



Optimizing Academic Skills in International Relations Students through ESP: A Focus on Information Sharing with Active and Passive Voice

Andi Anugrah Surya Ardhy¹, Sri Hartiningsih²

^{1) 2)} University of Muhammadiyah Malang

¹⁾ andianugrah.sar@gmail.com

²⁾ malangharti2001@yahoo.com

ABSTRACT

This research uses a qualitative approach to explore academic information-sharing skills among International Relations study program students. Through interviews with lecturers and students and classroom observations, this research observes interactions in learning English for Specific Purposes (ESP) with a focus on teaching active and passive sentences. By applying the Miles and Huberman model analysis, this research found that teaching active and passive sentences in the ESP approach had a positive and significant impact on the development of various skills, including information sharing, communication, writing, conceptual understanding, critical thinking, as well as student participation and interaction skills, in the context of studying International Relations. This approach also creates a collaborative learning environment where students actively participate in discussions, interact with lecturers and fellow students, and share experiences and knowledge related to learning material. The results of this research consistently support the effectiveness of teaching active and passive sentences in the ESP approach in improving communication, writing, critical thinking skills, and student participation and interaction in the context of learning International Relations. The implications of this research can be the basis for developing curriculum and teaching methods that are more effective in enriching ESP learning for International Relations students.

Keywords: Academic Information Sharing Skills, Active And Passive Voice, ESP, International Relations

INTRODUCTION

Practical communication skills are essential in globalization and increased international interaction. Good communication skills enable individuals to build strong relationships with various parties from different cultural and linguistic backgrounds (Bucăța & Răzescu, 2017; Cohen & Kassiss-Henderson, 2012; Larsen et al., 2021). On the other hand, practical

communication skills also play an essential role in defusing conflict, facilitating negotiations, and reaching agreements in complex international relations (Mautner-Markhof, 1989). Therefore, individuals with practical communication skills have an advantage in facing the challenges of globalization and increasing global interaction constructively.

One essential aspect for International Relations students is the skill of sharing academic information. It is because, in the study of International Relations, students are often faced with the complexity of global issues that require in-depth understanding and comprehensive analysis. A study conducted by Savolainen (2017) found that sharing academic information allows students to gain broader knowledge through exchanging ideas, perspectives, and information with colleagues. In addition, the ability to share academic information can also help students develop practical presentation skills and good communication skills, which are essential aspects of their professional careers (Al-Alawneh et al., 2019; Tsang, 2020; Živković, 2014). Thus, International Relations students need to hone their academic information-sharing skills to increase their understanding of global issues and actively contribute to developing knowledge in the field of International Relations.

Instead, there is an increasing need for practical communication skills. This is because good communication skills are crucial in understanding and explaining the complex dynamics of international relations (Lang, 2012; Sudarmo, 2021). Students and professionals in the field of International Relations need to convey their ideas clearly and persuasively through writing and oral presentations to influence policies, design diplomatic strategies, and build relations between countries (Golan et

al., 2015; Melissen, 2005). In addition, practical communication skills enable them to interact with various international stakeholders, such as diplomats, negotiators, and government officials, to build understanding, promote dialogue and reach sustainable solutions (Alfredson & Cungu, 2006; Hocking & Melissen, 2015). Therefore, enhancing practical communication skills is necessary for international relations to operate successfully in an increasingly complex and globally connected environment.

Meanwhile, International Relations students need help sharing academic information. In a study by Gautam and friends (2016), students often face the complexity of global issues that require in-depth understanding and comprehensive analysis. One of the challenges faced is the diversity of perspectives and approaches in the field of International Relations. Students must overcome differences in interpreting the theory and research methods used by leading academics and thinkers in International Relations (Jackson & Sørensen, 2022). In addition, access to relevant and up-to-date sources of information is also a challenge, given the complexity of the development of global issues and dynamic information (Spindler, 2013). Thus, International Relations students need to develop skills to overcome these challenges, such as information literacy skills, critical analysis, and the ability to share information

properly to enrich their academic understanding and contribution.

Teaching English for Specific Purposes (ESP) is an effective alternative to improve students' ability to share academic information. The ESP approach focuses on developing general language and communicative skills that are directly related to the needs and demands of a particular field of study (Astika, 2015; Muntiningsih, 2018; Rahman, 2015). According to Dudley-Evans & St John (1998), ESP involves identifying learners' communicative needs and designing a curriculum that suits their academic or professional goals. In addition, ESP also plays an essential role in helping students develop skills in sharing information effectively in scientific contexts. In research conducted (Sáez, 2018), teaching ESP in an academic context allows students to understand and produce texts that suit scientific needs. This includes identifying relevant information, presenting arguments clearly, and using appropriate sentence structure to convey the message effectively.

Teaching English for Specific Purposes (ESP) has significant benefits in the context of education and professional life. ESP helps students develop communication skills relevant to their studies or work. Through this approach, students can master specific vocabulary, sentence structures, and relevant communication conventions for communicating about global issues (Alqahtani, 2015; Ardero, 2010; Kulamikhina et al., 2020). One of the main

benefits of ESP teaching is providing specific and relevant language skills. Students are provided with a deep understanding of technical vocabulary, specialized phrases, or expressions commonly used in their field of study. It helps them communicate more confidently and effectively in academic or professional situations. Apart from that, ESP teaching also contributes to developing critical and analytical thinking skills (Hasanuddin et al., 2022). Thus, ESP teaching in International Relations provides a specific and practical approach to enhance students' ability to communicate effectively in academic and professional situations so that they can participate actively in global dialogue, contribute to scientific research, and prepare for successful careers in this regard field academics (Stehle & Peters-Burton, 2019).

Meanwhile, academic information-sharing skills in English language learning refer to the ability to exchange information effectively and appropriately using English in an academic context. It involves reading, listening, speaking, and writing skills, enabling students to collect, process, organize, and convey information coherently and academically (Rabiah, 2012; Sadiku, 2015). Academic information-sharing skills are essential for students to succeed in their academic studies and future professional careers. According to Savolainen (2017) is, academic information-sharing skills can be defined as the ability to access, evaluate, interpret, and communicate information effectively and ethically in an academic

environment. These skills include finding relevant sources, critically analyzing information, synthesizing ideas, and presenting findings clearly and concisely. Developing academic information-sharing skills in English language learning improves language proficiency and equips them with the necessary competencies to actively engage in academic discourse and contribute to domain knowledge.

Developing the ability to share useful academic information can be focused on teaching English for Specific Purposes (ESP), which includes active and passive sentences. The use of active sentences can strengthen clarity and strength in conveying ideas and show the actor's role in the action. Active sentences can also provide certainty and authority in presenting information. On the other hand, using passive voice can shift the focus to the object or recipient of the action, emphasize the information being shared, and create an impression of objectivity. It allows the speaker or writer to highlight information and emphasize the importance of the object or recipient of the action. Correctly using active and passive sentences can provide flexibility and expertise in conveying information in the appropriate context. Mastery of active and passive sentence construction can help students choose wisely the type of sentence most suitable to convey their message, depending on the purpose of communication and the effect they want to achieve. Thus, developing active and passive sentences will improve the ability to share

information, broaden communication skills, and enable active participation in academic discussions and knowledge exchange.

In addition, a good understanding of the differences and use of active and passive sentences allows students to communicate information more flexibly and precisely according to the context of International Relations (Myhill, 2003). Through ESP teaching that pays attention to active and passive sentences, students can develop skills in conveying facts, analysis, and arguments objectively (Basturkmen, 2010). Additionally, a good understanding of active and passive voice helps students emphasize or hide agency in a statement, which may be relevant to policy and diplomacy (Yannuar et al., 2014). Therefore, ESP teaching, which pays special attention to active and passive sentences, has an important role in developing the ability to share academic information effectively in the context of International Relations.

Based on the background above, this research aims to explore the use of active and passive sentences in understanding the delivery of appropriate and accurate information to International Relations students. This research is relevant to teaching English for Specific Purposes (ESP) and understanding effective teaching strategies. By using active and passive sentences to develop the ability to share academic information in International Relations, this research can contribute to developing more effective ESP teaching methods and approaches.

Through this research, we hope to identify effective teaching strategies in teaching the use of active and passive sentences, such as the use of case studies, simulations, and collaborative projects, which can facilitate students' understanding and mastery of the use of active and passive sentences in sharing academic information effectively in International Relations.

METHODS

This study uses a qualitative research approach, allowing researchers to explore and deeply understand the skills of sharing academic information with International Relations students. Gunawan (2013) in Astri & Fian (2020) stated that qualitative research is a kind of research without statistical procedures or other forms of calculation. Moreover, a qualitative approach will enable researchers to examine individual perspectives and experiences and understand the social and cultural context in which research phenomena occur (Creswell, 2016). In this study, a qualitative approach will enable the researchers to analyze student-lecturer interactions and existing teaching practices, thereby gaining a deeper understanding of academic information-sharing skills in International Relations. This approach also emphasizes interpreting the meaning and social construction, which will help researchers understand how students understand and interpret these skills (Maxwell & Reybold, 2015). By using a qualitative approach that has been proven effective in previous educational

research, this research can significantly contribute to understanding academic information-sharing skills in the context of International Relations education.

The population in this study were students majoring in International Relations at Mulawarman University (UMM). The Department of International Relations at UMM has around 300 registered students. However, in the context of this study, the population that is the focus is second-semester students taking Foreign Language of Specific Purposes or FLSP courses. The number of students in this population is around 50 people. This population was selected based on the consideration that students were in their second semester because the researcher wanted to observe how the FLSP teaching process was in the International Relations study program. By focusing on this population, researchers can gain deeper insight into student practices and perceptions related to academic information-sharing skills in the context of International Relations subjects.

The research instrument uses various data collection techniques to gain a comprehensive insight into the skills of sharing information in English among students of international relations. Data collection techniques include class observation and interviews. Class observations will be made to observe interactions between lecturers and students and between fellow students in the context of ESP learning. Interviews will be conducted with selected students to gain their perspectives on

using active and passive instruction in learning. In addition, document analysis was carried out on learning materials, assignments, and evaluation results related to active and passive use.

The collected data will be analyzed using a qualitative approach. Data analysis used Miles and Huberman's model to analyze data collected from class observations and interviews. This model provides a systematic and structured framework for comprehensively understanding and interpreting data. By following the steps defined in this model, the researcher can organize data, identify patterns and themes, present research results clearly, and verify the validity of findings. The results of the analyses will be systematically examined and linked to relevant theories in ESP and information-sharing skills. Interpretation and research findings will be used to understand better the use of active and passive instruction in improving information-sharing skills in English for international relations students.

FINDING AND DISCUSSION

In teaching English for Specific Purposes (ESP), the main focus is on developing general language and communicative skills directly related to the specific needs and demands of a particular field of study (Rahman, 2015). Dudley-Evans & St John's (1998) theory describes that ESP involves identifying students' communicative needs and establishing a curriculum specifically designed to achieve their academic or professional goals. Therefore, in the

context of this research, the researcher aims to deeply explore information-sharing skills in an academic environment, especially among International Relations students.

This research uses the English for Specific Purposes (ESP) approach, which focuses on teaching active and passive sentences. International Relations students who are the subjects of this research underline the importance of using these two types of sentences in ESP learning. They realize that in their discipline of study, reports, analysis, and written communication often require passive voice to emphasize the object or the action received by that object. On the other hand, students also admit that using active sentences is very important to convey ideas clearly and directly in the context of International Relations.

Observation results show that there has been a significant increase in communication skills and writing ability in English among students of the International Relations study program through the implementation of teaching active and passive sentences in the ESP approach. Students who have taken this lesson are canster both sentence forms effectively, enabling them to express opinions, present arguments, and compose research reports or policy analyses more skillfully.

The students also improved their ability to analyze active and passive texts. It means that they can better identify the text's structure and meaning more carefully and in-depth. Thus, these findings confirm the results of interviews

with lecturers and students and provide strong empirical evidence about the effectiveness of teaching active and passive sentences in improving the English communication and writing skills of International Relations study program students.

In addition, students' ability to use passive sentences with a high level of accuracy when they compose research reports or policy analyses. It gives a strong academic impression to students' writing, showing that they have applied this concept well in the context of academic writing. It should also be emphasized that students' active participation in class activities involving active and passive sentences is very high. Students not only passively receive material but also actively interact with lecturers and fellow students. They often ask questions, provide feedback, and share experiences and knowledge related to learning material.

Furthermore, the results of our observation reveal that teaching active and passive sentences to International Relations students not only has impactful language skills but also encourages greater active participation and closer collaboration in the learning process. Observation findings show that students show a high level of participation in various group and collaborative activities. They not only actively interact with lecturers and fellow students but also provide input and share strategies regarding using active and passive sentences in the context of International Relations.

This lies in establishing a collaborative learning environment and enabling participants to exchange ideas, views and experiences. Thus, these observational findings indicate that teaching active and passive sentences improves language skills and promotes students' active involvement in the learning process. In the complex context of International Relations, the ability to collaborate and share knowledge effectively can positively impact understanding and addressing complex and profound global issues.

In addition, teaching active and passive sentences also encourages deeper discussions that involve a deeper understanding of the use of these sentences in professional contexts. Students are not only taught how to construct sentences but are also invited to analyze the implications and impacts of actions described in academic documents and identify strengths and weaknesses in the reports or analyses they encounter. The results of this study strongly demonstrate that an ESP approach that includes teaching active and passive sentences produces progress in language skills and creates an active and collaborative learning environment.

This approach also facilitates understanding of the professional context for International Relations students. They can apply their understanding of active and passive sentences in real-world situations, such as analyzing policies, preparing reports, or formulating arguments in international discussions. In this way, not only are language

skills improved, but also students' readiness to face complex challenges in their careers in the field of International Relations, which often require a deep understanding of language, communication, and related professional contexts. Furthermore, this research comprehensively reveals the effectiveness of teaching active and passive sentences in the ESP approach to International Relations study program students. Through a combination of interviews with lecturers and careful observation, the findings of this research confirm that this teaching significantly impacts the development of information-sharing skills in an academic context.

The findings from this study revealed that students experienced a marked improvement in understanding the concepts of active and passive sentences. They are not only able to differentiate between the two sentence forms but are also able to apply them correctly in various contexts. Apart from that, improving text analysis skills in English is also a significant aspect of the results of this research. Students can be more careful in understanding text structure and the meaning contained in active and passive sentences, helping them more effectively convey messages or ideas.

The importance of teaching active and passive sentences in the ESP approach is also reflected in improving students' communication and writing skills. In an academic context, students are able to express opinions more clearly and argumentatively and can prepare

research reports or policy analyses better. It shows that teaching active and passive sentences affects language skills and produces better critical and analytical thinking skills. Thus, this research comprehensively demonstrates the effectiveness of the ESP approach in improving the ability of International Relations students to share information in an academic context.

The observation results we obtained in this study are consistent with previous findings, highlighting those students are able to use passive voice carefully, creating a strong academic impression in their written work. Furthermore, it should be emphasized that the high level of participation and interaction between students, lecturers, and classmates reflects a collaborative learning atmosphere. It, in turn, facilitates the exchange of ideas and experiences regarding the use of active and passive sentences in professional contexts.

Students in this study applied passive sentences effectively and developed the ability to carefully analyze the implications and impacts of actions described in academic documents. They can also critically identify strengths and weaknesses in the reports or analyses they encounter. Thus, these findings generally confirm the effectiveness of the English for Specific Purposes (ESP) approach, which teaches active and passive sentences to improve understanding, communication skills and writing abilities that are relevant for students of International Relations study programs.

The observation results also confirmed these findings by showing that the students could use passive sentences with a high level of care, producing a strong academic impression in their writing. Moreover, the high level of participation and active interaction between students, lecturers, and classmates represents a collaborative learning environment. It facilitates the exchange of ideas and experiences around the use of active and passive sentences in professional contexts.

Students are not only able to apply this concept but are also able to analyze the implications and impacts of the actions described in academic documents. They can conduct critical analysis to identify strengths and weaknesses in the reports or analyses they prepare. Thus, these findings generally provide strong support for the effectiveness of the ESP approach, which includes teaching active and passive sentences to improve understanding, communication skills and relevant writing abilities for International Relations study program students.

Overall, this research has provided very clear and comprehensive evidence regarding the effectiveness of teaching active and passive sentences with an ESP approach to students in the International Relations study program. Data collected through interviews with lecturers and structured observation results consistently show that this approach has a substantial positive impact on the development of information-sharing skills in an academic context.

As a result of this teaching, students showed significant improvement in understanding the concepts of active and passive sentences. They have mastered the ability to analyze texts in English more deeply and critically and have increasingly mature communication and writing skills. Students have better identified the difference between active and passive sentences, and they can apply these two forms of sentences appropriately in conveying their opinions and preparing research reports or policy analyses.

Findings from observations also revealed that students could use passive sentences with high accuracy. It means that their writing gives a strong academic impression, reflecting the quality and thoroughness of their presentation of ideas and analysis. Thus, the results of this study confirm that teaching active and passive sentences using the ESP approach has succeeded in developing students' communication skills in an academic context in a significant and sustainable way.

The high level of participation and active interaction between students, lecturers and fellow students not only reflects a dynamic learning atmosphere but also shows a collaborative learning environment that involves the learning community. In this context, discussion, and exchange of ideas regarding the use of active and passive sentences in professional contexts is not just an additional activity but becomes an integral part of the learning process itself. Through these kinds of

discussions, students can develop the ability to analyze the implications and impacts of actions described in academic documents, as well as identify strengths and weaknesses in reports or analyses they encounter.

The findings revealed in this research provide strong evidence that the ESP approach in teaching active and passive sentences positively impacts understanding, communication skills and writing abilities that are relevant for students of the International Relations study program. The implications of these findings play an important role as a basis for developing more effective curricula and teaching methods in teaching ESP for International Relations students. By understanding that the learning process involves more than just language acquisition, educational institutions can integrate collaborative approaches that enable students to develop the skills they need to understand, analyze, and contribute to the complex and dynamic professional context of International Relations.

The implications of this research provide a strong foundation for developing more effective curriculum and teaching approaches in the ESP learning context for International Relations students. By optimally aligning the teaching of active and passive sentences, this study program can prepare students to participate actively in academic discussions, produce high-quality written work, and enrich their learning experience overall. A deeper understanding of how active and passive sentences can enrich

students' communication and analytical skills opens the door for educational institutions to adopt more efficient teaching strategies and support students' development in understanding and addressing complex and challenging global issues. Thus, the results of this research not only serve as a guide for improving study programs but also strengthen education's contribution in forming competent and skilled International Relations professionals.

CONCLUSION

Based on the findings of this study, it can be concluded that teaching active and passive sentences using the ESP approach has a positive and significant impact on the development of information sharing skills, communication skills, writing skills, conceptual understanding, critical thinking skills, as well as student participation and interaction in the context of international learning relationships. From interviews with lecturers and observation results, it appears that students are able to understand, apply and analyze these two sentence forms correctly and effectively. They can use active and passive sentences to express opinions, convey arguments, and compose research reports or policy analyzes with a strong academic impression. Additionally, students demonstrate better abilities in analyzing texts, identifying structure, and meaning, and seeing the implications and impacts of actions described in academic documents.

This research shows that teaching active and passive sentences can promote a

collaborative learning environment where students are actively involved in discussions, interact with lecturers and fellow students, and share experiences and knowledge related to learning material. Although this research has limitations in the context of ESP learning for International Relations students, these findings consistently support the effectiveness of the ESP approach in teaching active and passive sentences in improving communication, writing and critical thinking skills, as well as student participation and interaction in the context of learning International Relations. The implications of this research can be used as a basis for developing curriculum and teaching methods that are more effective in enriching ESP learning for International Relations students.

REFERENCES

- Al-Alawneh, M. K., Hawamleh, M. S., Al-Jamal, D. A., & Sasa, G. S. (2019). Communication Skills in Practice. *International Journal of Learning, Teaching and Educational Research*, 18(6), 1–19. <https://doi.org/10.26803/ijlter.18.6.1>
- Alfredson, T., & Cungu, A. (2006). *Negotiation Theory and Research: A Review of the Literature*.
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), 21–34. <https://doi.org/10.20472/TE.2015.3.3.002>
- Ardero, J. G. (2010). Communication skills and ESP courses: a Basque experience. *Revista de Lenguas Para Fines Específicos*, 16, 57–82.
- Astika, G. (2015). The Role of Needs Analysis in English for Specific Purposes. *TEFLIN Journal - A Publication on the Teaching and Learning of English*, 10(1), 31. <https://doi.org/10.15639/teflinjournal.v10i1/31-47>
- Astri, Z., & Fian, A. (2020). The sociolinguistics study on the use of code mixing in Gita Savitri Devi's YouTube channel video. *SELTICS*, 83-92.
- Basturkmen, H. (2010). *Developing courses in English for specific purposes*. Palgrave Macmillan.
- Bucăța, G., & Rizescu, A. M. (2017). The Role of Communication in Enhancing Work Effectiveness of an Organization. *Land Forces Academy Review*, 22(1), 49–57. <https://doi.org/10.1515/raft-2017-0008>
- Cohen, L., & Kassis-Henderson, J. (2012). Language use in establishing rapport and building relations: implications for international teams and management education. *Management & Avenir*, n° 55(5), 185–207. <https://doi.org/10.3917/mav.055.0185>
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in ESP. A multi-disciplinary approach*. Cambridge University Press.
- Gautam, C., Lowery, C. L., Mays, C., & Durant, D. (2016). Challenges for Global Learners: A Qualitative Study of the Concerns and Difficulties of International Students. *Journal of International Students*, 6(2), 501–526. <https://doi.org/10.32674/jis.v6i2.368>
- Golan, G. J., Yang, S.-U., & Kinsey, D. F. (2015). *International Public Relations and Public Diplomacy*. Peter Lang.
- Hasanuddin, P. A., Md Zin, Z., Yamin, N. A., Balbir Singh, H. K. a/p, Sulaiman, Z., Magiman, M. M., Salim, H., & Pauzi, M. F. (2022).

- Enhancing students critical thinking skills in writing by promoting an ESP-based language learning environment. *International Journal of Health Sciences*, 6(4), 12922–12935. <https://doi.org/10.53730/ijhs.v6nS1.8221>
- Hocking, B., & Melissen, J. (2015). Diplomacy in the Digital Age Clingendael Report. In *Netherlands Institute of International Relations Clingendael* (Issue July). https://www.clingendael.org/sites/default/files/pdfs/Digital_Diplomacy_in_the_Digital_Age_Clingendael_July2015.pdf
- Jackson, R., & Sørensen, G. (2022). *Introduction to International Relations: Theories and Approaches*. Oxford University Press.
- Kulamikhina, I., Kamysheva, E., Samylova, O., Balobanova, A., & Rakhmetova, E. (2020). Development of Professional Communication Skills in Students in the ESP Class: Integration of Communicative and Critical Thinking Approaches. *Proceedings of the International Scientific Conference on Philosophy of Education, Law and Science in the Era of Globalization (PELSEG 2020)*. <https://doi.org/10.2991/assehr.k.200723.043>
- Lang, E. V. (2012). A Better Patient Experience Through Better Communication. *Journal of Radiology Nursing*, 31(4), 114–119. <https://doi.org/10.1016/j.jradnu.2012.08.001>
- Larsen, R., Mangrio, E., & Persson, K. (2021). Interpersonal Communication in Transcultural Nursing Care in India: A Descriptive Qualitative Study. *Journal of Transcultural Nursing*, 32(4), 310–317. <https://doi.org/10.1177/1043659620920693>
- Mautner-Markhof, F. (1989). Processes of international negotiations. *Choice Reviews Online*, 27(03), 27-1751-27–1751. <https://doi.org/10.5860/CHOICE.27-1751>
- Melissen, J. (2005). The New Public Diplomacy: Between Theory and Practice. In *The New Public Diplomacy* (pp. 3–27). Palgrave Macmillan UK. https://doi.org/10.1057/9780230554931_1
- Muntiningsih, R. (2018). The Need of ESP Course in Communicative Speaking Skill. *Academic Journal Perspective : Education, Language, and Literature*, 2(2), 283. <https://doi.org/10.33603/perspective.v2i2.1664>
- Myhill, D. (2003). Principled understanding? Teaching the active and passive voice. *Language and Education*, 17(5), 355–370. <https://doi.org/10.1080/09500780308666856>
- Rabiah, S. (2012). Language as a Tool for Communication and Cultural Reality Discloser. *1st International Conference on Media, Communication and Culture “Rethinking Multiculturalism: Media in Multicultural Society.”* <https://doi.org/https://doi.org/10.31227/osf.io/nw94m>
- Rahman, M. (2015). English for Specific Purposes (ESP): A Holistic Review. *Universal Journal of Educational Research*, 3(1), 24–31. <https://doi.org/10.13189/ujer.2015.030104>
- Sadiku, L. M. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature*, 1(1). <https://doi.org/10.26417/ejls.v1i1.p29-31>
- Sáez, A. M. (2018). EXPLORING THE LEVEL OF SPECIALISATION OF A CORPUS OF SCIENTIFIC TEXTS AND STUDENTS’ PERCEPTIONS AND NEEDS IN AN ESP CONTEXT. *Encuentro Journal*, 27, 140–156.

- <https://doi.org/10.37536/ej.2018.27.1900>
- Savolainen, R. (2017). Information sharing and knowledge sharing as communicative activities. *Information Research*, 22(3).
- Spindler, M. (2013). *International Relations: A Self-Study Guide to Theory*. Verlag Barbara Budrich.
<https://doi.org/10.3224/84740005>
- Stehle, S. M., & Peters-Burton, E. E. (2019). Developing student 21st Century skills in selected exemplary inclusive STEM high schools. *International Journal of STEM Education*, 6(1), 39.
<https://doi.org/10.1186/s40594-019-0192-1>
- Sudarmo, S. (2021). importance of speaking in English as a foreign language between skillful and thoughtful competencies: studying sociolinguistics perspectives. *Linguistics and Culture Review*, 5(S1), 113–124.
- <https://doi.org/10.21744/lingcure.v5nS1.1321>
- Tsang, A. (2020). Enhancing learners' awareness of oral presentation (delivery) skills in the context of self-regulated learning. *Active Learning in Higher Education*, 21(1), 39–50.
<https://doi.org/10.1177/1469787417731214>
- Yannuar, N., Shitadevi, I. A., Basthomi, Y., & Widiati, U. (2014). Active and Passive Voice Constructions by Indonesian Student Writers. *Theory and Practice in Language Studies*, 4(7).
<https://doi.org/10.4304/tpls.4.7.1400-1408>
- Živković, S. (2014). The Importance Of Oral Presentations For University Students. *Mediterranean Journal of Social Sciences*, 5(19), 468–475.
<https://doi.org/10.5901/mjss.2014.v5n19p468>