






ARTICLE

Content-Based Instruction: Enhancing Students' Business English Communication Skills through Promoting MSMEs Products

Fahrur Rozi^{1*} , *Sri Wahyuni*² , *Christianti Tri Hapsari*² , *Ardhy Meylana*² , *Sawitri Erlianingtyas*² ,
*Awanda Bramantika Saqifanty*² 

¹ Economics Education, Universitas Negeri Semarang, Semarang City 50229, Indonesia

² English Language Education, Universitas Negeri Semarang, Semarang City 50229, Indonesia

ABSTRACT

The purpose of this study is to examine the effectiveness of Content-Based Instruction (CBI) in enhancing students' business English communication skills via digital platforms. This study was conducted using a mixed-method approach. Content-based instruction and students' perceptions in learning business English were explained by using descriptive qualitative research. The impacts of content-based instruction on students' business English communication skills were measured through quantitative analysis. A sample of 50 economics and business students was analysed for promoting MSME (Micro, Small, and Medium Enterprises) products through digital platforms like YouTube, Instagram, Facebook, and TikTok. A questionnaire, observation, interview, and tests were used as research instruments. The analysis employed Brown, H.D., and Heaton, J.B.'s rubric for speaking skills and for the content of videos. The results showed that using content-based instruction for business English and promoting MSME products was effective in the learning process. It improved students' business English communication skills and also increased students' motivation and engagement. The concept of integrating MSME promotion with business English instruction through content-based instruction is innovative. The integration of digital marketing and practical tasks is pedagogically meaningful and relevant these days. Based on the researcher's knowledge, content-based instruction using video promotion of MSMEs in learning business English products has never existed.

Keywords: Business English; Communication Skills; Content-Based Instruction; Digital Platforms; MSMEs Products

*CORRESPONDING AUTHOR:

Fahrur Rozi, Economics Education, Universitas Negeri Semarang, Semarang City 50229, Indonesia; Email: ozieflu22@gmail.com

ARTICLE INFO

Received: 1 July 2025 | Revised: 26 August 2025 | Accepted: 18 September 2025 | Published Online: 10 October 2025

DOI: <https://doi.org/10.30564/fls.v7i10.10820>

CITATION

Rozi, F., Wahyuni, S., Hapsari, C.T., et al., 2025. Content-Based Instruction: Enhancing Students' Business English Communication Skills through Promoting MSMEs Products. *Forum for Linguistic Studies*. 7(10), 894–909. DOI: <https://doi.org/10.30564/fls.v7i10.10820>

COPYRIGHT

Copyright © 2025 by the author(s). Published by Bilingual Publishing Group. This is an open access article under the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License (<https://creativecommons.org/licenses/by-nc/4.0/>).

1. Introduction

Globalization has changed business, allowing cross-border expansion. As technology advances, business transactions go online. Online sales allow enterprises to reach clients worldwide. With 78% e-commerce penetration rates in some emerging nations, this sector has grown rapidly^[1]. These shifts create new opportunities for entrepreneurs and training needs for future professionals.

Communication is key to success in the digital age. Chomsky's communicative competence hypothesis, revised by Canale and Swain^[2], emphasizes grammar, sociolinguistic knowledge, and functional communication abilities as the foundation for effective language usage^[3]. English is the most extensively used language for global communication, especially in digital marketing and business^[4]. Digital marketing reaches international audiences, making English literacy essential for students in global business situations.

Technologies like e-commerce and social media are changing business. E-commerce allows transactions without time or space limits^[5,6]. Social media, employed for promotion and networking^[7,8], efficiently reaches wider audiences^[9]. However, these developments present obstacles. Traditional merchants struggle to compete with digital firms, thus many see internet platforms as a danger^[10]. These facts show the essential necessity to teach students digital skills and English communication in digital business environments.

Given this, higher education institutions are crucial in preparing students for these difficulties. Business English courses must go beyond teaching vocabulary and grammar to give students real-world practice. Integrating language and content in instruction is becoming more important. Content-Based Instruction (CBI) is a popular method for improving language and subject knowledge^[11]. CBI helps students strengthen conversational skills while learning authentic business information by connecting English to real-world applications.

While previous studies have demonstrated that CBI is beneficial, there has been relatively little investigation into how it might be integrated with video-based advertising of Indonesian micro, small, and medium-sized enterprise (MSME) products. Specifically, this study investigates the perspectives of students as well as the growth of their skills both before and after the implementation of the program. The study shows how CBI may help students succeed in glob-

alized, technology-driven economies by placing language learning in important commercial contexts.

1.1. Digital Marketing and E-Commerce

The growth of e-commerce and social media is one of the technological adaptations that is developing at the fastest rate. Electronic commerce makes it possible to sell products and services without having to engage with customers in person^[5,6]. The establishment of online shops by merchants and service providers provides the opportunity for transactions to take place without the constraints of space and time. The usage of social media, which is now widespread, has evolved into an effective platform for promotion^[7,8,12], which enables businesses to reach a wider range of consumers^[9]. Conventional merchants, on the other hand, frequently view e-commerce as disruptive, as they have reported a significant drop in income and, in many instances, have shut down their booths because they were unable to compete with online platforms^[10].

Moreover, language is an essential component in the field of digital marketing. Not only performs the function of a medium for the interchange of thoughts and emotions, but it also functions as a tool for the representation and promotion of products. The language that is utilized in promotional communications should be simple enough for customers to comprehend. It is also important to note that English has a big impact on the business and marketing environments^[13]. When it comes to tasks such as promotion, sales, customer service, workplace communication, international negotiations, and accessing worldwide references, it is necessary for both employees and business owners to have this ability^[14-16]. Students who are given activities and presented with business topics improve their English skills^[17].

1.2. English for Business

Students are provided with the communicative and competitive skills necessary to meet the demands of the global economy through the English for Business program^[18]. In business English classes, the assignments should be tailored to meet the linguistic requirements of the students as well as the educational and professional contexts they may encounter in the future^[19]. Despite this, a significant number of graduates continue to struggle with their ability to communicate

in English for professional and business purposes^[20]. Researchers suggest that learning English for commercial purposes should not be restricted to the memorization of phrases or idioms; rather, it should be incorporated into broader commercial contexts and paired with language skills^[21,22].

Therefore, in order to become qualified professionals, students of economics and business need to have a strong command of business English. Content-Based Instruction (CBI), in which the curriculum is structured around content that is meaningful to the students, is one method that can be utilized to do this^[23]. This strategy goes beyond only encouraging students to acquire grammatical competence by encouraging them to learn through the study of pertinent business-related issues. When it is implemented correctly, it provides learners with the opportunity to develop both linguistic and professional abilities, thereby preparing them for communication in the workplace.

1.3. Content-Based Instruction (CBI) in English as a Foreign Language (EFL)

Content-Based Instruction (CBI) has received significant pedagogical support from research on second language acquisition, training studies, social psychology, and program assessment^[11]. It has been suggested as an approach that is successful in preparing students to study in universities that use English as their medium of instruction^[24]. Consequently, communication is vital in daily existence^[25]. Academic language competency, pragmatic communication, and audience engagement are all further improved by the use of presentations, regardless of whether they are delivered in person or virtually^[26].

CBI is able to improve learners' motivation by providing them with the opportunity to connect with content that is important to them, rather than merely concentrating on language mechanics. Students are encouraged to utilize English in communicative circumstances as a result of the opportunities it affords for interaction and natural language acquisition^[23]. The majority of English as a Foreign Language (EFL) students continue to be passive and lack confidence in their ability to use English. These difficulties are frequently caused by a lack of proficiency in the English language^[27]. Nevertheless, research demonstrates that students have a favorable perception of CBI, which is

not surprising given that content learning contributes to the development of language^[28]. Student engagement and the efficacy of learning can be improved through the use of CBI applications that are both flexible and inventive^[29,30].

2. Methods

This study employed a mixed-methods approach. The descriptive qualitative approach was used to describe content-based education and students' perceptions of it. Quantitative analysis was employed to assess the influence of content-based education on students' Business English communication skills.

A sample of 50 Economics and Business students was surveyed about advertising MSMEs (Micro, Small, and Medium Enterprises) products using digital platforms such as YouTube, Instagram, Facebook, and TikTok. The participants were undergraduate students aged 18 to 24, and they were not native English speakers. Their language backgrounds comprised Bahasa Indonesia and other local or regional languages, implying that English was studied as a foreign language (EFL). Their initial moderate performance levels in English confirmed that they had little prior experience utilizing English in business communication.

All student participants were informed about the purpose of the study and how their classwork, including presentations and videos, would be used for research purposes. Informed consent was obtained prior to data collection, and students agreed to allow their promotional videos and responses to be included in the study.

The study employed a purposive sample method, as all participants were enrolled in the same Business English Communication course. This guaranteed that they possessed an identical academic foundation and were similarly subjected to the instructional assistance throughout the semester. Research instruments included a questionnaire, observation, interview, and testing. Due to the fact that all of the participants were enrolled in the same Business English Communication course, the research utilized a procedure known as purposive sampling. Both assessments included oral performance activities that evaluated grammar, vocabulary, fluency, pronunciation, and communicative effectiveness in business settings. The evaluation of speaking skills and video content utilized the rubrics of Brown, H.D., and Heaton, J.B., which

are respected for assessing speaking ability and achievement of tasks. The questionnaire aimed to gather students' perspectives regarding learning via CBI and video-based MSME marketing. To guarantee validity, the questionnaire was evaluated by two specialists in applied linguistics and tested with a small cohort of students before implementation. Observation sheets were employed during classroom presentations to monitor student participation and engagement, whereas semi-structured interviews offered more comprehensive insights into students' learning experiences.

Over the course of three months of the semester, students delivered presentations on diverse business subjects, including Business and Businessman, Global Trade, Product Promotion, Business Communication, Business Presentation, Meetings, Negotiation, Job Acquisition, Interviews, and Business Letters. They were separated into groups for presentations. Each group delivered a 30-minute presentation on a topic, followed by a discussion around that issue. Upon conclusion of the session, participants were directed to produce videos showcasing MSME items from their hometowns and to submit these videos on digital platforms, including YouTube, Instagram, Facebook, and TikTok.

The data gathering technique comprised a pre-test prior to the implementation of content-based instruction and a post-test subsequent to its application. To enhance the study's findings, researchers conducted interviews with students and distributed a questionnaire to gather their comments on the implementation of content-based instruction via video advertising of MSME products in the educational process. Quantitative data from the pre-test and post-test were subjected to descriptive and comparative analysis to identify improvements in students' communication skills. The rubric scores were compiled to assess improvements in accuracy, fluency, and overall communicative proficiency. Qualitative data obtained from interviews, observations, and open-ended questionnaire items were subjected to thematic analysis, revealing repeating patterns in students' perceptions, challenges, and reflections regarding learning through CBI.

3. Results

Results are presented based on data analysis of the application of content-based instruction learning to improve students' Business English Communication Skills, students'

perceptions related to content-based instruction learning using promotional videos of Indonesian MSME products, assessment of students' English language skills, and comparing before using content-based instruction (pre-test) and after using content-based instruction (post-test).

3.1. Effectiveness of Content-Based Instruction

The pattern of the use of content-based instruction (CBI) method to Business English can be seen from the results of observations and interviews of Business class when students implement content-based instruction in the learning process, which focuses on the promotion of Micro, Small, and Medium Enterprises (MSMEs) products in the context of the global business market. This class used presentation-based learning methods. In the learning process, they showed high participation and active engagement. They also actively participated in the discussion and provided questions and feedback during the presentation. The topics presented using CBI were business-related: Business and Businessman, Global Trade, Promotion of a Product, Business Communication, Business Presentation, Meeting, Negotiation, Getting a Job, Interview, and Business Letter. Based on the results of observations and interviews, students showed high participation and active engagement. They also actively participated in the discussion and provided questions and feedback during the presentation of business topics. With a presentation-based learning and video production, they can collaborate and learn actively. They could understand the concept of doing business, especially in global business. They could also increase their knowledge of MSMEs. They can understand the international market. They were also taught how to communicate with foreign customers when offering products to attract "engagement" or interest from foreign customers effectively. Using digital platforms such as Instagram, TikTok, YouTube, Facebook, and X effectively promotes MSMEs products. Social media has enough space for product promotion to run well. Social media is an essential key in promoting MSME products because the level of visibility of the product is comprehensive. Products can be seen by people from all over the world. People who see these promotional advertisements can also freely ask sellers about the availability, quality, and specifications of the products offered by MSMEs. Therefore, it makes it easier to promote MSMEs products in the international market.

3.2. Impact of Content-Based Instruction

The assessment used the analysis rubric from Brown^[31] and Heaton^[32]. The rubric had a range of assessments to examine the skills of Grammar, Vocabulary, Fluency, and Pronunciation, with one as the lowest and five as the highest. From a total of 50 students who carried out the pre-test and post-test, the results showed that the average students' abilities and changes in their abilities were as follows:

3.2.1. Students' Grammatical Ability in Pre-Test and Post-Test

The average score on the Pre-Test Grammar Rubric was 2.46 (SD = 0.862; Std. Error Mean = 0.122) (**Table 1**). Students with a 2 can grasp fundamental constructions but need more practice. Content-Based Instruction (CBI) using MSME promotional video assignments improved the Post-Test mean score by 1.46 points to 3.92 (SD = 0.829; Std. Error Mean = 0.117) (**Table 1**). A score of 3 indicates good grammar, allowing students to communicate Business English with enough structural precision to participate in most official and casual conversations on practical, social,

and professional themes. A score of 4 shows near-native proficiency, with few errors and accurate language use at all levels, usually for professional purposes.

This research hypothesis was tested:

H0. *The average learning outcomes between the Pre-Test and Post-Test are the same, indicating that CBI does not improve Business English communication abilities.*

Ha. *The Pre-Test and Post-Test average learning outcomes change, indicating that CBI improves Business English communication skills.*

Using paired-sample t-test results (**Table 2**), the Sig. (2-tailed) value = 0.000 < 0.05, H0 is rejected, and Ha is accepted. The Pre-Test and Post-Test findings show a statistically significant change, demonstrating that Content-Based Instruction improved Business English students' grammatical competence. The Mean Paired Difference (**Table 2**) increased from 2.46 (Pre-Test) to 3.92 (Post-Test), -1.460. The 95% Confidence Interval of the Difference ranged from -1.676 to -1.244, demonstrating that the progress was meaningful and consistent among 50 students.

Table 1. The result of students' grammatical ability in pre-test and post-test (statistics).

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest Grammar	2.46	50	0.862	0.122
	PostTest Grammar	3.92	50	0.829	0.117

Table 2. The result of students' grammatical ability in pre-test and post-test (test).

Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PreTest Vocabulary PostTest Vocabulary	-1.460	0.762	0.108	-1.676	-1.244	-13.556	49	0.000

3.2.2. Students' Vocabulary Ability in Pre-Test and Post-Test

Pre-Test vocabulary mean score (**Table 3**) was 2.50 (SD = 0.909; Std. Error Mean = 0.129). Students used few words and complicated language at this level to explain them-

selves. Students used few words and complicated language at this level to explain themselves. In comparison, a score of 3 indicates enough vocabulary to participate in most formal and casual talks on practical, social, and professional themes. The pre-test vocabulary ability of students was between these two categories.

Table 3. The result of students' vocabulary ability in pre-test and post-test (statistics).

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest Vocabulary	2.50	50	0.909	0.129
	PostTest Vocabulary	3.78	50	0.840	0.119

Content-Based Instruction (CBI) using MSME promotional video assignments improved the Post-Test mean score (**Table 3**) by 1.28 points to 3.78 (SD = 0.840; Std. Error Mean = 0.119). Students could communicate in more scenarios without searching for words at this stage. They performed closer to level 4, indicating the capacity to understand and participate in most conversations with excellent vocabulary precision.

This research hypothesis was tested:

H0. *The average learning outcomes between the Pre-Test and Post-Test are the same, indicating that CBI does not improve Business English communication abilities.*

Ha. *The Pre-Test and Post-Test average learning outcomes change, indicating that CBI improves Business English communication skills.*

The paired-sample t-test results (**Table 4**) indicate a Sig. (2-tailed) value of $0.000 < 0.05$, rejecting H0 and accepting Ha. The Pre-Test and Post-Test show a statistically significant difference in vocabulary performance, proving that Content-Based Instruction increased Business English vocabulary. The Mean Paired Difference (**Table 4**) was -1.280 ($2.50-3.78$), with a 95% CI of -1.495 to -1.065 . These findings show that all 50 students made considerable vocabulary gains.

Table 4. The result of students' vocabulary ability in pre-test and post-test (test).

Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PreTest Vocabulary PostTest Vocabulary	-1.280	0.757	0.107	-1.495	-1.065	-11.956	49	0.000

3.2.3. Students' Fluency in Pre-Test and Post-Test

The Pre-Test mean fluency score (**Table 5**) was 2.18 (SD = 1.024; Std. Error Mean = 0.145). Students at this

level struggled to find words, paused unnaturally, and had minimal emotion. A score of 3 indicates smoother delivery with few pauses or hesitations and good meaning conveying. The average student's pre-test fluency was low, about level 2.

Table 5. The result of students' fluency ability in pre-test and post-test (statistics).

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest Fluency	2.18	50	1.024	0.145
	PostTest Fluency	3.72	50	0.882	0.125

Content-Based Instruction (CBI) using MSME promotional video assignments improved the Post-Test mean score (**Table 5**) by 1.54 points to 3.72 (SD = 0.882; Std. Error Mean = 0.125). Students spoke more fluently with fewer pauses at this point. Despite occasional word-finding, delivery was

fluid and expression was broader and more natural. Their performance neared level 4, which signifies fluent pronunciation with minimal hesitation for academic and professional settings.

This research hypothesis was tested:

H0. *The average learning outcomes between the Pre-Test and Post-Test are the same, indicating that CBI does not improve Business English communication abilities.*

Ha. *The Pre-Test and Post-Test average learning outcomes change, indicating that CBI improves Business English communication skills.*

The paired-sample t-test results (**Table 6**) indicate a

Sig. (2-tailed) value of $0.000 < 0.05$, rejecting H0 and accepting Ha. Thus, Content-Based Instruction enhanced Business English fluency as seen by the statistically significant difference in fluency performance between the Pre-Test and Post-Test. The Mean Paired Difference (**Table 6**) was -1.540 ($2.18 - 3.72$), with a 95% CI of -1.804 to -1.276 . These findings show that all 50 students made considerable language gains.

Table 6. The result of students' fluency ability in pre-test and post-test (test).

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PreTest Fluency PostTest Fluency	-1.540	0.930	0.132	-1.804	-1.276	-11.704	49	0.000

3.2.4. Students' Pronunciation Ability in Pre-Test and Post-Test

The Pre-Test mean pronunciation score (**Table 7**) was 2.48 (SD = 1.015; Std. Error Mean = 0.144). Despite fre-

quent and notable pronunciation problems, students' accents were typically understandable at this level. Though the accent is foreign, pronunciation problems rarely impair communication with native speakers with a score of 3. Thus, at the pre-test, most students were level 2 but approaching level 3.

Table 7. The result of students' pronunciation ability in pre-test and post-test (statistics).

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest Pronunciation	2.48	50	1.015	0.144
	PostTest Pronunciation	3.44	50	0.907	0.128

After implementing Content-Based Instruction (CBI) to MSME promotional video assignments, the Post-Test mean score (**Table 7**) improved 0.96 points to 3.44 (SD = 0.907; Std. Error Mean = 0.128). Students made fewer pronunciation errors at this stage, which did not impede understanding. They spoke more clearly and effectively despite their foreign accents.

This research hypothesis was tested:

H0. *The average learning outcomes between the Pre-Test and Post-Test are the same, indicating that CBI does not improve Business English communication abilities.*

Ha. *The Pre-Test and Post-Test average learning outcomes change, indicating that CBI improves Business English communication skills.*

The paired-sample t-test results (**Table 8**) indicate a Sig. (2-tailed) value of $0.000 < 0.05$, rejecting H0 and accepting Ha. Thus, Content-Based Instruction enhanced Business English pronunciation skills, since the Pre-Test and Post-Test scores differed statistically. The Mean Paired Difference (**Table 8**) was -0.960 ($2.48 - 3.44$), with a 95% CI of -1.189 to -0.731 . The 50 student participants' pronunciation improved consistently and significantly, improving their communication skills.

Table 8. The result of students' pronunciation ability in pre-test and post-test (test).

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PreTest Pronunciation PostTest Pronunciation	-0.960	0.807	0.114	-1.189	-0.731	-8.411	49	0.000

3.3. Students' Ability to Create Promotional Content for MSMEs Products

In assessing students' ability to create promotional content for Indonesian MSME products, the researcher used an analysis rubric introduced by Glencoe^[33]. The rubric assesses the content of a persuasive presentation, facial expression, and eye contact, with a value range of one as the lowest value and six as the highest range.

3.3.1. Students' Ability to Use Facial Expression and Eye Contact

In accordance with the findings of the Facial Expression and Eye Contact rubric, the average performance of the fifty pupils was determined to be a mean score of four,

with a standard deviation of one hundred sixty-nine points. Even though there was considerable fluctuation, this suggests that most students were able to keep their facial expressions and eye contact appropriate throughout their presentations. The chart (**Figure 1**) demonstrates that most students scored within the range of three to five, which indicates that they were consistently engaged in the material. However, there were a few students who performed below average (scores as low as zero to two), and there were also some students who displayed superior proficiency (scores up to six). In general, the data indicate that students have typically met the anticipated level of expressiveness and interaction. Most of the students have shown that they have maintained eye contact and have used facial expressions in an appropriate manner to support their communication.

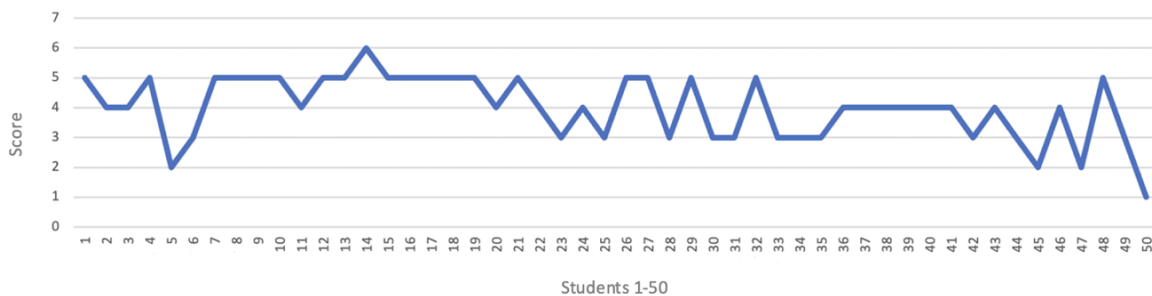


Figure 1. Facial expression and eye contact.

3.3.2. Students' Ability to Create Content of Persuasive Presentation

When it comes to enticing potential customers, persuasive content is an essential factor. According to the evaluation of fifty students, the average capacity of these students to produce content that is appealing was 3.88, which is near but still below 4 on the evaluation scale. This implies that although students have shown some ability to produce persuasive presentations, there is still room for improvement in this area. There are a number of factors that contribute

to effective persuasive delivery, including the capacity to convey a strong purpose, eye contact, and the ability to transmit clear content. The introduction, the major content, and a concluding request to purchase are all crucial components that are included in each and every product presentation. In addition, the message is strengthened by offering specifics such as an explanation of where and how the product can be obtained. The presentation is made even clearer and convincing by the utilization of informative visual aids, which further enhances the presentation. The presentation is made even clearer and convincing by the utilization of informa-

tive visual aids, which further enhances the presentation. Students' performance on persuasive material when promoting Indonesian micro, small, and medium-sized enterprise (MSME) products is depicted in the chart that can be found

in **Figure 2**.

Figure 3 illustrates the documentation of student assignments related to the promotion of Indonesian MSME products.

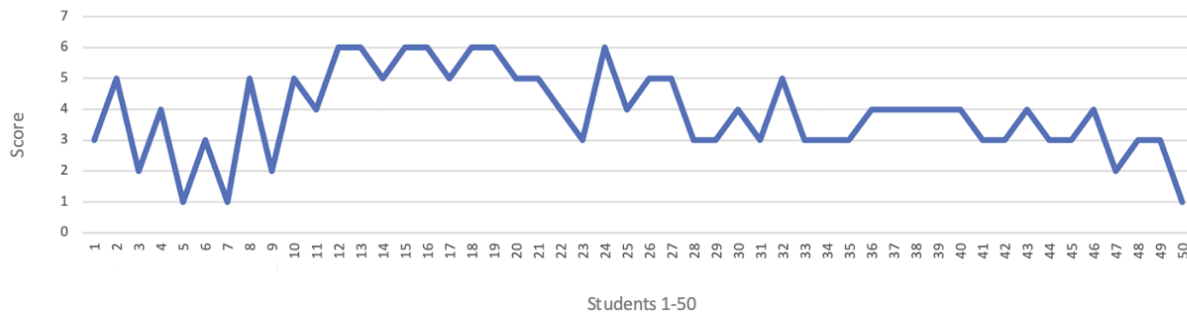


Figure 2. Content of persuasive presentation.

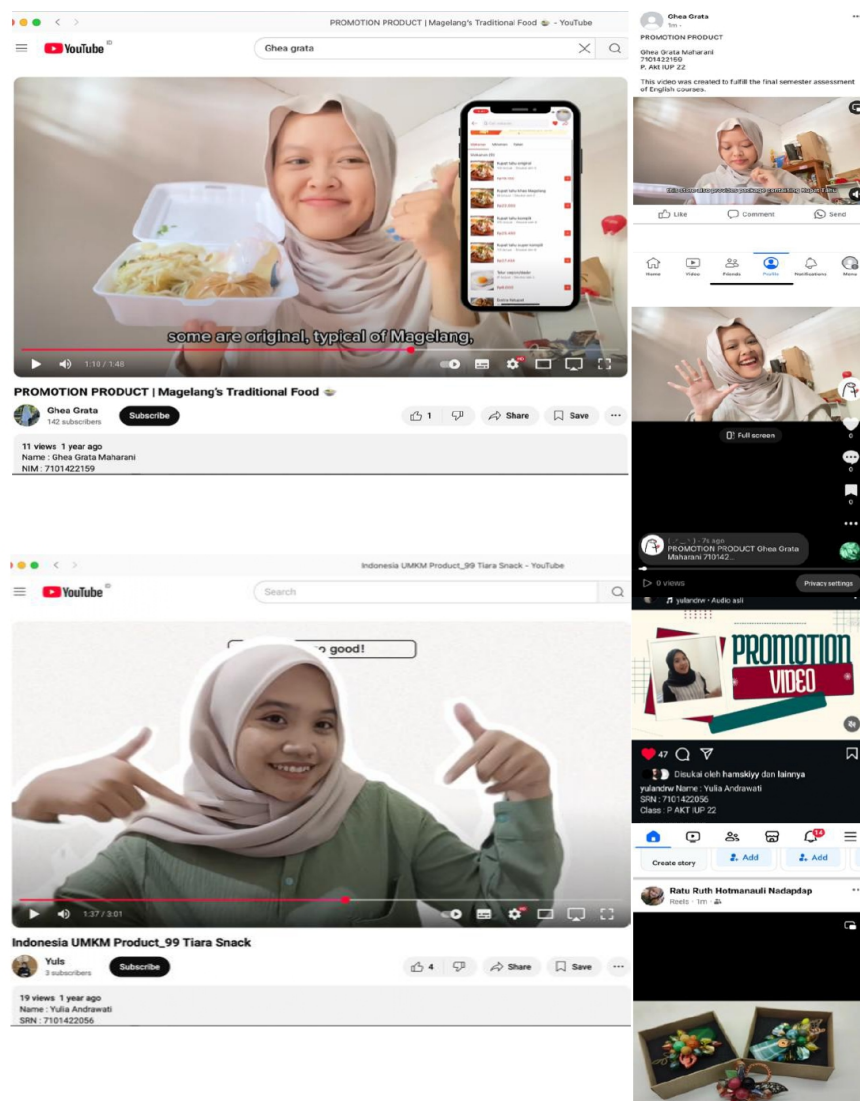


Figure 3. An example of MSMEs products promotion on YouTube, Instagram, Facebook, and TikTok.

3.4. Students' Perceptions of Content-Based Instruction

Figure 4 illustrates the research conducted on 50 students from the Faculty of Economics.

Student responses to content-based instruction for producing videos of MSMEs products as promotional content in English class from the questionnaire showed students enjoyed content-based instruction learning. 50% of students responded strongly agreed, and 42% agreed. Only 8% of them who responded did not enjoy content-based instruction for producing MSMEs products videos as promotional

content in English class. This result was also supported by the interview results, which showed that they had a positive response to learning. They responded positively to the learning process and produced promotional videos of MSMEs products. They enjoyed learning and creating videos because these activities applied to using English for actual practice in the field, especially in business contexts. Student 32 explained:

“Making videos helped me practice real English communication for business, not just theory in class.”

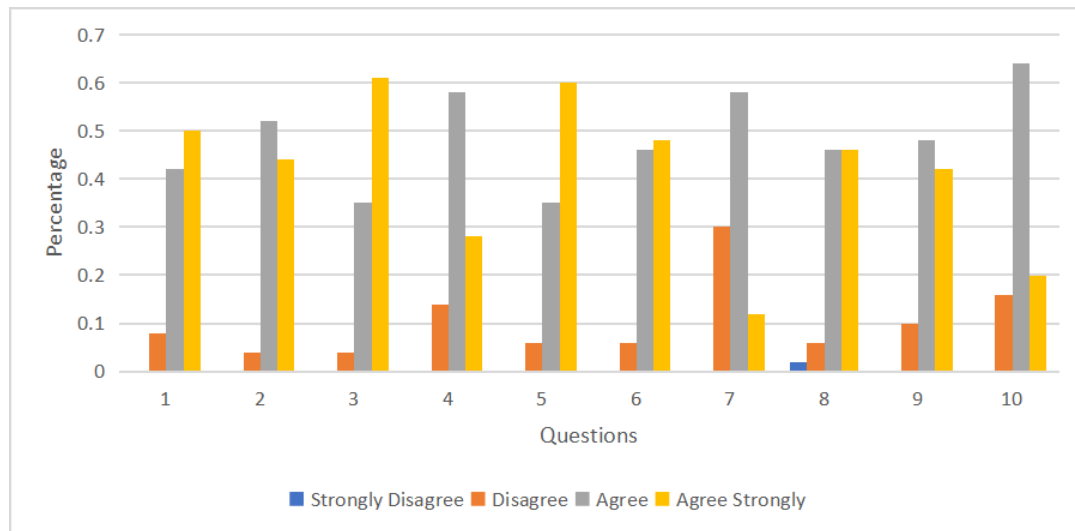


Figure 4. Students' perception of content-based instruction.

Students responses to the statement “MSMEs products promotional videos are interesting for you when you learn English” were quite positive. Namely, 44% of them strongly agreed, 52% agreed with the statement, while only 4% disagreed. Students who agreed and strongly agreed argued that promotional videos were attractive for learning business English because the combination of audio and visuals makes learning engaging. They could write scripts for video promotion. As student 12 noted:

“The audio-visual part makes English more fun and keeps me engaged.”

Students responded to the statement “You can improve your English vocabulary when you produce promotional videos of MSMEs products” mostly showed very positive responses. 61% stated that they strongly agreed with the statement, 35% agreed, and only 4% disagreed. Students

who strongly agreed and agreed claimed that they could increase their English vocabulary when using MSMEs products videos, especially vocabulary related to English for business context and vocabulary related to the appearance and taste of the products they promoted. Student 40 said:

“I learned many new words about business and how to describe products.”

Student responses to the statement “Using promotional MSMEs products video, you can improve your ability to speak English” are mostly positive responses. Students who strongly agreed at 28%, agreed at 58%, and disagreed at 14%. Students who strongly agreed and agreed assumed that producing videos forced them to practice speaking English; they had to learn and improved their speaking skills. In addition, they also thought that it increased their writing creativity because they had to write scripts for display. Student 13

confirmed this, saying, “the project forced me to speak in English, so my speaking improved.”

Students responded to the statement “MSMEs products videos provide challenges when you take part in learning projects” were very positive. 60% of students strongly agreed, 35% of them agreed, and only 6% of them disagreed. Students who strongly agreed revealed that the challenge forces them to speak in public, train their courage, and show their creative side when they speak English with limited time. Student 25 admitted:

“at first it was difficult, but the challenge made me more confident speaking in front of people.”

Student responses to the statement “MSMEs products promotional videos impact positively during the learning project” are positive. 48% of them stated that they strongly agreed, 46% agreed, and only 6% disagreed. Students who agreed and strongly agreed claimed that there was relevance between the use of English and real business contexts. In addition, they felt they were forced to be self-confident in speaking, which was always a barrier to learning English. Student 28 highlighted:

“This project connects English with real business, so I feel it is useful.”

Students responded to the statement “Content-based instruction for producing promotional videos of MSMEs products could increase their confidence in speaking English”. 12% of them responded strongly agreed, and 58% of them responded agreed. Then, 30% of them who responded did not find content-based instruction interesting to increase confidence in speaking. Some students said, “Making videos gave us more confidence to speak English in front of others.”

Student responses to the statement “Content-based instruction for producing promotional videos of MSMEs products could make English learning more interesting”, 46% of them responded strongly agreed, and 46% of them responded agreed. 6% of them responded that content-based instruction learning for making MSME videos was less attractive. 2% of students responded that making MSME videos made learning uninteresting. But student 17 shared:

“I enjoyed the activity because it was not boring, it was creative and interactive.”

Students responded to the statement “content-based instruction for producing promotional videos of MSMEs products could improve their business communication skills”. 42% of them responded strongly agreed, and 48% of them responded agreed. Only 10% of them disagreed. They said that content-based instruction learning did not improve their business English communication skills. Student 14 reflected:

“This strategy is effective because it makes us use English naturally while learning business.”

Students responded to the statement “MSMEs products promotional videos as a pedagogical strategy to improve English language skills in English classes”. Students agreed that MSMEs product promotional videos were one of the effective pedagogical strategies for improving their English language skills. 64% of them agreed with the statement, 20% strongly agreed, and 16% disagreed.

The results showed that content-based instruction could be implemented in teaching and learning. The learning produces contextual learning and could be applied to actual business situations as an output, namely, producing promotional videos for MSMEs products. Different from traditional learning methods, learning as content-based instruction based on promotional videos for MSMEs products could act as linguistic skills training and sharpen business English skills in promoting MSMEs products globally. Students also have an interest and are active in the learning process. For Example, when they present the topic “Promoting a Product,” they become active in discussion activities. They become familiar with promoting, using promotional strategies, choosing business English vocabulary, writing scripts to compose, and discussing the condition of MSMEs products. Content-based instruction is an approach that aims to increase student engagement by providing content-based learning, not only focusing on language learning. This teaching method is believed to increase student involvement directly with the learning object without ignoring the difficulties in the targeted language. Using content-based instruction with video content-based assignments also increases student involvement in practicing English because they are forced to use English. This is one effective way to overcome the problem and the obstacle in learning English, which is caused by the lack of a place to study or the passivity of students in speaking or using it.

In the implementation, students' communication skills are increased in terms of vocabulary, grammar, fluency, and pronunciation. Feedback from students is also good, and most of them enjoy the learning process. Meanwhile, some students who disagreed thought that content-based instruction and producing promotional videos are quite difficult because they need more effort to edit videos. Not all students have the background for such abilities. Content-based instruction has strong pedagogical support in second language acquisition research, training studies, educational and cognitive psychology, and program outcomes. Students feel challenged by creating promotional video content. In terms of the content of the product promotional video displayed, they are already very familiar with the digital platform used. They can use the existing features on YouTube, TikTok, Instagram, and Facebook; this illustrates that students can actually use the latest technology.

Overall, most of the students are interested in content-based instruction learning to produce promotional MSMEs products videos. The method is very effective to improve students' business English communication skills and it could also increase student motivation and self-confidence in the learning process. Considering that the learning process is not only limited to material but also motivates and increases student activity, and increases interest in learning. Producing promotional videos for MSMEs products has been proven to improve students' business English skills in every segment, including grammar, vocabulary, fluency, and pronunciation. Students are also interested in learning English. Most of the students said that learning activities are more enjoyable, and improve their business English communication skills. As student 37 concluded:

“learning English through MSME videos is enjoyable and makes me more confident in using business English.”

4. Discussion

The research findings indicate that Content-Based Instruction (CBI) can be integrated into semester curricula, facilitating contextual learning pertinent to actual business scenarios. This execution results in the production of promotional videos for Indonesian MSME products. In contrast to conventional learning, which emphasizes the mastery of

language structure, the CBI learning model, utilizing promotional videos for Indonesian MSMEs, functions not only as a tool for linguistic proficiency development but also offers students practical experience in refining their business English skills within the framework of global product promotion. This setting gives many potentials but requires students to learn digital communication. Strategically planned social-media-based project-based learning helps students develop real-world communication skills and apply theoretical information, according to Cameron^[34]. Similar to this study, authentic business scenarios in language learning motivate and assure skill transfer to professional contexts. Consequently, CBI integrates linguistic theory with practical application in the digital business realm.

This connection corresponds with the phenomenon of globalization and technological progress that have altered corporate practices. Data indicates that e-commerce penetration rates in several emerging nations have attained 78%, leading to a rise in online commercial transactions. This scenario presents considerable opportunities while also necessitating that students acquire digital communication abilities. Language, especially English, is essential to this process as it serves as the worldwide lingua franca for commercial communication, digital marketing, and international negotiation^[3,4]. Therefore, content-based learning that integrates language and digital marketing strategies is relevant to modern professional needs. Roodsari^[30] notes that CBI may not assist all learners equally, as some students are motivated and develop in language and topic learning, while others may face stress or confidence loss without an appropriate methodological design.

Throughout the implementation, students exhibited significant interest and involvement. In the “Promoting a Product” theme, students engaged in discussions regarding promotional techniques, marketing strategies, the use of business English language, script formulation, and the overall status of Indonesian MSME products. This shows how CBI may help people become better at communicating in professional settings. This is in line with Zhang et al.^[35], who stresses how adaptable CBI is to many social and cultural circumstances, and with Marcu^[36], who emphasizes how it can help people learn both language and social skills, making the process more meaningful and effective.

The study's results indicated substantial enhancements

in communication skills, encompassing vocabulary, grammar, fluency, and pronunciation. This aligns with the findings of Lee^[30], which indicate that content-based instruction (CBI), when incorporated into communicative language training, creates dynamic, content-focused learning settings that enhance both linguistic elements and communicative proficiency. which assert that content-based instruction (CBI) is robustly supported by pedagogical research in second language acquisition, training studies, educational psychology, and program outcomes^[11]. Regarding motivation, most students indicated that they like the project-based learning style of MSME promotional videos, as it allowed them to directly connect the curriculum to the real-world setting of digital marketing. This aligns with the findings of Thanyaphongphat et al.^[37], which indicate that Contextual Inquiry Project-based Learning cultivates both motivation and the acquisition of 21st-century abilities, including critical thinking, communication, and teamwork.

A minority of students indicated difficulties, especially regarding technological elements like video editing. The assignment necessitated more effort due to the lack of technological proficiency among some individuals. Nevertheless, these hurdles were very insignificant in relation to the advantages obtained. In accordance with Carroll et al.^[38], insufficient confidence and training can hinder technology integration, but some participants' limited technological proficiency did not significantly hinder learning. Despite the initial challenges, digital integration's benefits back up, Alzubi^[39] claim that multimedia technologies improve educational quality and student outcomes. In contrast, most students were already acquainted with digital platforms such as YouTube, TikTok, Instagram, and Facebook, rendering the creation of promotional content very straightforward to learn. This scenario suggests that the present generation of students inherently possesses robust digital competencies, facilitating the implementation of technology-enhanced CBI.

Overall, the findings from the questionnaire and interviews indicate that most students were engaged and inspired by the CBI learning paradigm utilizing MSME advertising videos. This validates the conclusion that CBI enhances English corporate communication abilities while simultaneously augmenting students' learning motivation and digital competencies^[28,30,34,35,40]. In accordance with prior studies, the amalgamation of language education and business

material yields twofold advantages: linguistic proficiency and vocational competencies^[21,23,30]. Consequently, it can be inferred that the implementation of CBI via the MSME promotional video project equips students to confront the problems of an increasingly digitized and integrated global economy.

5. Conclusion

Using content-based instruction to improve business English communication skills in producing promotional MSMEs products make some contributions. Pedagogically, lecturers can create good strategies in the teaching-learning process, significantly improving students' communication skills and activeness in classroom activities. Besides, the result has proved that content-based instruction learning can create a good atmosphere in learning business English. Therefore, English lecturers or teachers can use this learning strategy to teach English. Theoretically, lecturers and researchers have information on the extent of content-based instruction and its impact can be implemented in teaching and learning Business English. It also supports existing theories of content-based instruction. Moreover, creating promotional Indonesian MSME products also has positive impacts on MSME businessman because their products can be recognized by the international market through social media.

6. Limitations of the Study

Limitations should be addressed in this investigation. First, the sample size of fifty students may not adequately represent EFL or business education situations; therefore, conclusions should be evaluated carefully. Second, the intervention lasted one semester, providing useful insights into short-term results but not long-term benefits of content-based training on language development. Third, the lack of a control group makes it challenging to verify that content-based instruction caused the improvements. Finally, the study focused on English communication skills like vocabulary, grammar, fluency, and pronunciation; rather than critical thinking, intercultural communication, and collaborative skills, which are important in globalized business environments.

7. Suggestions

Future studies should use a larger, more diverse sample to generalize findings across educational backgrounds, institutions, and cultures. To assess the long-term effects of Content-Based Instruction (CBI) on students' language development and professional competencies, implementation must be extended. Technical training in digital media, such as video production, editing, and social media use, will let all students participate and benefit from learning without being inhibited by unequal technical skills. Future studies should also include 21st-century abilities like cooperation, creativity, problem-solving, and international communication, which are more vital in global business. Finally, true performance-based evaluation, peer-assessment, and employer or industry input should be used to better assess students and link academic accomplishments to real-world professional objectives.

Author Contributions

Conceptualization, F.R. and S.W.; methodology, C.T.H.; software, A.M.; validation, F.R. and S.W.; formal analysis, C.T.H. and A.B.S.; investigation, S.W.; resources, A.M.; data curation, C.T.H.; writing—original draft preparation, F.R.; writing—review and editing, S.W.; visualization, F.R.; supervision, S.W.; project administration, F.R.; funding acquisition, F.R. All authors have read and agreed to the published version of the manuscript.

Funding

The work was funded by Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi, Direktorat Riset, Teknologi, dan Pengabdian Kepada Masyarakat, Direktorat Jenderal Pendidikan Tinggi, Riset dan Teknologi, grant number 108.12.6/UN37/PPK.10/2024.

Institutional Review Board Statement

Since this study did not include sensitive human or animal experiments, ethical review and approval were not required. As part of routine teaching and learning procedures, the study was carried out in a typical classroom environment; no interventions that would have needed prior institutional

approval were used.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study. All student participants gave their informed consent before any data was collected. Students were told that their answers would be kept anonymous and used only for research, and participation was entirely voluntary.

Data Availability Statement

Upon reasonable request, the relevant author will provide the data supporting the study's conclusions.

Acknowledgments

The authors would like to express their gratitude to Committee of Research and Community Service Institute of Universitas Negeri Semarang for administrative and technical support. Then, we would like to thank Direktorat Riset, Teknologi, dan Pengabdian Kepada Masyarakat, Direktorat Jenderal Pendidikan Tinggi, Riset dan Teknologi, Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi for funding this research.

Conflicts of Interest

The authors declare that there is no conflict of interest.

References

- [1] Tangkary, S., 2019. Ministry of Communication and Information: Indonesia's e-commerce growth reaches 78 percent. Available from: <https://www.komdigi.go.id/berita/pengumuman/detail/kemkominfo-pertumbuhan-e-commerce-indonesia-capai-78-persen> (05 December 2024). (in Indonesian)
- [2] Canale, M., Swain, M., 1980. Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics*. 1(1), 1–47.
- [3] Choi, W.Y., Kang, M.K., 2024. The Development and Validation of English Communicative Competence Model for High School Students in Korea. *English Teaching*. 79(1), 3–24.
- [4] Sri, N., Ramba, Y.G.S., Titania, L., et al., 2022. English Language and Digital Marketing Training for the Scavenger Community in Kampung Pemulung Pinang

- Ranti, East Jakarta. *Journal of Community Service in the Archipelago*. 3(2), 475–482. (in Indonesian)
- [5] Aco, A., Endang, H., 2017. E-commerce Business Analysis among Students at Universitas Islam Negeri Alaudin Makassar. *Jurnal INSYPRO (Information System and Processing)*. 2(1), 1–13. (in Indonesian)
- [6] Amady, M.R.E., 2022. The Role of Online Media in Natural Resource Conflicts in Riau. *Journal of Communication Studies*. 19(2), 181–196. DOI: <https://doi.org/10.24002/jik.v19i2.3692> (in Indonesian)
- [7] Khairani, S., Pratiwi, R., 2018. Increasing Sales Turnover Through Product Diversification and Promotional Strategies in Palembang's Typical Souvenir Craft MSMEs. *CARADDE: Jurnal Pengabdian Kepada Masyarakat*. 1(1), 36–43. DOI: <https://doi.org/10.31960/caradde.v1i1.18> (in Indonesian)
- [8] Purbohastuti, A.W., 2017. The Effectiveness of Social Media as a Promotional Medium. *Tirtayasa Ekonomika*. 12(2), 212–231. (in Indonesian)
- [9] Prasojo, A.A., Hidayah, S., 2023. Adaptation to Digital Technology Development by Traditional Traders in the Old Market of Banjarmasin City. *Huma: Journal of Sociology*. 2(4), 376–383. DOI: <https://doi.org/10.20527/h-js.v2i4.178> (in Indonesian)
- [10] Zulianti, I., Fatmawati, M., Wahyuningtyas, A.W., et al., 2022. Analysis of the Use of Indonesian as a Marketing Language in TikTok Shop Business. *Academica Journal of Multidisciplinary Studies*. 6(2), 303–318. DOI: <https://doi.org/10.22515/academica.v6i2.5708> (in Indonesian)
- [11] Chapple, L., Curtis, A., 2000. Content-Based Instruction in Hong Kong: Student Responses to Film. *System*. 28(3), 419–433. DOI: [https://doi.org/10.1016/S0346-251X\(00\)00021-X](https://doi.org/10.1016/S0346-251X(00)00021-X)
- [12] Jara, L.F., Putra, M.R., 2021. Digital Implementation in Building Brand Awareness Using Object-Oriented Analysis and Design Methods in Textile MSMEs in Padang City. *Komtekinfo Journal*. 8(2), 110–117. DOI: <https://doi.org/10.35134/komtekinfo.v8i2.105> (in Indonesian)
- [13] Rahayu, R.S., 2018. The Role of English for Business and Marketing Purposes. *Competitive Marketing Journal*. 1(4), 149–158. (in Indonesian)
- [14] Anisa, A., Murtadlo, N., 2022. The Influence of Style on “Shopee COD” Promotional Advertisements. *Sinar Dunia: Journal of Social Humanities and Education Research*. 1(3), 12–20. DOI: <https://doi.org/10.58192/sidu.v1i3.127> (in Indonesian)
- [15] Rahmawati, R., Rapi, M., Asnidar, A., 2022. Analysis of Online Shop Language Style on Instagram Social Media. *Conceptual Journal*. 11(1), 29–35. DOI: <https://doi.org/10.30605/onoma.v7i2.1255> (in Indonesian)
- [16] Yogatama, A., Anggraheni, D., Anandha, A., 2023. Variety of Product Marketing Communication Languages on TikTok Social Media: A Case Study of Micro, Small, and Medium Business Accounts in Indonesia. *Tambusai Education Journal*. 7(1), 2900–2911. (in Indonesian)
- [17] Rozi, F., Oktarina, N., 2018. Improving Economics Education Student's Interaction Ability in Business English Through a Task-Based Approach (Opinion Gap Activity). *Dinamika Pendidikan*. 13(1), 80–89. DOI: <https://doi.org/10.15294/dp.v13i1.15114> (in Indonesian)
- [18] Hapsari, E.D., 2022. Analysis of Advertising Style in Infographics Created by Computer Science Students. *Sinestesia Journal*. 12(1), 124–135. (in Indonesian)
- [19] Williams, E.J., 2014. English for Marketing Communication. *Journal of Teaching English for Specific and Academic Purposes*. 2(3), 371–378.
- [20] Veselinova, A., 2016. Designing Final Tasks and Acquiring the Communicative Competence with the Task-Oriented Approach in the Business English Classroom. *Journal of Teaching English for Specific and Academic Purposes*. 4(3), 561–572.
- [21] Basta, J., 2017. Role of Case Studies in Teaching English for Business and Economics. *Journal of Teaching English for Specific and Academic Purposes*. 5(3), 553–566. DOI: <https://doi.org/10.22190/JTESAP.1703553B>
- [22] Gupta, S., 2014. Developing Young Business Leaders/Entrepreneurs with Special Focus on English. *Journal of Teaching English for Specific and Academic Purposes*. 2(3), 515–517.
- [23] Salminen, L.L., 1996. The Business Communication Classroom vs Reality: What Should We Teach Today? *English for Specific Purposes*. 15(1), 37–51. DOI: [https://doi.org/10.1016/0889-4906\(95\)00024-0](https://doi.org/10.1016/0889-4906(95)00024-0)
- [24] Mark, G., Garner, E., Borg, E., 2005. An Ecological Perspective on Content-Based Instruction. *Journal of English for Academic Purposes*. 4(2), 119–134. DOI: <https://doi.org/10.1016/j.jeap.2004.08.002>
- [25] Rozi, F., 2018. Improving Communication Skills of Tertiary Level Indonesian Learners through a Conversation Lounge. *Asian EFL Journal*. 20(3), 247–265.
- [26] Asadnia, F., Atai, M.R., 2022. Examining the Effectiveness of an Online EAP Course in Developing Researchers' Virtual Conference Presentation Skills. *Journal of English for Academic Purposes*. 60, 101184. DOI: <https://doi.org/10.1016/j.jeap.2022.101184>
- [27] Toro, V., Camacho-Minuche, G., Pinza-Tapia, E., et al., 2019. The Use of the Communicative Language Teaching Approach to Improve Students' Oral Skills. *English Language Teaching*. 12(1), 110. DOI: <https://doi.org/10.5539/elt.v12n1p110>
- [28] Tipmontree, S., 2015. Enhancing Communicative Competence through Simulation in an EFL Business English Class. *Asian EFL*. 17(4), 121–171.
- [29] Lee, H., 2024. Optimizing Bilingual Support in English Medium Instruction: A Case Study of Korean

- EFL Students. *English Teaching*. 79(4), 123–142. DOI: <https://doi.org/10.15858/engtea.79.4.202412.123>
- [30] Roodsari, S.Z., Harrison, J., 2024. Content-Based Instruction in Communicative Language Teaching. *Journal of Classroom Action Research*. 3(2), 25–35.
- [31] Brown, H.D., 2003. *Language Assessment: Principles and Classroom Practices*. Longman Group: New York, NY, USA.
- [32] Heaton, J.B., 1988. *Writing English Language Tests: Longman Handbook for Language Teachers* (New Edition). Longman Group: New York, NY, USA.
- [33] Wilhelm, J.D., Fisher, D., Chin, B.A., et al., 2007. *Glencoe Literature: The Reader's Choice*. American Literature. Glencoe McGraw-Hill: New York, NY, USA.
- [34] Cameron, N.O., 2025. Using Social Media to Enhance Project-Based Learning in Caribbean Higher Education: A Case Study. *Caribbean Journal of Education and Development*. 1(2), 88–113. DOI: <https://doi.org/10.46425/cjed601023864>
- [35] Zhang, L., Ismail, H.H., Sulaiman, N.A., 2024. Content-Based Instruction in Language Education: A Bibliometric Review. *Forum for Linguistic Studies*. 6(4), 388–403. DOI: <https://doi.org/10.30564/fls.v6i4.6845>
- [36] Marcu, N.A., 2022. Content-Based Instruction – A Method of Developing Language and Social Competences. *Acta Marisiensis. Philologia*. 4, 95–101. DOI: <https://doi.org/10.2478/amph-2022-0072>
- [37] Thanyaphongphat, J., Tapingkae, P., Daungcharone, K., et al., 2023. Exploring the Relationship between 21st Century Skills and Motivation: A Study Using Contextual Inquiry Project-Based Learning. In *Proceedings of the 31st International Conference on Computers in Education*, Matsue, Japan, 20–24 November 2023; pp. 923–930.
- [38] Carroll, F., Faruque, R.B., Hewage, C.N.L., et al., 2023. The Journey to Making 'Digital Technology' Education a Community Learning Venture. *Education Sciences*. 13(5), 428. DOI: <https://doi.org/10.3390/educsci13050428>
- [39] Alzubi, A., 2023. The Role of Multimedia Tools in Hashemite Kingdom of Jordan Education Classroom Teaching in the Digital Era. *European Journal of Interactive Multimedia and Education*. 4(2), e02303. DOI: <https://doi.org/10.30935/ejimed/13378>
- [40] Villalobos, O.B., 2013. Content-Based Instruction: A Relevant Approach of Language Teaching. *Innovaciones Educativas*. 15(20), 71–83.