



The Use of Poster Presentation as a Speaking Technique in Health-Issue Based Instruction: A Study of Public Health Students

Ahsan Muzri.S¹, Muzdalifah Mahmud², La Sunra³

^{1,3}English Language Education Study Program, Universitas Negeri Makassar, South Sulawesi, Indonesia

²English Language Education Study Program, Universitas Negeri Gorontalo, Gorontalo, Indonesia

Article Info

Received: 2026-04-12

Revised: 2026-04-15

Accepted: 2026-05-29

Keywords:

Poster Presentation;

Speaking Ability;

Health-Issue-Based Instruction;

Public Health Students;

Pre Experimental Study

DOI:

10.24256/ideas.v14i1.10128

Corresponding Author:

Ahsan Muzri.S

ahsanmuzri@student.unm.ac.id

English Language Education Study Program, Universitas Negeri Makassar, South Sulawesi, Indonesia

Abstract

This study investigated the use of poster presentation in health-issue-based speaking instruction and examined its effect on the speaking ability of Public Health students. The study employed a pre-experimental one-group pretest-posttest design involving 22 beginner-level Public Health students at Universitas Pancasakti Makassar, Indonesia. The treatment was conducted over eight meetings, with each meeting lasting 2 × 45 minutes, and focused on the topic of healthy and unhealthy food. Students prepared and orally presented posters as part of the instructional activities. Speaking performance was assessed by two raters using an analytic rubric adapted from Brown (2004), covering fluency, pronunciation, grammar, vocabulary, and comprehensibility. The data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, a paired sample t-test, and Cohen's d. The findings showed that the students' mean speaking score increased from 60.83 in the pre-test to 64.06 in the post-test, with a mean difference of 3.23. The paired sample t-test revealed a statistically significant difference between the two scores ($t = 4.163$, $df = 21$, $p < .001$). The effect size analysis yielded Cohen's $d = 0.89$, indicating a relatively strong within-group effect, although the raw-score improvement remained modest. These findings suggest that poster presentation can serve as an effective instructional strategy for improving speaking performance by helping students organize ideas, prepare content, and communicate information more clearly. The study also shows that integrating health-related topics into speaking instruction can make learning more contextual, meaningful, and relevant to Public Health students' academic and professional needs.

1. Introduction

Speaking is one of the most essential skills in English learning because it enables students to express ideas, explain information, and participate in academic as well as professional interaction. For Public Health students, speaking competence is not merely a general language skill; it is also a professional requirement because they are expected to communicate health information, promote healthy behavior, and deliver public health messages to varied audiences in clear and accessible ways. In health-related disciplines, effective spoken communication is closely linked to public education, interprofessional collaboration, and community engagement, making it a central component of professional preparation (Joyner et al., 2021; Rohlik & Krumwiede, 2020; Yan, 2025).

In the same vein, health communication scholarship has emphasized that students in health-oriented programs need opportunities to practice explaining health issues accurately, clearly, and appropriately to different audiences, which further supports the importance of speaking instruction in Public Health education (Bahri et al., 2023; Tiwari & Bolarinwa, 2024).

Recent literature also shows a growing demand for contextualized, authentic, and discipline-connected speaking instruction rather than decontextualized language practice. Approaches that integrate language and content advocate aligning speaking activities with disciplinary practices, real-world communication, and meaningful health-related content so that students develop both linguistic competence and professional literacy simultaneously (Huck, 2024; Kim et al., 2024).

Moreover, content-based and CLIL-oriented perspectives have shown that health topics can function as productive learning content because they foster disciplinary literacy, authentic communicative practice, and stronger engagement with socially meaningful issues (Stewart et al., 2021; Zhai & Razali, 2023). These developments suggest that speaking instruction for Public Health students should be designed around relevant content, authentic communication, and multimodal resources that mirror the communicative demands of their future profession (Deig et al., 2025; Yan, 2025).

Despite the recognized importance of contextualized speaking competence, many speaking classes in ESP and EFL settings still rely on general, non-disciplinary topics and routine activities that are insufficiently connected to students' future professional practices. Such tasks often fail to develop genuine communicative competence because they remain detached from workplace discourse, field-specific knowledge, and authentic interactional demands, thereby limiting both relevance and transferability (Fasih, 2022; Rahayu & Pravitasari, 2021).

As a consequence, students may demonstrate only superficial fluency without the accuracy, organization, and audience awareness needed for authentic professional discourse (Fasih, 2022; Omer, 2020). This problem is intensified in teacher-centered classrooms where authentic interaction is restricted, task meaningfulness is reduced, and students receive limited exposure to real communicative use of language, which can weaken motivation and sustained engagement in speaking activities (Jaelani, 2023).

To address these problems, recent literature recommends speaking instruction that is grounded in task-based, content-based, and authentic communication approaches. When speaking tasks are linked to students' disciplinary knowledge, learners are more likely to perceive the activities as relevant, engage more actively, and

employ discourse patterns that resemble real professional communication (Ashrafi, 2020). Studies on ESP and TBLT have shown that communicative tasks aligned with academic or professional content can produce better speaking-related outcomes than generic classroom activities because they integrate meaning, purpose, and contextualized language use (Fasih, 2022; Shehni, 2021). These approaches become even more effective when supported by teacher professional development, multilingual awareness, and authentic multimodal materials that reflect disciplinary communication practices (Deig et al., 2025; Huck, 2024).

One specific solution emerging from the literature is the use of poster presentation as a structured pedagogical strategy in language and health education. Poster presentations combine visual organization and oral explanation, requiring students to select information, synthesize ideas, arrange content coherently, and communicate the message to an audience in a concise and engaging manner. Because of these characteristics, poster-based activities have been used to develop academic speaking, critical thinking, scientific communication, and audience awareness in both classroom and conference-like settings (Mythiri et al., 2023; Sims et al., 2025).

The literature further indicates that poster presentation can yield positive outcomes for oral performance and communication quality. In language-learning contexts, poster-based assessment and conference-style presentation tasks have been associated with gains in fluency, pronunciation, organizational clarity, eye contact, and overall oral delivery because posters provide a visible structure that supports idea sequencing and speaking confidence (Muzri S et al., 2024; Tarigan & Listyani, 2021). In health-related contexts, poster and bilingual visual tools have likewise been shown to improve audience understanding and reduce anxiety, which highlights the value of posters for audience-centered communication and message clarity (Nisar et al., 2025). These findings indicate that poster presentation is not only a visual medium but also an instructional strategy that can support more purposeful and better organized oral communication.

Another important dimension of poster presentation is its multimodal nature. Poster tasks integrate text, visuals, layout, and spoken explanation, thereby supporting visual literacy, multimodal composing, and audience adaptation. Research on multimodal pedagogy suggests that such tasks help learners structure arguments, highlight key information, and communicate with greater clarity because visual elements scaffold oral delivery and meaning-making (Deig et al., 2025). Studies in broader EFL and digital composing contexts also report that poster-related and multimodal activities strengthen participation, content organization, and communication performance, including in settings where students present discipline-related content (Wang et al., 2024). Therefore, poster presentation represents a specific, research-supported solution for integrating speaking practice with visual communication and disciplinary content.

Although the literature on poster presentation, ESP, and multimodal speaking instruction is growing, the populations studied have been concentrated mainly in general EFL, ESP, and medical or health-related programs rather than in Public Health specifically. Previous studies have examined ESP learners, school and university language learners, and health-professions students, demonstrating the usefulness of poster-based and discipline-oriented communication tasks across a range of contexts (Alvi et al., 2021; Tarigan & Listyani, 2021). While these studies confirm the

pedagogical potential of poster presentation and ESP-oriented speaking tasks, they also show that Public Health students remain a comparatively underrepresented subgroup in this area of inquiry.

A second gap concerns the intersection of poster presentation, health-related content, and speaking instruction. The literature includes studies in which posters are used in health or medical settings and others in which posters support speaking development or multimodal communication; however, explicit studies that combine poster presentation, health content, and speaking performance as a unified instructional design are still relatively limited compared with the broader body of ESP and poster-related research (Wang et al., 2024).

More importantly, many existing health-oriented studies focus on medicine or nursing rather than Public Health, even though Public Health students have distinct communicative needs related to community education, health promotion, and public messaging (Ghafar & Sawalmeh, 2023; Nisar et al., 2025). This indicates a need for research that specifically investigates whether poster presentation can be used to improve the speaking ability of Public Health students through contextualized health issues.

Based on the foregoing discussion, the objective of this study is to analyze the use of poster presentation in health-issue-based speaking instruction and to examine whether it significantly improves the speaking ability of Public Health students. The hypothesis underlying the study is that poster presentation in health-issue-based speaking instruction significantly improves the speaking ability of Public Health students. This study uniquely integrates multimodal poster presentation with health-content speaking instruction for Public Health students.

The novelty of the study lies in its integration of three elements that have rarely been examined together in one classroom-based investigation: poster presentation as a multimodal speaking strategy, health issues as contextualized instructional content, and Public Health students as the target population. This focus is justified by the need to design field-relevant speaking tasks that connect English learning with authentic professional communication in health education, while also extending the existing literature beyond general EFL, ESP, and broader medical contexts.

The scope of the study is limited to one class of Public Health students at Universitas Pancasakti Makassar. The instructional content is restricted to the topic of healthy and unhealthy food, the language skill measured is speaking ability, the treatment is poster presentation in speaking instruction, and the research design is a pre-experimental one-group pretest-posttest study. In addition, speaking performance is assessed through five aspects: fluency, pronunciation, grammar, vocabulary, and comprehensibility. Through these boundaries, the study seeks to provide focused evidence on the pedagogical value of poster presentation for contextualized speaking instruction in Public Health education

2. Method

Design

This study employed a pre-experimental method using a one-group pretest-posttest design. In this design, the same group of students was tested before and after the treatment in order to identify changes in speaking performance following the use of poster presentation. The design can be represented as $O_1 - X - O_2$, where O_1 refers to the pre-test, X refers to the treatment through poster presentation in health-issue-

based speaking instruction, and O₂ refers to the post-test. This design was chosen because it was practical for classroom-based research and suitable for examining within-group changes after the intervention.

Materials

This study involved 22 students from one class of the Public Health Study Program at Universitas Pancasakti Makassar, Indonesia. The participants were selected from the accessible classroom population enrolled in the course during the study period. Their English proficiency level was categorized as beginner. The instructional materials were centered on health issues, with particular emphasis on the topic of healthy and unhealthy food. This topic was selected because it was closely related to the students' disciplinary background and provided familiar content through which they could discuss relevant public health issues in English. The main learning medium used in the treatment was poster presentation, which enabled students to combine textual information, visual organization, and oral explanation within a single instructional activity.

In the context of this study, the poster functioned as a multimodal instructional material that supported content selection, message organization, and oral delivery. Such use of poster-based materials is consistent with previous speaking and project-based studies showing that posters can support speaking performance, organization, and communicative clarity, especially when the task integrates visual and verbal elements in a structured way (Rasmita, 2020).

Sample Preparation

In this classroom-based study, sample preparation referred to the preparation of the participants for the speaking treatment and the preparation of the poster-based speaking tasks. At the beginning of the study, the students were administered a pre-test to identify their initial speaking ability. After the pre-test, they were introduced to the instructional topic of healthy and unhealthy food and guided to identify relevant information, select key points, and organize the content for their posters. The students then prepared their posters and used them as the basis for oral presentation in class. Through this process, they were encouraged to organize ideas systematically, choose suitable vocabulary, and communicate information clearly.

The preparation stage was intended to familiarize the students with both the content and the speaking task before the final oral performance. In poster-based and multimodal speaking activities, this type of preparation is important because students need time to transform content into a concise visual format and then convert that organized content into spoken explanation.

Experimental Set-up

The procedure began with the administration of the pre-test to measure the students' initial speaking ability. After that, the treatment was conducted through speaking instruction based on poster presentation. The treatment was carried out over eight meetings, with each meeting lasting 2 × 45 minutes (90 minutes). During the treatment sessions, the students studied the topic of healthy and unhealthy food, identified relevant content, prepared posters, and orally presented the poster content in class. After the treatment had been completed, the students took a post-test to

measure their speaking ability after the intervention.

Parameters

The parameter measured in this study was the students' speaking ability. To assess this construct, the study used a speaking assessment rubric adapted from Brown (2004). The rubric covered five aspects of speaking performance: fluency, pronunciation, grammar, vocabulary, and comprehensibility. Fluency referred to the smoothness and continuity of speech production; pronunciation referred to the clarity and accuracy of sound production; grammar referred to the correctness of sentence structure; vocabulary referred to the appropriateness and range of lexical choice; and comprehensibility referred to the extent to which the spoken message could be understood by the listener. The use of these five parameters is in line with analytic oral proficiency assessment commonly applied in EFL and ESP speaking research.

To improve scoring consistency, the speaking performances were assessed using the same analytic rubric throughout the study. The speaking tests were scored by two raters. Both raters used the same analytic speaking rubric and the final score was determined by averaging the two sets of scores. This procedure was intended to reduce subjectivity and improve scoring consistency across the five assessed aspects.

Statistical Analysis

The data were analyzed by comparing the students' pre-test and post-test speaking scores. First, descriptive statistics were used to identify the mean scores of both tests and to provide an overall picture of students' performance before and after the treatment. Before testing the hypothesis, the data were examined for normality using the Shapiro-Wilk test. This step was necessary to determine whether the score distribution met the assumption required for the use of parametric statistics. Since the data were found to be normally distributed, the analysis was continued using a paired sample t-test to determine whether the difference between the pre-test and post-test scores was statistically significant.

To estimate the magnitude of the treatment effect, Cohen's *d* for paired samples was also calculated. This analytical sequence is consistent with common procedures used in educational and language-intervention research, particularly in one-group pretest-posttest speaking studies. Before the study was conducted, the participants agreed to take part in the research through informed consent. Their identities were kept anonymous, and the data were reported only for research purposes to maintain confidentiality

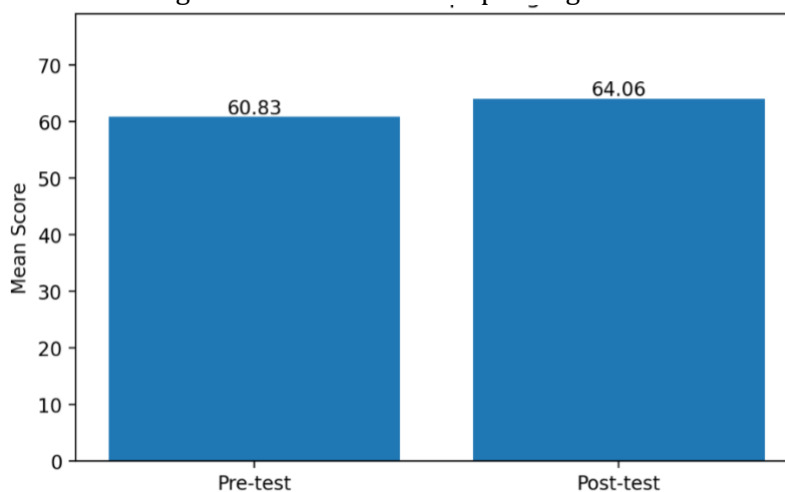
3. Result

This section presents the findings on the effect of poster presentation on students' speaking ability, beginning with the descriptive results of the pre-test and post-test scores and followed by the inferential analysis to determine the significance of the improvement.

Table 1. Comparison of pre-test and post-test mean scores

Test	Mean score
Pre-test	60.83
Post-test	64.06

Figure 1. Students' Mean Speaking Score



The Improvement of Students' Speaking Performance

Table 1 and Figure 1 show that the students' mean speaking score increased from 60.83 in the pre-test to 64.06 in the post-test, indicating a gain of 3.23 points after the use of poster presentation in health-issue-based speaking instruction. This increase suggests that the students performed better after participating in speaking activities supported by poster preparation and oral presentation. However, the size of the raw-score improvement was relatively modest. Overall, the findings indicate a statistically significant but modest improvement in students' speaking performance.

Statistical Significance of the Improvement

Table 2. Paired Sample t-test Result

Comparison	Mean Difference	t	df	Sig. (2-tailed)	Cohen's d
Post-test – Pre-test	3.23	4.163	21	< .001	0.89

The inferential analysis further strengthens this finding. As shown in Table 2, the paired sample t-test produced a mean difference of 3.23, a t-value of 4.163, df = 21, and a p-value of < .001. The result of the paired sample t-test indicates that the p-value was lower than 0.05. Therefore, the alternative hypothesis was accepted, which means that poster presentation significantly improved the students' speaking ability. This statistical result confirms that the improvement found between the pre-test and post-test scores was not due to chance, but reflected a meaningful change after the

treatment. In addition, the effect size analysis yielded a Cohen's *d* of approximately 0.89, indicating a relatively strong within-group effect despite the modest raw-score gain.

The Role of Poster Presentation in Health-Issue-Based Speaking Instruction

These findings suggest that poster presentation functioned not only as a visual medium but also as a learning strategy that supported speaking development. Through poster-based activities, the students were encouraged to select key information, organize ideas, and present content in a clearer and more logical manner. In addition, the use of health issues as the instructional context made the speaking practice more meaningful and relevant to the students' academic background in Public Health. In this sense, poster presentation served as a bridge between visual learning, content preparation, and oral communication, while also offering a practical alternative strategy for speaking classes

4. Discussion

Consistency with Previous Studies on Poster-Based and Multimodal Speaking Instruction

The findings of this study are consistent with previous research showing that poster-based and multimodal instruction can improve speaking performance, oral delivery, and related communication outcomes. Studies in TESOL and health-education contexts have reported that poster presentation and multimodal tasks can enhance academic speaking, oral explanation, and overall discourse performance when they are used as learning activities or assessment formats (Deig et al., 2025; Mythiri et al., 2023). Similar studies have also documented improvements in fluency, eye contact, organization, and delivery during poster-informed speaking activities, which supports the interpretation that the score increase in the present study reflects a meaningful gain in speaking performance rather than a superficial change (Tran & Hang, 2021).

Poster Presentation as a Support for Idea Organization and Clearer Oral Delivery

The present result is also in line with the literature showing that presentation clarity, fluency, confidence, and content organization are among the most consistent gains associated with poster-based and multimodal speaking tasks. Visual and multimodal scaffolds help students structure arguments, identify key points, and sequence ideas more coherently, which in turn facilitates smoother oral delivery and clearer explanation (Deig et al., 2025; Slaughter et al., 2020). Research on multimodal learning and visual literacy likewise indicates that posters and similar visual tools promote audience adaptation, guide message emphasis, and foster more inclusive communication across disciplinary settings (Deig et al., 2025; Sakkir et al., 2022; Wang et al., 2024). In relation to the present study, these perspectives help explain why the students appeared to communicate their ideas more clearly after receiving instruction through poster presentation.

A further explanation can be found in the structured nature of poster presentation itself. Previous studies suggest that posters improve speaking because they reduce cognitive load, provide a visual framework for organizing content, and create a conference-like environment that supports authentic discourse and interaction (Widyaningrum et al., 2022). The visual layout, concise text, and focal

graphics of a poster can function as cues that help students maintain coherence, manage transitions, and reduce anxiety while speaking (Thomas, 2021). At the same time, poster audiences encourage presenters to adjust pacing, simplify explanations, maintain eye contact, and anticipate questions, thereby strengthening audience awareness and communicative clarity (Tarigan & Listyani, 2021; Widyaningrum et al., 2022).

The Meaningfulness of Health-Issue-Based Speaking Instruction

The present study also offers a contextual advantage because the speaking tasks were based on health issues relevant to Public Health students. Familiar health-related content can increase engagement, support access to discipline-specific vocabulary, and strengthen students' sense of ownership over what they present, which may contribute to better speaking performance (Nisar et al., 2025). Compared with previous studies conducted in broader TESOL, language learning, or health communication settings, the present study extends the literature by showing that poster presentation can be adapted effectively to a Public Health speaking classroom where language learning is directly connected to disciplinary content and communicative needs (Chen et al., 2025; Nisar et al., 2025).

Pedagogical Implications of Poster Presentation in Speaking Classes

The importance of these findings lies in their support for the view that speaking instruction becomes more effective when it integrates language learning with disciplinary content and authentic communication practice. From a scientific perspective, the study reinforces language-and-content integration frameworks, including LICT-, CBI-, and CLIL-oriented approaches, which argue that students develop speaking more meaningfully when they perform tasks connected to their field and supported by authentic materials and multimodal tools (Muzri S et al., 2024; Tran & Hang, 2021). In this study, poster presentation acted as a structured communicative event that linked visual organization, content mastery, and oral delivery. This study extends ESP speaking pedagogy by demonstrating that poster-based multimodal tasks can support speaking development in a Public Health learning context.

Practically, the findings imply that poster presentation can be used as an alternative classroom strategy to enhance speaking instruction, especially in Public Health education. Poster-based speaking tasks can support idea organization, oral delivery, audience interaction, and message clarity while at the same time training students to communicate field-specific information in a comprehensible manner (Chen et al., 2025). This is particularly relevant for Public Health students, who will be required to explain health information to different audiences in professional practice. In addition, health-content posters may contribute to the development of audience-centered communication, patient education discourse, and health-literate speaking practices, helping students communicate with greater clarity and empathy (Nisar et al., 2025). Because poster sessions simulate authentic dissemination contexts, they may also reduce anxiety, strengthen confidence, and prepare students for real-world communication beyond the classroom (Dillon et al., 2024).

Limitations and Critical Reflection

Despite these positive findings, several limitations should be acknowledged. First, the study used a one-group pretest-posttest design without a control group, which limits the ability to attribute the improvement exclusively to the treatment. Second, the mean score improvement was relatively small, even though it was statistically significant. Third, the treatment was conducted over only eight meetings, which may not have been sufficient to produce a larger gain in speaking performance.

In addition, the improvement may have been influenced by other factors. The students may have benefited from a novelty effect because poster presentation was a relatively different classroom activity. They were also asked to speak on a familiar topic, healthy and unhealthy food, which may have supported performance independently of the treatment itself. These considerations suggest that the findings should be interpreted cautiously and that future studies should use a control group, a longer intervention period, and more detailed scoring validation procedures.

5. Conclusion

This study concludes that the implementation of poster presentation in health-issue-based speaking instruction was effective in improving the speaking ability of Public Health students. The students' mean speaking score increased from 60.83 in the pre-test to 64.06 in the post-test, and the paired sample t-test confirmed that the improvement was statistically significant ($t = 4.163$, $df = 21$, $p < .001$). Although the increase in raw score was relatively modest, the findings indicate that poster presentation contributed positively to students' speaking development by helping them organize ideas, prepare content, and deliver information more clearly.

The study also highlights the pedagogical value of integrating speaking instruction with discipline-related content. By using health issues as the instructional context, the speaking activities became more meaningful and relevant to the students' academic background and future professional communication needs. This study extends ESP speaking pedagogy by showing that poster-based multimodal tasks can support speaking development in a Public Health learning context.

Despite these positive findings, the study was limited by the use of a one-group pretest-posttest design without a control group, the relatively small score increase, and the short duration of the treatment. Therefore, future studies are recommended to use a more rigorous experimental design, a longer intervention period, and more detailed scoring validation procedures to provide stronger evidence of the effectiveness of poster presentation in contextualized speaking instruction.

6. Acknowledgement

The authors would like to express their sincere gratitude to all individuals and institutions who have contributed to the completion of this study. We would like to thank Universitas Pancasakti Makassar for granting permission and support to conduct this research, as well as the Public Health students who participated in this study for their cooperation and active engagement throughout the research process. Our appreciation is also extended to colleagues, reviewers, and academic staff whose constructive feedback and support have significantly improved the quality of this manuscript. Finally, we acknowledge all scholars whose works have been cited in this study, as their contributions have provided a strong theoretical and empirical foundation for this research.

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