learn more vocabulary, grammar and correct pronunciation at our own convenience" (S5)
	Encourage for self-practicing	"For practicing, I think self-practicing with animation is much better because we won't be shy when we make mistake. It is less stress as we can manage our own space to practice at our convenience" (S10) "I can practice at our own convenience even if we are in the sky train. It can be anywhere and anytime" (S10)

Theme 2: Quality of animated media	Reduce pressure in real-life speaking	“Self-practicing helps me feel not bad when I speak incorrectly because there is no one criticize or blame, so it makes me feel more confident to speak out. But I don’t know how well I can speak. I think self-practicing help me to learn more than practicing with friend as I am more confident to speak out” (S27)
	Positive feedback	“The details of the video are really good and natural. It is what mostly happens to us. If we buy something and it has some problems, it is also related to these dialogues. If we meet middleman who are native speaker, and we need to use English to communicate. I feel it’s really good element” (S15) “I love to think and speak with unexpected situation, and I can adapt to the situation” (S16)
	Negative feedback	“The sound of the count up time is too loud so it might be difficult to hear the dialogue” (S15) “The timer is too long. It should be 15 seconds” (S1)
Theme 3: Comparing with in-class role play activity	Immediate reaction	“It’s different from practicing in class as we know right away whether it’s correct or not. However, we have less time to think if we practice in-class and it’s more stressful” (S16) “I think they should have both. We may start to practice and create dialogues by ourselves. Then, we practice with friends in class” (S4)
	Amount of pressure	“Practicing role-play in class has a more stressful atmosphere because the teacher keeps watching me, so I feel awkward to speak. It’s quite different from practicing alone” (S9) “I love to do role-play with clips because it’s more private. I don’t need to worry about speaking with others in front of class or remembering script a lot to show in class.
	Different level of proficiency	“It depends on our pair. It should be at the same level of proficiency. If another party is not good in English, it’s better to practice with the clip” (S1) “If we practice in class, we can see the reaction. But sometimes, it might be struggle as my friend could not continue the dialogue” (S16)
Theme 4: Difficulty in performing task	Unfamiliarity of the situation	“I’m not familiar with the situations as I’ve never experienced those situations, so it’s hard to continue the dialogues. As I have little knowledge about the necessary vocabulary,

Theme 5: Room for improvement		therefore, I used some improper vocabulary and make it's not natural" (S28)
	Creating the dialogue	"I think it is a good conversation to practice. However, it doesn't deal with humans, so I feel a bit unfamiliar with it" (S14)
		"It was quite difficulty to make up a decision to fix these problems since I never had this kind of experience before" (S26)
		"It's quite challenging for me to find the polite words in continuing the conversation" (S31)
	Request for Model answer video	"I want to have model answer so that I can know the right expressions" (S18)
		"I didn't receive immediate feedback whether it's good enough or not so it would be better to have model answer video" (S16).
	Show specific content	"It would be better to show the telephone number in the clip because it's long and difficult to remember" (S16)
		"It is the video with clear sound which help to understand the situation easily but the time given is too long" (S10)

Discussion and Conclusion

This paper investigated an implementation of BSPRP animated media and learners' perception. The data reported that the quantitative data showed an improvement in the learners' scores from the pretest to the post test. The qualitative results demonstrated that most students had a positive attitude toward the BSPRP animated media. It may therefore be beneficial to EFL learners if animated videos are offered both inside and outside EFL classrooms in order to generate more learner engagement. The audio and motion pictures may also stimulate the learners' interest in the topics being introduced (Torut, 2000). To support the positive perceptions of the learners in this study towards the BSPRP animated media and the effectiveness of it to enhance their speaking ability, there are several points discussed below that may explain and support the findings from the qualitative data and personal mark sheets. Since this present study investigate solely to the implementation of BSPRP animated media, the future studies to employ a comparison group would encourage to strengthen internal validity.

In teaching business English, the instructor should provide more current business background to learners as they have never worked in the real-life business situations. (Suryani, 2015). The findings show that showed that the learners may need more time and practice. It would be better to allow the learners to practice business speaking skills by utilizing both in-class and out-of-class activities. By only practicing business role play activities in-class,

there is the potential to put more burden or stress on learners as they are required to perform in front of their friends. Allowing more time for them to practice on their own would help them feel more confident. The use of BSPRP animated media might also allow the teacher to have more time to provide individual feedback.

Self-Learning Tool

The study indicated that the BSPRP animated media can serve as a self-learning tool since it allows students to prepare a script and choose the specific expressions such as “a request” or “an apology” by themselves. Most of the participants stated that the learning tool was convenient for practicing and they had a favorable experience compared to traditional in-class role-play activities. They also gained more knowledge of vocabulary and common business expressions used in each scenario. Good examples of this are “requests” and “polite apologies”. However, there is some room for improvement for the animated video as students felt the count up timer was too long. It should be less than 15 seconds. Moreover, some of the participants was the request that more subtitles be added to the video.

Awareness of the Psychological Factor Involved in “Face-Saving”

Face-saving is the main concern for students as they lack the confidence to speak out in public. When compared with traditional in-class role-play activities, the participants preferred to practice by themselves at home because they were afraid of losing face with their classmates or the teachers. With self-practicing, they have more time to prepare the script and practice on their own. They also have more freedom to practice when they feel motivated and it is convenient.

Authenticity of the Task

The role-play scenarios created artificial business settings that enabled learners to practice using the language that would be found in real-world situations. The frequency with which students practiced reveals that they perceived it as important to be able to use polite language in dealing with business customers. They put effort into practicing each scenario. The average number of times the participants practiced before recording was 3-4 times. The highest number of practices was observed for the problem-solving scenario, and this probably reflects the complex nature of the situation as it involves dealing with two business entities.

Limitations and Recommendation for Future Research

Since this study was conducted without a control group and with one group of students receiving the pre-posttest assessment and BSPRP animated media, there are limits to the observed improvements in the learners' speaking abilities that can be attributed solely to exposure to the BSPRP animated media. The number of participants was limited and considering all the research participants came from only one educational establishment there are limitations to the generalizability of the research findings to broader educational contexts.

More insightful research could be achieved but conducting the study with a control group of learners who receive the same classroom instruction but are not tasked with working through the BSPRP animated media. A comparison of both groups pre/post test results would offer a stronger basis for claims of improvements resulting from study with the BSPRP animated media.

Other areas for potential improvement in the design of the BSPRP animated media include the complexity of the scenarios. The material in this study was designed with the six basic business scenarios. Repeating the study with more complicated scenarios and with material aimed at learners with higher proficiency levels might also yield valuable comparisons. Widening the number of learners in the study and increasing the range of educational institutions could also prove illuminating.

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