

TITLE PAGE

**THE DEVELOPMENT OF AN ESP SPEAKING ONLINE COURSE
MODEL AT A UNIVERSITY IN JAVA, INDONESIA**

A DISSERTATION

Submitted in partial fulfilment for Doctor's Degree in English Language
Education Study Program



By
Kiky Soraya
1707672

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA
2024**

APPROVAL PAGE

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By
Kiky Soraya
1707672

Approved by:

Promotor



Prof. Dr. Nenden Sri Lengkanawati,
M.Pd.
NIP.195111241985032001

Co-Promotor



Pupung Purnawarman, M.S.Ed., Ph.D.
NIP.196810131998031008

Head of English Language Education Study Program



Prof. Emi Emilia, M.Ed., Ph.D.
NIP. 1966091619900112001

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By
Kiky Soraya
1707672

S.Pd. Universitas Negeri Yogyakarta, in English Education, 2012
M.Pd. Universitas Sebelas Maret, in English Education, 2014

A Dissertation Submitted in partial fulfilment for Doctor's Degree in English
Language Education Study Program

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Universitas Pendidikan Indonesia
July 2004

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STATEMENT OF AUTHORIZATION

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Bandung, July 2024

The Writer

A handwritten signature in black ink, appearing to read 'Kiky Soraya', with a stylized flourish at the end.

Kiky Soraya

1707672

PREFACE

All praises be to Allah SWT, the most gracious and merciful for giving the blessings and mercies upon the messenger, Prophet Muhammad SAW.

The dissertation entitled: **“THE DEVELOPMENT OF AN ESP SPEAKING ONLINE COURSE MODEL AT A UNIVERSITY IN JAVA, INDONESIA”** is attempted to develop an interactive online course that is also paying attention to the social presence inside of the online learning system especially in English for Specific Purposes setting. This work is submitted to English Education Program of Graduate School

The writer realizes that this paper contains weaknesses. Therefore, comments and critics are welcomed. Hopefully, this paper can be a valuable resource specifically for online learning developers or institution and generally for the students of English Education Program and other researchers who are interested in investigating the issues of Social Presence and Interactivity inside of the Online Learning System.

Bandung, July 2024



Kiky Soraya

ACKNOWLEDGEMENT

All praises be to Allah SWT, the cherisher and sustainer of the world. The only one God who gives strength and patience to the author in completing this scientific work. May Allah SWT always grant peace upon our prophet Muhammad SAW along with his family, disciples, and followers.

After facing the hard times in constructing, implementing, and analyzing the data, finally I was able to accomplish this dissertation. The experience of completing this paper has enlightened my horizon on education, life, and the world. It was unachievable for me to finish my dissertation without the support from the following parties.

First of all, I would like to express my gratitude to my beloved parents “Mama and Papa” (Lestari and Bambang Guntawan) and my parents in law “Ibu and Alm. Bapak” (Sunarti and M. Machfud) who always support my studies from the first up to now and next in my entire of life. Thank you very much for your endless love, prayers, care, and support in every single day we have. This work is totally dedicated to all of you.

Secondly, thank you for my beloved husband (Abdul Azis Muslim), dear little angels (Oceanic Dieya Xivana) and (Araya Mysha Lavanya) who always love, patiently wait, support, inspire, and remind me to always try to be the best version of mine. This work is one of my little presents for your strength, open mindedness, and kindness during this long journey. I love you.

Thirdly, for my dear brothers (Dicky Guntawan and Try Okza Guntawan) including my sister-in-law (Sulastiah), M. Machfud family, Go Hing Day family, and Suwardiyono family, through this work, I would like to express my huge thanks for your prays, love, care, and support during my studies and being the best siblings and family that always encourage myself to be the best sister and family for you all.

My deepest thankfulness is also directed to Prof. Dr. Nenden Sri Lengkanawati, M.Pd as my Promotor for the supportive advice, input, and motivation in finishing my dissertation; Mr. Pupung Purnawarman, M.S.Ed., P.hD. as my co-promotor for the patience, kindness, guidance, and valuable advice during the writing of this dissertation and publication; and Alm. Prof. Dr. Didi Suherdi, M.Ed. as my first promotor and Prof. Emi Emilia, M.Ed., Ph.D. as the head of English Education Program for enhancing advice and guidance in improving my knowledge, personality, and finishing my study. Their tremendous suggestion, input, time, and patience had boosted my spirit to finish this paper with my best effort.

I also would like to thank all the respondents of this study who had been willing to respond to my research. The co-observer and collaborator that helped the improvement of this research, Binus University, and Indonesia government for the support and scholarship for my study. Without your help, this paper will never be written. May Allah give the best reward for you all. Amiin.

Lastly, I want to present my huge love for my classmates of English Education Doctoral Degree at Universitas Pendidikan Indonesia 2017 (Mba Ayu, Mba Nia, Ka Zona, Uni Melvina, Teh Yus, Teh Sophia, Bu Maisa, Pak Sidik, Pak Bobby, Pak Slamet, and Pak Mansyur). Thank you so much for the beautiful, never-ending story during our study and next in the future. Your spirit, help, support, prayer, love, and care will stay in my deepest heart.

May the only God, Allah SWT, the most gracious and the most merciful grant all of us multiple rewards and bless in the best special way and form. Amiin.

Bandung, July 2024



Kiky Soraya

ABSTRACT

The study examined an online course model designed to improve students' speaking skills within an ESP (English for Specific Purposes) context at a private university in Java, Indonesia. The research utilized CATTy model (Cognitive, Affective, Teaching, and Technology Presence) and incorporated SEEK core stages of CATTy model (Stimulation, Exploration, Engagement, and Knowledge Implementation) to create an effective online course. The focus was on enhancing business English presentation skills. Employing DBR (Design-Based Research), the study comprised three phases: preliminary research (context analysis, literature review, needs analysis, and design principles); prototyping (pilot study, refinement, and implementation); and assessment (reflection and evaluation). The researcher, as a participant-researcher, collected and analyzed the data qualitatively. The data from speaking pre- and post-tests, interviews, FGDs, observations, meetings, self-reflections, and documents were analyzed by condensing (coding, categorizing, and summarizing to identify key themes), displaying (presenting condensed data into tables), and concluding (drawing conclusions through data triangulation and member checking). Based on the speaking test results and students' self-reflections, students demonstrated increased fluency, accuracy, coherence, confidence, and presence in their speaking skills after the course. The FGD and interviews indicated that the ESP speaking online course enhanced student learning activities through high social presence via WAG (WhatsApp Group) and interactivity through Meet Now with the peers, groups, lecturer, collaborator, and native speaker. The observations (field notes), meetings (minute of meetings), and documents (media) analyses also showed positive impacts on speaking skills. Overall, CATTy model was effective in facilitating and improving students' speaking activities and skills and could be considered for broader application in ESP contexts, especially in business English presentation courses, with potential for expansion into a MOOC (Massive Open Online Course) for future research.

Keywords: English for Specific Purposes (ESP), Speaking, Online Course, Model Development, Business English Presentation, Cognitive, Affective, Teaching, and Technology (CATTy) Model.

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LIST OF ABBREVIATIONS

CATTy	: Cognitive, Affective, Teaching, Technology
CNA	: Comprehensive Needs Analysis
CoI	: Community of Inquiry
DBR:	: Design-Based Research
ESP	: English for Specific Purposes
FGDs	: Focus Group Discussions
NA	: Needs Analysis
VBL	: Video Based Learning
WAG	: What's Apps Group

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