

## **Implementation of Formal English Use in Direct Communication Contexts**

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### **Abstract**

This study examines the implementation of formal English in direct communication among high school students, focusing on both verbal (vocabulary, sentence structure) and nonverbal (intonation, gestures) aspects. Using a quantitative descriptive method with 28 eleventh-grade students at a private high school, the research employed a three-phase design: (1) diagnostic pre-test, where students filled out a language background questionnaire and completed a short individual presentation to assess their initial formal English use; (2) structured training intervention, which included direct instruction on formal sentence patterns, academic vocabulary, and appropriate tone, followed by guided practice through simulated speaking tasks; and (3) presentation-based post-test, in which students gave individual presentations in groups, and their verbal and nonverbal performance was assessed using rubrics and observation checklists. The analysis focused on students' awareness of language register in formal contexts, supported by communicative-based instruction emphasizing real-life academic language use. Results revealed that while 78.5% of students initially struggled to distinguish formal from informal registers, the intervention significantly improved informal-to-formal sentence transformation (80% accuracy) and academic vocabulary usage (+40%). Persistent challenges emerged in nonverbal elements, including inconsistent eye contact (65% of students) and flat intonation (45%). The study demonstrates the efficacy of explicit instruction and recommends integrating structured nonverbal training into language curricula through targeted classroom activities.

**Keywords:** Formal English, Direct Communication, Language Register, Verbal And Nonverbal Communication, Communicative-Based Instruction

### **Abstrak**

Studi ini meneliti penerapan Bahasa Inggris formal dalam komunikasi langsung di antara siswa sekolah menengah atas, dengan fokus pada aspek verbal (kosakata, struktur kalimat) dan nonverbal (intonasi, gestur). Menggunakan metode deskriptif kuantitatif dengan 28 siswa kelas sebelas di sekolah menengah atas swasta, penelitian ini menggunakan desain tiga fase: (1) tes awal diagnostik, di mana siswa mengisi kuesioner latar belakang bahasa dan menyelesaikan presentasi individu singkat untuk menilai penggunaan Bahasa Inggris formal awal mereka; (2) intervensi pelatihan terstruktur, yang mencakup instruksi langsung tentang pola kalimat formal, kosakata akademis, dan nada yang tepat, diikuti oleh praktik terbimbing melalui tugas berbicara yang disimulasikan; dan (3) tes akhir berbasis presentasi, di mana siswa memberikan presentasi individu dalam kelompok, dan kinerja verbal dan nonverbal mereka dinilai menggunakan rubrik dan daftar periksa observasi. Analisis ini berfokus pada kesadaran siswa tentang register bahasa dalam konteks formal, didukung oleh instruksi berbasis komunikatif yang menekankan penggunaan bahasa akademis kehidupan nyata. Hasil penelitian menunjukkan bahwa meskipun 78,5% siswa awalnya kesulitan membedakan register formal dari informal, intervensi tersebut secara signifikan meningkatkan transformasi kalimat informal ke formal (akurasi 80%) dan penggunaan kosakata akademis (+40%). Tantangan yang terus-menerus muncul dalam elemen nonverbal, termasuk kontak mata yang tidak konsisten (65% siswa) dan intonasi datar (45%). Studi ini menunjukkan efektivitas instruksi eksplisit dan rekomendasi untuk mengintegrasikan pelatihan nonverbal terstruktur ke dalam kurikulum bahasa melalui kegiatan kelas yang terarah.

**Kata Kunci:** Bahasa Inggris Formal, Komunikasi Langsung, Register Bahasa, Komunikasi Verbal Dan Nonverbal, Instruksi Berbasis Komunikatif



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## INTRODUCTION

Direct communication refers to face-to-face interaction or direct conversation between two or more parties, without intermediaries such as electronic media. In this communication, messages are conveyed directly, both in verbal and non-verbal forms. The language used in direct communication can be divided into two main categories, namely formal language and informal language. Formal language is often used in official or professional situations, such as in work meetings or academic events, and generally follows strict grammar rules and chooses more polite vocabulary. In contrast, informal language is more relaxed and is used in everyday conversation. In the context of direct communication, the choice between formal and informal language largely depends on the situation and the audience involved. Formal English is a form of language used in official, academic, and professional situations characterized by complete sentence structure, appropriate vocabulary selection, and the use of appropriate grammar. In the study of English education, mastery of formal language is important because it reflects students' academic ability and their readiness to face the educational and professional world that demands precise and polite communication.

According to Halliday (1978), formal language functions as a means of expressing meaning in a structured social context, where word choice and language style reflect the relationship between speakers and the communication situation. In this regard, the use of formal English helps individuals to adjust to diverse communication demands, especially in academic and institutional settings. Govindaraj (2012) defines formal language as a combination of symbols categorized by their rules of formation. These rules are developed to structure grammar to form a formal language. However, in practice, there are still many students who experience problems in using formal English, especially in the context of direct communication in the academic environment. Some students are more accustomed to using informal English used in daily social interactions, making it difficult when they have to convey ideas or opinions formally in class discussions, presentations, or oral examinations. This barrier is also exacerbated by their low self-confidence when it comes to communicating in English in front of others, which makes the message delivered less effective or even fails to be understood.

This study focuses on grade XI students in one high school who are at the stage of developing English language skills. The main purpose of this study was to explore the implementation of formal English usage in the context of direct communication, both verbally and nonverbally. It also wanted to see the extent to which students experienced increased competence in using formal English as well as how they strengthened these skills through hands-on practice covering aspects of communication such as intonation, facial expressions, eye contact and body language. Looking at the problems that occur among students and the importance of mastering formal English in an educational context, this research is expected to provide a comprehensive overview of the importance of using formal English and how its implementation can support the development of students' language skills in real contexts. Nonverbal communication is an important element in direct communication as it conveys meaning through facial expressions, gestures, eye contact and voice intonation. According to Albert Mehrabian (1971), in face-to-face communication, only 7% of meaning is conveyed through words, while 38% comes from voice intonation and 55% from facial expressions and body language, showing the dominance of nonverbal elements in conveying messages. Knapp and Hall (2010) add that nonverbal signals are often more honest in describing emotions and attitudes because they are more difficult to control than verbal communication. Givens (2000)

also states that in the context of language learning, nonverbal communication helps to establish a connection with the audience, clarify messages, and reduce anxiety when speaking, especially in the use of a foreign language such as English. This study also wanted to see the extent to which students experienced increased competence in using formal English and how they strengthened these skills through hands-on practice that included aspects of communication such as intonation, facial expressions, eye contact, and body language.

Given the problems that occur among students and the importance of mastering formal English in an educational context, this research is expected to provide a comprehensive overview of the importance of using formal English and how its implementation can support the development of students' language skills in real contexts. Formal English is the variety of language used in serious or official contexts such as academic presentations, interviews, and business meetings. It is characterized by complete sentence structures, precise grammar, and advanced vocabulary (Holmes, 2013). In contrast, informal English is commonly used in everyday conversations and casual interactions. It includes contractions, colloquial expressions, and a relaxed tone (Carter & McCarthy, 2006). Understanding the difference between formal and informal registers is essential for effective communication. Language choice is influenced by several social factors including the speaker's relationship, the setting, and the purpose of the interaction (Holmes, 2013). In today's globalized world, being able to shift between formal and informal English is a key skill, especially for students who aspire to engage in academic or international settings. Mastery of formal English allows students to participate in seminars, write academic texts, and attend interviews, while informal English is vital for building social relationships and fluency in everyday conversations (Crystal, 2003). For English as a Foreign Language (EFL) learners, both registers are essential. Misusing informal expressions in formal contexts can lead to miscommunication or perceived unprofessionalism, while overusing formal language in casual settings may sound unnatural or stiff (Biber et al., 1999).

EFL students often struggle to distinguish between formal and informal expressions. Research shows that this difficulty is partly due to the dominance of informal language in digital communication, such as social media, which reduces their exposure to formal structures (Taguchi, 2011). Additionally, formal language often involves complex grammar and advanced vocabulary, which can intimidate learners (McCarthy & O'Keeffe, 2004). Students may also use informal expressions unconsciously in formal contexts, resulting in inappropriate communication. This indicates the need for explicit instruction and practice in using both registers accurately. Communicative Language Teaching (CLT) emphasizes real-life communication and functional language use. It supports the development of both fluency and appropriateness, including register awareness (Richards & Rodgers, 2001). Through tasks like role plays, simulations, and peer interaction, learners become more aware of when and how to use formal or informal language. Incorporating register-based activities in the classroom helps students not only to improve speaking accuracy but also to build confidence in adjusting their language use depending on the social context (Harmer, 2007).

## **RESEARCH METHODS**

### **Research Design**

This research applied a descriptive quantitative approach to examine how formal English is used by students in direct communication, particularly during classroom presentations. Descriptive quantitative research aims to describe and interpret phenomena by collecting and analyzing numerical data in a structured and objective manner. According to Creswell (2024), quantitative research involves the systematic process of gathering and analyzing numerical data to describe, explain, or predict variables and observable behaviors. This study also

examined non-verbal communication, as effective oral presentation involves more than just correct grammar or vocabulary. Referring to Halliday's (1978) theory, language is seen as something that works within social contexts, which helps explain how formal English should be used appropriately. Goffman's (1959) performance theory also guided the analysis of students' non-verbal behavior, such as gestures, posture, and tone of voice, as important parts of communication during presentations.

### **Participants**

The participants of this study were 28 students from Grade 11 Science Class (XI IPA) at SMAS Yos Sudarso Medan, a private senior high school located in Medan, North Sumatra, Indonesia. The students were between 16 and 17 years old, representing a typical age group for upper secondary education in the Indonesian school system. All participants had received formal English instruction as part of the national curriculum since elementary school, which includes basic to intermediate grammar, vocabulary, reading, and speaking activities. However, formal English use in structured speaking contexts such as academic presentations had not been a primary focus in their daily classroom interactions. This made them suitable subjects for examining the impact of targeted instruction in formal English for direct communication.

### **Data Collection Procedures**

The study was carried out in three stages:

- Pre-test: In the first session, students completed a language background questionnaire and a speaking pre-test to assess their initial ability to use formal English in presentation contexts.
- Intervention: In the second session, the researcher delivered a presentation on the correct use of formal English including covering structure, vocabulary, and tone. This was followed by guided speaking practice where students applied formal language in simulated presentation scenarios.
- Post-test: In the final session, students were divided into small groups and asked to present a simple topic. Each student was required to speak individually. During these presentations, both verbal accuracy and non-verbal elements such as tone, gestures, posture, and eye contact, were observed and assessed.

### **Instruments**

The instruments used included:

- A language background questionnaire to collect demographic and prior learning data.
- A formal English speaking rubric, evaluating grammar, vocabulary, fluency, pronunciation, and appropriateness of register.
- A non-verbal observation checklist, focusing on tone of voice, body language, facial expression, and eye contact.

### **Data Analysis**

Data from pre- and post-tests were analyzed using descriptive statistics including mean scores and percentage increases, to identify changes in students' formal English performance, also to measure progress in both verbal and non-verbal aspects. Scores were compared to identify improvements in formal language use and presentation delivery. Observational data were also quantified to assess changes in students' non-verbal communication during speaking tasks.



## **RESEARCH RESULTS AND DISCUSSION**

### **Identification of Initial Ability Through Profile Test and Pre-Test**

In the first meeting, the activity focused on the process of recognizing and identifying students' initial level of ability in using formal and informal English. The activity began with a Profile Test which aimed to find out the background of students' communication skills, both verbally and nonverbally, as well as their experience in using English in formal and informal contexts. The students were asked to complete a profile test to describe their habits, preferences and level of exposure to English outside the school environment. The results of the ten questions are summarized below:

- Sources of learning English vocabulary other than school show that the majority of students learn vocabulary from entertainment media, such as movies, music, and podcasts (15 people), and social media/online communities (10 people). Meanwhile, only a few learn from textbooks or academic materials (4 people) and learning apps such as Duolingo (4 people).
- In terms of frequency of reading English texts, most students admitted to reading 1-3 texts per month (13 people), followed by more than 6 texts (12 people), 4-6 texts (6 people), and only 2 students admitted to not reading at all.
- Regarding the type of content consumed, most students chose vlogs and comedy content (15 people) as well as short content such as reels or TikTok (14 people). Academic content and blog articles were much less popular.
- New word learning resources are dominated by movies/music (12 people) and games/social media (12 people). Only a small number still rely on official dictionaries (5 people) or learning from friends/chat (5 people).
- For the frequency of writing in English, 16 people wrote 1-2 times per week, and 10 people almost every day. No students answered "never".
- In terms of interaction with foreign speakers, the majority of students (30 people) only have casual chats through games or social media. None had ever engaged in formal discussions or courses, and only 2 students had never interacted at all.
- When faced with incomprehensible vocabulary, 27 people chose to use Google Translate, while 2 people used official dictionaries, 2 people asked teachers or friends, and 3 people guessed from the context.
- Regarding participation in English discussions, most students only read (16 people) or sometimes participate (14 people). Only 1 person stated that they often led discussions, and 2 students never participated.
- When watching English content, the majority used English subtitles with English audio (25 people) or Indonesian subtitles (20 people). Only 2 students watched without subtitles, and none watched the Indonesian dubbed version.
- In terms of attention to grammar, most students answered "sometimes" (14 people) or only pay attention for important tasks (13 people). 5 students stated that they always pay attention to grammar, and no students answered "never".

The profile test results show that the majority of students are more exposed to English from entertainment and social media than from academic sources or formal learning. This has an effect on the language style formed, where students are more accustomed to using informal forms of language in their daily activities. Exposure to formal discussions is minimal, and attention to grammar is not a top priority in their daily use. This finding reinforces the importance of training and familiarization with the use of formal English, especially in the context of direct communication, such as presentations, discussions, or other academic situations. After that, students were given a Pre-Test in the form of questions that measured

their understanding of formal and informal sentence forms. In addition, students are also asked to compose informal sentences into formal forms. This activity provides an initial picture of the students' basic abilities, as well as a reference for us in designing learning activities at the next meeting. The profile test results show that the majority of students are more exposed to English from entertainment and social media than from academic sources or formal learning. This has an effect on the language style formed, where students are more accustomed to using informal forms of language in their daily activities. Exposure to formal discussions is minimal, and attention to grammar is not a top priority in their daily use. This finding reinforces the importance of training and familiarization with the use of formal English, especially in the context of direct communication, such as presentations, discussions, or other academic situations.

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**The following are the results of the Pre-Test:**

Category	Student Score Range	Number of student
Excellent	90-100	2 Students
Good	70-89	3 Students
Fair	50-69	6 Students
Poor	<50	22 Students

Most of the students were in the deficient category (scoring below 50%), which shows that they are still not used to distinguishing formal tenses that are appropriate for use in official forums. This is an important basis for the preparation of further lessons on formal English, both from verbal and nonverbal aspects. Analyze the questions in the pre-test which there are still many students' mistakes in answering who have not been able to distinguish the use of Formal English.

1. Bagaimana kalimat yang kamu gunakan untuk membuka presentasi di kelas?
  - A. Hi guys, let's talk about cool stuff today.
  - B. What's up everyone, I'll talk now.
  - C. Good morning everyone, today I would like to present...
  - D. Yo! Listen up, my topic is...

Option C is the appropriate formal form to use to open a presentation. However, most students chose informal forms such as A and B, which reflects their habit of speaking in casual situations. This indicates that formal sentence structure has not become an inherent habit, even though they may understand its meaning. A pre-test question that tested the transition between points in the presentation:

2. Bagaimana kamu menyatakan transisi ke poin berikutnya dalam presentasi?
  - A. Moving on to the next point...

- B. Okay, next thingy is...
- C. So yeah, let's go to the next one.
- D. Let's talk 'bout the next stuff.

Most students chose answers C or D which seem casual and unprofessional, rather than option A which is much more appropriate in an academic setting. This pattern suggests that although students often watch or imitate presentation styles from YouTube or social media, they do not yet clearly distinguish between formal and informal language.

One of the questions that included Observations on Nonverbal Elements in the Pre-Test on students: Although the pre-test did not explicitly measure nonverbal communication such as facial expressions or eye contact, some questions in the pre-test indirectly reflected students' understanding of formal etiquette and demeanor, which are closely related to nonverbal communication. Examples of questions that reflect this:

3. Bagaimana seharusnya kalimat yang digunakan untuk menjawab pertanyaan audiens dalam presentasi?
  - A. Yeah, sure, I know that one.
  - B. Good question, let me explain it briefly.
  - C. Wait, I think I got it.
  - D. Oh okay, I'll try to say it.

Option B reflects a formal, polite, and respectful attitude towards the audience, elements that in practice would be accompanied by steady intonation, focused gaze, and a calm facial expression, all of which are part of good nonverbal communication. In contrast, answers such as "Yeah, sure," or "Wait, I think I got it" reflect a relaxed style and lack of confidence, which in practice can be seen in unsteady body movements, slouched posture, or hesitant facial expressions. The results of the pre-test showed that most students were still unable to choose and use the right formal tense, and did not realize the importance of politeness and ethics in official communication, both from the verbal and nonverbal aspects. The answers they chose tended to represent everyday speech styles commonly used in casual conversations, social media, or entertainment content. Although a small number of students have shown good understanding (scoring 80-100%), the majority of students still need specific learning interventions that emphasize the difference between formal and informal, and how body language and message delivery can support effective communication in formal forums. Therefore, the second meeting will focus on delivering materials on the verbal and nonverbal differences between formal and informal, to equip students with more professional and contextualized communication skills.

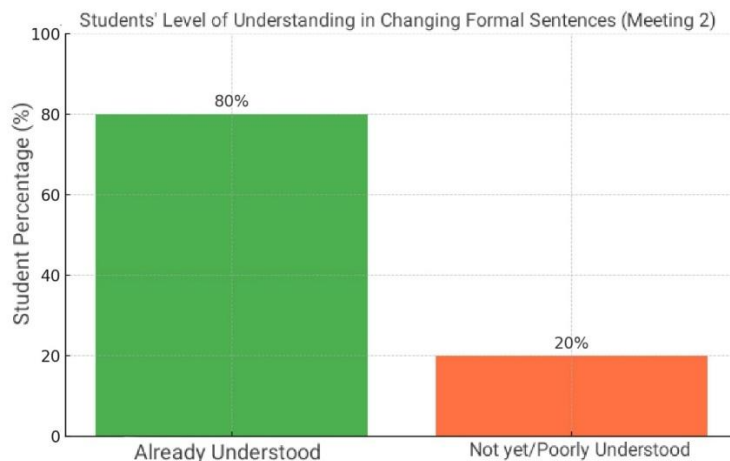
### **Application of Formal Language through Presentation Introduction to Formal English Through Verbal and Nonverbal Aspects and Post-Test**

In the second meeting, the researcher explained the differences between formal and informal English, both in terms of verbal (word selection and sentence structure) and nonverbal (intonation, expression, body posture, eye contact, and gestures in formal communication). The presentation was delivered through slides and accompanied by concrete examples so that students could differentiate more easily. During the presentation, students were very enthusiastic. They actively responded to the questions asked, and showed high interest in understanding the differences between formal and informal language contexts. The two-way interaction that occurred showed that the material was quite easy for most students to understand. After the explanation, students were divided into groups based on their peers and asked to convert one informal sentence into a formal version, namely: "*Lemme know if*

*you're coming.*" This exercise aims to measure students' understanding directly after the presentation of the material, as well as to see if they can apply the concept of formality appropriately.

### Sentence Results and General Evaluation

The following graph shows the results of students' understanding of the formal sentence transformation exercise:



The bar graph illustrates the proportion of students who have been able to convert informal sentences into formal ones appropriately. After collecting the answers from all 14 groups (28 students), the evaluation results showed:

- 80% of the students (about 11 out of 14 groups) managed to write sentences in formal or moderately formal form. This shows that the majority of students have understood the material presented, especially in choosing appropriate structures and vocabulary for official contexts. Such as:  
*"Please let me know if you will be attending."*  
*"Kindly inform me if you plan to attend."*  
*"Could you inform me if you want to come."*
- 20% of students (about 3 out of 14 groups) still produced sentences that were semi-formal or remained informal, indicating that a small number of students still needed further assistance to distinguish the use of language in the context of official communication. Such as:

*"Tell me if you are coming."*

*"Hai, if you're coming lemme know."*

This result is in line with the active interaction during the presentation, which reinforces the conclusion that learning about formalities in English has begun to be understood by almost all students, and the exercises given are effective enough to measure the direct application of the material.

### Nonverbal Analysis (Attitude and Gesture Observation)

During the discussion and answer writing process, the researcher also observed students' nonverbal attitudes. Most of the students began to show changes from before they discussed seriously, delivered their answers with clearer intonation and polite tone of voice, and showed a more confident and focused posture when delivering the results. However, there were still some groups who delivered sentences while laughing or unfocused, which shows that the understanding of nonverbal formality still needs to be strengthened. The sentence



transformation exercise at the second meeting showed that about 80% of the students had understood the application of formal English verbally and some had started to improve their nonverbal communication attitudes. This indicates that the material has been well received, and students are better prepared for the group presentations in the third meeting, where they will be tested directly using formal English thoroughly.

### **Evaluation of Verbal and Nonverbal Communication Skills through Student Presentations**

After the 2nd meeting, we did a presentation to introduce students to the use of formal and informal English in direct communication both verbally and nonverbally and gave an informal sentence that would be changed to formal so that we could measure to what extent the students understood and understood and how to use formal English through verbal and nonverbal aspects when students discussed with group friends and how students conveyed their answers. In the 3rd meeting we invited the students to do a short presentation, by forming 3 groups and we have provided 3 topics that will be presented by each group. Through group presentations, we aimed to directly measure the extent of students' understanding of the use of formal English in direct communication. The third meeting focused on assessing the verbal and nonverbal communication performance of each group. Each group made a presentation again and was assessed based on indicators such as the use of formal vocabulary, speaking fluency, sentence structure, eye contact, hand gestures, facial expressions, and confidence. The following is a table of assessment and results of each group through Verbal and Nonverbal aspects

#### **Group 1**

##### **• Verbal Aspect**

Component	Assessment Description	Score (0-5)
Formal Vocabulary	The majority of students have used formal vocabulary such as "I personally think..." and "In my opinion..." correctly.	4
Sentence Structure	The sentence structure is quite well structured and coherent	4
Fluency & Smoothness	The delivery of ideas is quite smooth, although there are a few natural pauses.	4
Pronunciation & intonation	Clear pronunciation, with intonation appropriate to the context	4
Conjunction	It has been used several times like "because", "so", but it is not yet varied	3
Verbal Subtotal: 19/25 points		

##### **• Nonverbal Aspects**

Component	Assessment Description	Score (0-5)
Eye contact	Some students already dare to look at the audience even though they are still looking at their notes.	3
Body Posture	Body posture is quite stable and shows readiness	4
Hand Gestures	Gestures are there, but sometimes they are not in sync with the content of the conversation.	3
Facial expressions	Still seems flat to some students, but they are starting to adjust	3
Confidence	Already appear quite confident in front of the class	4
Nonverbal Subtotal: 17/25 points		

#### **Persentation: 72%**

Group 1 showed good verbal communication skills that were appropriate for the context of a formal presentation. In their delivery, they were able to use a variety of formal vocabulary

and phrases such as “In my opinion,” “Based on my perspective,” and “Personally, I believe that,” which reflected their understanding of the previously taught material on the use of formal language in academic situations. The sentence structure they used was logically organized and sequential, making it easier for the audience to understand the content of the presentation. Although some students seemed to pause before speaking, the pauses were more a part of the thinking process, not due to ignorance of the material. In terms of pronunciation, this group showed clarity in articulation and were able to deliver their sentences quite well without causing ambiguity. Their intonation still tended to be flat in some parts, but overall it showed an intention to convey the message in a correct and structured manner. In terms of the use of connectors, this group has used basic conjunctions such as “because”, ‘so’, and “but”. However, the use of variations of formal connectors such as “therefore”, ‘moreover’, or “consequently” is still not widely present and could be improved in the next session.

For nonverbal aspects, this group has started to show positive development. Eye contact is starting to be noticed, although some students are still seen occasionally looking at notes or the projector screen. This still shows their effort to connect with the audience. The posture of the presenters was quite stable and showed their readiness to perform in front of the class. Hand gestures have begun to be used although they still feel stiff or not fully in line with the content of the discussion, which indicates the need for further practice so that speech and movements can be more harmonized. Facial expressions were generally neutral, but there were changes in expression, especially when conveying personal opinions or important points, indicating an understanding of the importance of expression in communication. Overall, group 1 has shown a fairly solid performance, both in terms of verbal and nonverbal. They were able to use formal structures, construct sentences well, and show a confident posture during the presentation. About 80% of the group members have shown a good understanding of the concept of formal communication, while the other 20% are still developing but show promising potential. The success of this presentation can be used as a positive indicator of the effectiveness of previous learning, although additional practice is still needed, especially in enriching aspects of gesture, intonation and facial expressions in the context of nonverbal communication.

## Group 2

### • *Verbal aspects*

Component	Assessment Description	Score (0-5)
Formal Vocabulary	Most members have used formal expressions such as “I believe that...” and “In my opinion...” quite correctly.	4
Sentence Structure	The sentence structure is logical, but there is still a lack of variation and there are repetitive sentences.	3
Fluency & Smoothness	He can convey his ideas fluently, but there are pauses or repetitions.	3
Pronunciation & intonation	Pronunciation is clear, but intonation is sometimes still flat and lacks emphasis.	3
Conjunction	The use of connectors such as “Because”, “So”, and “In conclusion” has appeared frequently.	4
Verbal Subtotal: 17/25 points		

### • *Nonverbal Aspects*

Component	Assessment Description	Score (0-5)
Eye contact	Some have started to maintain eye contact, but some still look at their notes too often.	3
Body Posture	Straight posture and shows readiness and comfort when performing	4

Hand Gestures	Hand gestures are present, but they are not consistent and sometimes irrelevant.	3
Facial expressions	Facial expressions are still limited, even though I've tried to adjust the content.	3
Confidence	Already appearing quite confident, but still looks nervous in some parts	3
Nonverbal Subtotal: 16/25 points		

### **Presentation: 66%**

Group 2 has performed quite well in the verbal communication aspect during the presentation. They were able to use formal vocabulary such as “In my opinion, the main problem is...” and “I believe this issue is very important because...”, which showed that they had understood the context of using formal language that they had learned in the previous meeting. This formal vocabulary was especially evident when they expressed their opinions or summarized the topic. The sentence structure used also began to develop logically, although there was still some repetition and lack of sentence variety. This is normal for the intermediate level, and an indicator that they are still in the process of building structured fluency. In general, this group's speaking fluency was quite good. Although some members experienced pauses or repetitions when conveying ideas, it did not interfere too much with the delivery of the main message. Their pronunciation was also quite clear and could be heard by the audience, but the intonation aspect still tended to be flat. This is an important note so that they are able to emphasize important points that require convincing expressions. In terms of using formal connectors, this group stood out. They used connectors such as “in conclusion”, ‘so’, and “because” appropriately, although the variations were not very complex. However, this already shows that they understand the logic of organizing ideas in a formal presentation.

In terms of nonverbal aspects, group 2 showed an awareness of the importance of nonverbal elements in the presentation. Eye contact with the audience had begun to be established, although some members were still seen frequently looking at notes or the screen. Their posture while standing was firm and stable, reflecting their readiness to deliver the presentation without showing excess nervousness. Hand gestures began to be used to support the explanation, although they were still not done consistently by all members. Further practice is needed so that these gestures become more natural and appropriate to the context of the content. The group's facial expressions were still neutral most of the time, but had begun to be adjusted to the content of the conversation, especially when expressing opinions or invitations. In terms of confidence, group 2 seemed well-prepared and did not show any defensiveness or hesitation. Although there were some nervous moments, especially when taking turns speaking or when answering questions, overall they were able to manage the flow of the presentation well. Based on the assessment, this group obtained an average of 33 out of 50 points, which puts them in the “good enough and developing” category. With continued practice, especially in improving facial expressions, intonation, and consistency in the use of gestures, this group's performance has the potential to significantly improve to a higher level in terms of formal and nonverbal communication.

### **Group 3**

#### **• Verbal Aspects**

Component	Assessment Description	Score (0-5)
Formal Vocabulary	Most students use vocabulary appropriate to formal situations.	4
Sentence Structure	The sentences are structured quite well, although there are 1-2 students who are not focused enough.	4
Fluency & Smoothness	Most of them are fluent, but some students stop or joke around while speaking.	3

Pronunciation & intonation	Most of it is quite good, but there is still flat intonation & poor pronunciation.	3
Conjunction	Using transitions like first, because, and so quite well	4
Verbal Subtotal: 18/25 points		

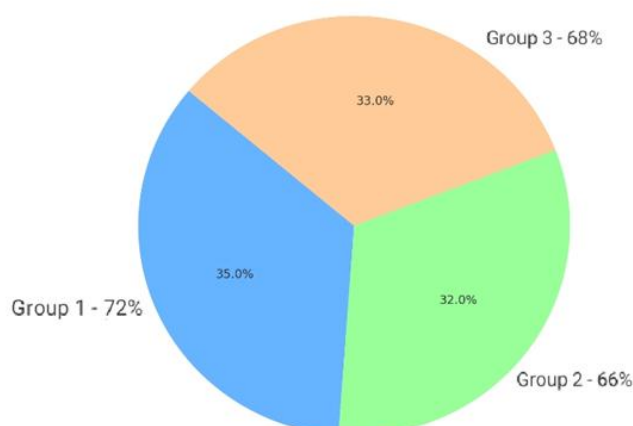
• **Nonverbal Aspects**

Component	Assessment Description	Score (0-5)
Eye contact	Some students make eye contact, but some are too focused on the text.	3
Body Posture	Body posture is quite confident and calm, even though there are 2 students who are less serious.	4
Hand Gestures	There are starting to be gestures, but they are not yet in harmony or sometimes excessive (joking)	3
Facial expressions	There were supportive expressions, but some students seemed unfocused.	3
Confidence	Some students appeared confident, but 2-3 students appeared not fully prepared.	3
Nonverbal Subtotal: 16/25 points		

**Presentation: 68%**

Group 3's presentation showed variation in student engagement. Most group members were able to apply formal language as previously modeled, both in terms of vocabulary and sentence structure. They were able to convey their ideas in a sequential and directed manner, with the use of appropriate formal connectives. However, there were still some members (around 3 students) who looked less serious and tended to play around during the presentation. This affected the fluency, intonation and focus of the whole group. Nonverbally, the majority of students had paid attention to their posture and showed confidence when speaking. However, some students seemed to be reading or joking too much, resulting in a lack of expression and eye contact. Hand gestures have begun to be used, but need to be practiced to be more appropriate to the content and atmosphere of the presentation. Overall, Group 3 has understood the importance of formal communication in presentations, and most students have implemented it well. This shows that the learning and presentation examples given in the previous meeting have begun to be applied. However, there are still 2-3 students who need more attention and motivation in order to appear focused and serious during the activity. With further evaluation and practice, this group has the potential to perform more solidly and consistently in future presentation.

Percentage of Assessment Results for Each Group



Based on the results of the analysis of the three groups, it can be concluded that the majority of students have understood and started to apply communication in verbal aspects that are appropriate for formal contexts. Group 1 showed the highest performance with a fairly good level of formal language usage and sentence structure, as well as more stable confidence. Groups 2 and 3 also showed positive developments, although there were still nonverbal aspects such as intonation, eye contact, and facial expressions that needed to be improved. The application of formal language such as expressions of opinion, as well as the use of logical connectors have started to appear in all groups, indicating a good understanding of the learning material. However, communication through nonverbal aspects is still a major challenge, especially in the aspect of body expressions and gestures that sometimes do not match the message conveyed. Overall, all three groups have shown significant progress. This proves that the learning approach that focuses on hands-on practice and presentation observation is able to help students understand and apply communication through verbal and nonverbal aspects more effectively.

## CONCLUSION

This study confirms that structured training significantly improves students' mastery of formal English communication, particularly in developing proper sentence structures and academic vocabulary. While students demonstrated strong theoretical understanding of formal language conventions, the research revealed persistent challenges in applying nonverbal aspects such as eye contact and intonation during academic presentations. The positive impact of classroom-based presentation practice with peer feedback suggests the importance of practical application opportunities. These findings emphasize the need for balanced instruction that develops both linguistic competence and nonverbal communication skills in formal academic settings.

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