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EPROS

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ABSTRACT

Since the beginning, speaking the English language has been a challenge for most of the Malaysian students. Lack of confidence and afraid of being judged, are among the reasons behind the insecurities of the students to use the English language in their daily life. As a result, this predicament has hindered their English language learning as they are too scared to ask questions when they do not understand certain topics in class. Therefore, the proper initiative must be carried out to help Malaysian students to improve their speaking skills either in ESL classrooms or outside of the classroom. This paper aims to shed light on one of the ways to enhance students' speaking skills, which is through a program named EPROS. EPROS is a conference-like program that consists of 7 booths that will cover 7 components which are divided into 2 aspects. The first aspect is the internal factors of an individual which are inhibition, nothing to say, low participation, and mother tongue use (Ur, 1996). The second aspect is the components of English speaking skills which are vocabulary, pronunciation, and grammar (Brown, 2004; Fitriani, 2015; Syakur, 2007). This program will be involving the students of Pusat Asasi, UiTM Kampus Dengkil, both as the mediators and participants, and it will be open to the public who are interested in improving their English speaking skills. The objective of this program is built under the foundation of a need analysis where the majority of the respondents (90 out of 120 respondents) chose speaking skills as the most challenging skill in learning the English language. Hence, it is hoped that this program can be one of the significant factors in enhancing and improving Malaysian students' English speaking skills.

Keywords: EPROS; English speaking skills; ESL learners

INTRODUCTION

EPROS is a program that adapts a conference-like event where we will have 7 booths that will cover different components of English-Speaking Skills (Brown, 2004; Fitriani, 2015; Syakur, 2007). In each of the booths, participants will be exposed to English speaking skills in a fun way (putting aside the traditional method of learning) and they also get to play games. Applying the notion put forward by Lubis (2019), giving rewards can increase students' motivation and enhance students' enthusiasm in learning English. Hence, when the participants have done all the games, they will be given rewards that not only increase their motivation but ensure their participation in all of the booths. Thus, it is hoped this program can shed light on the teaching of English-speaking skills and provide a medium for students in Malaysia to speak the English language comfortably.

INNOVATION DEVELOPMENT

EPROS is an exhibition that was developed by DAZEQ Innovators. Our product, EPROS,

stands for English Proficiency of Speaking in which this product's sole function is to improve English Speaking Skills. Before this product is made, a need analysis survey was done via Google Forms to identify which part of the English Proficiency Skills students are struggling with. Hence, based on that need analysis survey, most of the respondents claimed that they are struggling with speaking. As a result, EPROS is invented as a means to aid those who are struggling to speak the English language. In this program, there will be 7 booths that will cover all the components of English-speaking skills, which are Inhibition, Nothing to Say, Low Participation, Mother Tongue Use, Vocabulary, Pronunciation, and Grammar.

The flow of the event is that the participants will have to go through the first 4 booths starting on the bottom left first. This is where they can learn how to gain confidence in speaking English. This is then followed by the last 3 remaining booths where they learn how to use the proper grammar, vocabulary, and pronunciation when speaking in English. Once all the booths are covered, participants can claim their reward from the Reward Booth for completing all the 7 booths. It will be the highlight of the EPROS exhibition to boost the participants' motivation through the rewards. This booth will be located at the center of the exhibition next to the organizer's booth. Through EPROS, participants hoped to gain fluency in speaking the English language and EPROS acts as a medium to enhance the participants' English Proficiency skills.



Figure 1: Sample of EPROS by DAZEQ Innovators

COMMERCIAL POTENTIAL

EPROS is a product that is based on the social entrepreneur business model. EPROS' mission is to provide affordable and accessible English language learning opportunities to students, particularly those from underserved communities or non-native English speakers. The goal is



to empower them with the skills needed for better educational and career prospects. Next, by creating this product, we can generate revenue through various channels, such as offering paid subscriptions to individuals, partnering with educational institutions or language centers, or licensing the program to schools or organizations. Additionally, it could explore grants or sponsorships to provide free or discounted access to students who cannot afford the program. Engaging with students, parents, educators, and community organizations is crucial as collaborating with schools, universities, and NGOs can help reach the target audience effectively. Feedback from stakeholders should be incorporated to continuously improve the program and adapt to their needs. Last but not least, EPROS is able to incorporate innovative and effective teaching methodologies, and interactive learning resources, and potentially leverage technology to enhance the learning experience. This could include features like speech recognition, personalized assessments, and gamified elements to make learning easier and more fun rather than the traditional way of learning.

CONCLUSION

Based on our research and the feedback that we received from experts and the public, we can conclude that our product, EPROS, is able to fulfill its main objective which is to help and encourage the student to speak English comfortably and confidently in a fun and effective way. Furthermore, by participating in this program, the students not only are able to gain knowledge for themselves, but they are also able to help others improve their speaking skills. Therefore, we hope we are able to shed light on the new teaching and learning process in order to effectively and efficiently improve English Speaking Skills.

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