

ENHANCING ACADEMIC AND INTERPERSONAL COMMUNICATION SKILL: A STUDY ON A UNIVERSITY STUDENTS AND ENGLISH LEARNERS IN PARE

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Abstract: This research is aimed to improve students' speaking skill in both academic and interpersonal communication skill through their experience in University and Course. The subject of this research are University students' in UNISKA and English students' in Pare that both learn and study english. The researcher used Evaluation Sheet and Interview to obtain the data. To collect the data the researcher conducts interview to the participants which had been selected by using interview guide as an instrument. is a technic which according to Koentjaraningrat "interview is a method used for a specific task, trying to obtain information and verbally forming respondents, to communicate directly". The interview process will be conduct by finding by identifying and select university students actively participating in English courses, as well as students from English courses in Pare. Continue by contacting university students and Pare students to explain the research objectives and request their consent to participate in the interview. Then, prepare an interview guide covering questions related to their experiences in English courses, the influence on their communication skills, and suggestions for improvement.

Keywords: *Communication skill, Speaking, Academic, Interpersonal, Improving.*

INTRODUCTION

1.1 Background of the Research

University students are individuals pursuing higher education at an institution of tertiary education, typically after completing secondary education. They engage in academic studies, research, and personal development to obtain degrees in various fields of study. According to Hengki (2020) English is international language, so knowledge of English is very important as we can get to know how to frame sentences, how to use words in dialogues while speaking to others. English word usage in this way is an art that can only be learned by practice because every word has a specific context where it fits well. We may also readily communicate with people at any level with such command. Speaking and listening together generally increase our command of the English language. It helps to know how to use the language, where to use each word, and when to use it correctly, to attempt speaking in English and to listen to English speakers every day.

We can all agree on the importance of English for the advancement of education as members of the global world. From elementary school through university, English is taught. Some of the kids participate in the classroom activity at a low level, while others are able to communicate clearly. The four English language abilities that pupils must master in school are speaking, listening, reading, and writing. Communication requires speaking since speaking requires mastery of the language. Pupils are capable of having conversations, exchanging ideas, and receiving information from others. The majority of pupils still struggle to communicate clearly in English.

An English course serves as a valuable resource for students aiming to enhance their proficiency in the language. Students have the flexibility to select the specific English course that aligns with their needs and preferences. Each course provides a range of benefits, attracting the interest of many students. These courses typically offer diverse programs, including speaking, vocabulary, grammar, pronunciation, and more.

Communication skills, both academic and interpersonal, play a pivotal role in the holistic development of university students, influencing their success in academic pursuits and future professional endeavors. Al-Shboul et al. (2013) further emphasized that a significant portion of research on foreign language anxiety has concentrated on the speaking skill. This emphasis is attributed to the perception that speaking is the most challenging and provocative competence among the four primary language skills. In the current global landscape, proficiency in English communication is not only a necessity for academic achievement but also a fundamental requirement for effective collaboration in an international context. The research focuses on the specific context of English courses in Pare, a renowned center for English language learning. Pare's reputation as an influential hub for language education prompts an exploration into the impact of its English courses on the communication skills of university students.

Understanding the dynamics of academic and interpersonal communication skills is crucial in the context of rapidly evolving educational methodologies and the demand for global competencies. This research aims to analyze how English courses in Pare contribute to the enhancement of these skills among university students. Efrizal (2012) points out that individuals who excel in speaking English stand to gain numerous academic, social, and professional advantages.

To further enrich this investigation, insights from experts in the field of language education and communication studies will be sought. Their perspectives will be integral in providing a comprehensive understanding of the nuances involved in fostering effective communication skills within the academic realm and beyond.

By conducting this research intends to provide a nuanced understanding of the factors influencing academic and interpersonal communication within the unique setting of University students and English courses in Pare. Additionally, this research will explore any potential correlations between the specific instructional approaches employed in Pare and the observed improvements in communication skills.

This investigation is not only an academic pursuit but also a practical exploration with implications for optimizing language education strategies. The findings, complemented by expert opinions, are expected to shed light on effective practices in English language learning, offering insights that can inform educational institutions and contribute to the

ongoing discourse on fostering well-rounded communication skills among university students.

1.2 Research Questions

Based on the research background, the researcher aims to investigate the English students' impression regarding the improvement of their academic and interpersonal communication skills. The following research inquiries must be resolved:

1. How do students at university enhance their process in academic and interpersonal communication skill?
2. How do learners in Pare enhance their process in academic and interpersonal communication skill?

1.3 Objectives of the Research

Based on the statement of the research above, the objectives of this research are:

1. To investigate the process of students at university's in enhancing their academic and interpersonal communication skill.
2. To investigate the process of English students in Pare enhancing their academic and interpersonal communication skill.

1.4 Scope of the research

This research focused on improvement of academic and interpersonal communication skills on university students and English learners at Kampung Inggris Pare. The investigation focus on writing the step in enhancing their academic and interpersonal communication skills. The reason why the researcher took these two different institution is to make the description of how they enhancing their academic and interpersonal in communication skills and also to make it easier for the researcher to investigate and collect the data.

LITERATURE REVIEW

According to the Webster's New World Dictionary, the act of communicating information or expressing one's emotions through speech is referred to as "speaking." The process of giving remarks to members of the public. It entails uttering words verbally, communicating by talking, putting out demands, and delivering speeches of various kinds.

The work of Hornby offers a more comprehensive viewpoint and talking about something, dicussing it, or having a discussion are all examples of topics that fall under the category of "speaking" addressing someone verbally is an example. The act of expressing oneself in a certain

In addition to creating, receiving, and processing information, it is an interactive process that encompasses all three of these steps. Bygate argues that speaking is a process that entails creating auditory signals in order to elicit diverse verbal responses in listeners. Brown and Burns and Joyce emphasize that the process of speaking involves the methodical combination of sounds in order to generate sentences that have certain meaning.

2.1. *The understanding of speaking*

Speaking is significant to an individual's living processes and experiences as are the ability of seeing and walking. Speaking is also the most natural way to communicate. Without speaking, people must remain in almost total isolation from any kind of society. For most

people, the ability to speak a language is the same with knowing a language since the speech is the most basic means of human communication. When we speak, a great deal more than just mouth is involved such as nose, pharynx, epiglottis, trachea, lungs and more. But, according to Sandra Cornbleet and Ronald Carter, speaking is not just making sound. Birds, animals, babies make sound and though it may be communication of sorts, it is not speaking.

The word speaking has many different meanings on linguistics' views. According to Jo McDonough and Christopher Shaw (2013) speaking is not the oral production of written language, but includes learners in mastery of a wide range of sub skills which added together, then it supports speaking skill. In addition, speaking is not produced without some combination of language skill, but it must be included a number of skills. So, mastering speaking is gathering skill in thought because of including some input skills in it. As the result, the mouth is delivering those skills orally.

From the statement above, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching – learning methodologies. Speaking also is the important instrument of communication. People use it almost constantly. As human beings, especially as social creature we have a need to make meaning of our surroundings. We have a need to express our thoughts, opinions, or feelings in order to be accepted in social life. Speaking does not only make sound by the speech organs but ideas and emotions.

2.2. The understanding of academic speaking

In general, academic language is any human language used for communication in an academic setting. Frequently, the word refers to the usage of English as a lingua franca or an international language for academic communication (Kachru, 1992). Most of the ideas discussed in this article apply to other languages used for academic communication even though it mostly concentrates on spoken English for academic purposes. Because academic language differs from home or social language, it follows that academic language is not everyone's first language (Björkman, 2016). Speakers of majority languages, like English, and those from economically and educationally affluent homes, however, have clear advantages over speakers from less fortunate backgrounds who have to overcome more linguistic and cultural barriers to join an academic community. Rather than K–12 English as a second language (ESL) students, this post mostly looks at the difficulties encountered by overseas students in English-speaking countries (USA, Canada, United Kingdom, and so on).

Speaking for academic reasons is a broad word used to describe spoken language in a variety of academic contexts. Furthermore, it implies that the language employed is often formal or neutral, according to the traditions connected with the genre or activity. According to Gillet (2018) Academic speaking is similar in many ways to academic writing: it is linear, it is explicit, it has one central point and it is presented in standard language. Academic spoken style is also similar in many ways in that it is formal, explicit, hedged, and responsible. However, it is less complex and objective than written language. Typically, circumstances or actions addressed include:

- Participation in seminars or conversations;
- giving oral presentations; responding subsequent questions/points;

- Verbalising data and providing spoken directions in seminars, workshops, and laboratories.
- Asking questions during the class.

Alongside with the statement by Celce-Murica (2001), when students actively participate in discussions, it encourages other students to also engage in negotiation. As a result, students are pleasantly surprised by their own abilities and intelligence. Certain students exhibit a deficiency in their inclination to engage in verbal communication due to their shyness and lack of self-assurance. However, there is currently no suitable solution available to address this issue from the perspective of teachers (Chastain, 1988). Research indicates that these students should begin with concise responses and brief words, but this approach may require a significant amount of time (Chastain, 1988).

2.3. The understanding of interpersonal speaking

Humans are a naturally social species. Effective social interactions are critical to our careers, personal relationships, and overall fulfilment. Furthermore, meaningful social contacts maintain our brains healthy and our cognitive abilities sharp as we age (Kensinger & Gutchess, 2017; Ristau, 2011). Given how important social connections are, it may seem unusual that some people can manage any social scenario while others struggle with the most basic social skills. These variations in how people behave in social situations are the outcome of disparities in interpersonal skills. Interpersonal skills, often known as soft skills or social skills, enable productive interactions and contribute to society as a whole. They allow you to share information with others.

RESEARCH METHODOLOGY

3.1. Research Design

This research used a qualitative method to obtain the data needed. "Research design is defined as the master plan specifying method and procedure for collection and analyzing the needed information". According to Kerlinger. The paper tend to take a part of the data in descriptive method.

Creswell (1994) said this method is to gather information about present existing condition, as it gathers quantifiable data to statistically analyze a comprehending of the students's ability between two different samples in a different place. This research aim to describe, draw, explain, and answer in more detail about the problem that will be studied by studying about individual sample, a community or an event. In qualitative method human as an object or instrumen of research as the words or questions that actually explain the real situation.

3.2. Research Setting

The data was collected approximately between March and April of 2024. The data collection of English education students at UNISKA is located at the campus library of UNISKA. From 14:00 WITA to 16:00 WITA on Monday. The next session for students enrolled in the EFS course in Pare will take place on Tuesday, 2024, from 20:00 WITA to 21:00 WITA via Zoom Meeting.

3.3. Participants of the Research

Participants according to Djarwanto (1994), Population is the total number of units or individuals whose characteristics are to be studied, and these units are called units of analysis, which can be people, institution, objects. This research conducted Participants from two different institute. First, the participants are 4 students who learning English in EFS or known As **English For Skill** in Kampung Inggris, Pare, East Java. Second, the participants are four university students at the 3rd and 5th semester in Islamic University of Kalimantan Muhammad Arsyad Al Banjari Banjarmasin.

There was a specific criteria why the researcher selected both of this participants. The criteria for university students are the students who active in class, following by enroll in English community and ever take part in competitions in campus. Whereas, the English course students in pare are from an English course name EFS or known as English For Skill that located at Jl. Aster Tulungrejo Pare, Kediri. The specific criteria for students from EFS course are, the students who enroll the course program for six months, second, they are also students at university, the last is they take the same class as the researcher.

The information about the participants can be seen on the table below.

Table.1. Demographic Information of the Participants in Pare

No.	Name	Gender	Age	Origin
1.	Lana	Female	22	Bojonegoro
2.	Syinta	Female	22	Jakarta
3.	Diya	Female	21	Sulawesi
4.	Syafa	Female	21	Kotabaru

Table 1 Demographic Information of the Participants from Pare

Table.2. Demographic Information of the Participants in University

No.	Name	Gender	Age	Semester	Institution
1.	Antony	Male	20	5	UNISKA
2.	Thomas	Male	20	5	UNISKA
3.	Refan	Male	20	3	UNISKA
4.	Xavier	Male	19	3	UNISKA

Table 2 Demographic Information of the Participants from University

The researcher determined to collect participants from two distinct types of English learners: university students and Pare course participants. While students at the Pare course are people who are deliberately looking to learn English outside of the academic setting,

university students are a population that routinely engages in an academic environment that demands good communications skill.

3.4. Procedure of Data Analysis

After completing the interview process, the researcher transcribed the collected data for subsequent analysis. This involved translating the transcribed data, which includes a mix of Indonesian and English languages. The analysis employs data reduction and coding techniques based on the research questions. The researcher thoroughly reviewed the transcribed interview data, focused on thematic subheadings and key points relevant to the study. Thematic analysis, as outlined by Braun and Clark (2006), is used to identify recurring themes.

RESULT AND DISCUSSION

4.1. The way of the university students enhancing their academic and interpersonal communication skill

First category discussed the general question was open-ended question about the condition in the university classroom especially in speaking class. From question 1 – 5 the university students gave the checked mark on the table. The questions were about the common aspects of the English class in the university. Most of them give three agree checked table to the question. That meant they are agreed about the progress in the university.

The participants in university said that

“the class they attend mostly use a greetings as the opening.”

Then about their confidence in speaking skill, it is fair of the university students that confident and not feel confident. For the finding question about improving speaking skill is must be step by step, all of the participants from the university agree with this statement and answered :

“speaking is must be a progress step by step to reach the goal or the fluency”.

The university students said

“there is a speaking class, either most of the class in the university is not using full english, but mixing with indonesian”.

Extended to the second category is an essay question or interview. there are six questions in this category. for the question the knowledge about communication skill, most of them answered

“that communication skill is the way to express and tell people what they intention and interact with people”.

Also as the media to communicate with others. Another answer from the participants

“Communication is said to be good not by how high level of language we use, how much quantity of words we say, but how effective and understood the information we convey to the audience/communicate”.

The next question is the most important in speaking, the participants from the university said

“have different view on this question. there is answer about vocabulary, grammar, and confidence and also keeping an eye contact. In addition, fluency and body language are more important. the third aspect is about the lesson in class giving by the lecturer how to improving the speaking ability”.

Then one of the students added

“that having conversation practice with other is the key to improve speaking ability, and practice the listening skill as the first step”.

About the particular trick thought by the lecturer. That one students said

“using techology and social media to improve, use the social media wisely and take an advantage in it”.

All of the participants agree that there is a difference between academic and interpersonal communication skill. One of the university student answered

“Yes, there is a difference between both of this aspect”.

The last aspect is are they good in both ability, almost all of them answer that they only good in interpersonal communication skill.

For the last question about their confidence in these skill. from four students all of them answered

“No, I am only good at interpersonal skill”. and “I am not confence in this aspect”.

4.2. The way of the english learners in pare enhancing their academic and interpersonal communication skill

The observation started with five Open-ended questions. The learners from Pare answered four “Yes” from five questions. and of the learners give the questions with all “Yes” chekced mark. Forwarded to the essay questions about their knowledge of the communication skill. First participants said

“IMO, Communication skills refer to the abilities that allow individuals to exchange information, feelings, and ideas effectively through verbal, non-verbal, and written channels. These skills are essential in both personal and professional settings and include various aspects:Listening, speaking,writing, non verbal communication, presentation skill, questioning skill and also negotiation”.

almost similar to the second participants

“Communication skills are the abilities you use when giving and receiving different kinds of information. Some examples include communicating new ideas, feelings or even an update on your project. Communication skills involve listening, speaking, observing and empathising”.

There is one participants stated

“Communication is the art of conveying information clearly and on target. A communication is said to be good not by how high level of language we use, how much

quantity of words we say, but how effective and understood the information we convey to the audience/communicate”.

“In my opinion, the most important thing in speaking is understanding the meaning of the context being conveyed. In this case, how a person can convey information accurately and can be understood by others. So that the message can be conveyed briefly, concisely and clearly without being long-winded.” Added by the other learners

“I think the most important of speaking is Vocabularies, because when we known More Vocabularies we will easily apply it in our conversatiton. and also don't forget to practice everyday, because that will be build self-confidence which is no less important for making speaking easier”. “Confidence is also the important thing” said by the learners.

“Usually we should practice our English everyday and we will get a duty to make speech which tittled by my tutor, I think that will be build our self-confidence to improve our skill so we will be great public speaking. and also we usually make time for reading 1 hour because with that we can also improve our pronunciation of speech. Steps to improve or learn public speaking are very varied. However, the simplest thing you can do to improve your communication skills is to take advantage of friendship circles”.

The particular trick about improving speaking ability that thaught by their institute in

Continue to the next question about their perception on what is the important of speaking are in the self confident and the vocabulary. There is an answer form one learners that

“Of course, We have morning activities like memories some vocabularies and then we will make some sentences with it, not rare either we have to make an conversation with another student there with that vocabularies that gived by out tutor. And Usually in a week we always get a duty to make speech by our self, and that must be presented in front of our tutor within the specified time, like 10 minutes, 20 minutes, 30 minutes, or an hour and it's gradual in each title in every presentation”.

The last perception of the observation is the participants ability on the academic and interpersonal communication skill these. Most of the participants are confident in academic communication skill aspect depend on what topic they bring. In example, the debate, because they have debate classes in the university and also speech. In contras for the interpersonal communication all of them declare that they good at it. In accordance with the environment and daily practice.

4.3. The way of the university students and English Learners in Pare enhancing their academic and interpersonal communication skill

4.3.1 Enroll in speaking class to train the ability with the lecturer or the tutor.

The instructors of this course use a number of strategies that give speaking practice first priority in order to get the students used to creating some. They think that they can handle speaking challenges better the more they practice. It line-up with Sholihah (2016). She says that teaching speaking is to teach learners to produce the English speech sounds and sound patterns by considering these considerations: word and sentence stress, intonation patterns and the rhythm of the second language, appropriate words and sentences according to the proper social setting, audiences, situation and subject matter, meaningful

and logical sequence organization of ideas, use of language as a means of expressing values and judgments, and use the language quickly and confidently with few unnatural pauses.

Teachers help the students to constantly attempt to construct and produce words and phrases. Throughout practice, the teachers also help the students develop the proper intonation based on the spoken topic. Applying methods should be suitable for the students' level. Which methods to use in class is up to the instructor. As Mahmoudi and Mahmoudi (2015) state, teaching methods are crucial to any sort of learning, but particularly to learning a foreign language. The teachers in this course are really inventive in selecting the best methods and approaches to manage the class according to the speaking proficiency of the students.

4.3.2 Make a friendship or group to stay that has the same interest.

On the other hand, classes in courses provide additional opportunities for everyday speaking practice and build students' confidence in their ability to communicate with their classmates without having to think about grammar beforehand. They are required to engage in critical thinking on a certain subject, such as participation in a debate, when they are enrolled in university. In coherence with Bahadorfar and Omidvar (as reported in Dionar & Adnan, 2019) have identified multiple justifications for prioritizing speaking skills in the initial stages of language learning, particularly for English learners and other language learners.

Currently, speaking plays a vital role in language acquisition and instruction, particularly in ESL/EFL contexts. The primary objective for language learners is to achieve proficiency in speaking. Furthermore, the ability to speak proficiently is a crucial factor in evaluating a learner's progress in acquiring a second or foreign language. The tactics employed, such as narrative, discussion, presentation, and debate, would inspire the learners to generate words and engage in practice. These strategies gradually acclimate pupils to practicing English. The proficiency of pupils in writing abilities is inconsequential.

People who want to improve their ability to communicate should work on improving their English language skills and participate in the daily class discussions that their tutors organize. Reading and practicing vocabulary are two activities that might potentially result in improved pronunciation.

Therefore, language teachers should enable learners to engage in meaningful communicative settings on relevant topics by utilizing learner-learner interaction as the primary method for teaching communicative language (Richards & Renandya, 2002). Communication primarily originates from interaction (Rivers, 1987, p. 30). Even in circumstances in which ideas are not supported by scientific evidence, the utilization of friendship circles can provide a cozy setting for the expressing of them.

4.3.3 Improving communication skill by following step by step.

The participants are in agreement that improving their speaking talents is a steady process, despite the fact that the majority of the courses are conducted in Indonesian rather than in complete English. Virtual interviews were conducted with students who were enrolled in a Pare course for the second interview.

The initial observation revealed that every single student in Pare was confident in their ability to communicate in English and was aware of the importance of utilizing the

language in the classroom. The second part of the interview consisted of six questions that were centred on the candidate's communication skills. It was generally agreed upon by those who were interviewed that the most important aspects of public speaking were vocabulary, grammar, self-assurance, eye contact, fluency, and body language. This was the final portion of the interview, and it focused on the lectures that the speaker had given on improving one's ability to talk. The speaker emphasized the need of practicing conversational skills and listening skills as vital initial steps.

4.3.4 *Applying English language In the class*

However, students at universities believe that speaking abilities are a means of communication that is accompanied by a classroom atmosphere in which there are classes of speeches, debates, and speaking that are academically emphasised at the university. Hofmeister and Lubke (1990: 15) define the most prevalent notion of time management as "time on task" or "engaged time." They also categorize learning time into four divisions: available time, allotted time, engaged time, and academic learning time. Considering this notion, the limitations of time and the English study timetables at the Islamic University of Kalimantan Muhammad Arsyad Al Banjari in Banjarmasin.

Consequently, the understanding and application of transmitting and receiving verbal and nonverbal communications is referred to as interpersonal communication (Kwiatkowski, 2019; Purnomo et al., 2021). In interpersonal communication, speakers and speech partners cannot ignore emotive components. In order to enhance comprehension of the speech partner and promote efficient communication, the speaker can utilise emotive aspects (Bosede, 2023; Ma & Lin, 2022). Moodley et al. (2021) offer an alternative viewpoint on the core concept of interpersonal communication skills, asserting that these skills encompass an individual's capacity to successfully interact both verbally and nonverbally within a group context.

In addition, Moodley et al. (2021) highlight the need of being attuned to the emotions and thoughts of one's conversation partners in order to achieve good interpersonal communication. In order to fulfil this criterion, communicators must exhibit their comprehension of nonverbal and verbal cues, such as tactile contact and physical closeness, and display expertise in adapting their interactions based on the given situation. This entails taking into account the individual who has extended the invitation to talk, regulating the level of speech, utilising effective communication techniques, and being attuned to the nonverbal cues of the conversation partner.

4.3.5 *Having the conversation in English as the daily practice*

The participants were also in agreement that the capacity to communicate effectively and absorb information is more significant than the use of a large number of words or language that is more complex. To be able to communicate effectively verbally or in writing, one must possess the skills of listening, communicating, observing, and empathizing. According to Azadi, Aliakbari, and Azizifar (2015), one of the most important talks about speaking is how to get the words to the other people and how good communication is essential. Speaking skill is considerably improved by classroom contact. For this reason, they took into account how gender of the students and the teaching of speaking techniques affected the development of speaking skills.

Teachers should use a lot of English speaking activities to motivate learners to study and speak in English, and they should increase learning classroom environment (Oradee,

2012). There are a variety of approaches that are offered by institutes to improve speaking abilities. These approaches include weekly examinations, memorization of vocabulary and grammar, and topic repetition. Some helpful hints for good communication include having self-assurance, making use of body language, preparing the content, and having an understanding of the audience.

4.3.6 Knowing the difference between academic and interpersonal communication skill
Skills in academic communication and interpersonal communication are not the same. Conversations in academic settings usually revolve on topics related to science and technology, but conversations in interpersonal settings are more ad hoc and frequently incorporate personal experiences. Skills in interpersonal communication and interaction focus on communication and interactions that occur in everyday life, whereas academics use vocabulary that is more scientific or intellectual.

The majority of participants maintain that they are skilled communicators with other people, despite the fact that their levels of confidence in both areas change depending on the issue. The primary objectives are to improve an individual's self-assurance as well as their communication skills in both academic and interpersonal settings.

Proficiency in interpersonal communication is necessary for both face-to-face and indirect forms of communication. Indirect interpersonal communication encompasses several forms of media, including mail, telephone, and online platforms such as the internet. Face-to-face contact necessitates speakers to follow communication ethics and be conscious of language usage.

As a result, indirect interpersonal communication through online media has become the most prevalent choice, particularly among students enrolled in speaking lessons. However, in the context of this research, the specific focus is on direct interpersonal contact that is necessary for college students to develop proficiency in speaking courses offered by the six previously mentioned colleges.

CONCLUSION

It is possible to draw the conclusion, on the basis of the findings of the research and the discussion that has been presented, that students who attend universities do a better job of mastering the ability to speak academically. This is due to the environment and the courses that are taught in the classroom, where there are specific topics that place an emphasis on formal ability and around academic ability. Unlike the learners who are enrolled in the course at Pare. They are better able to communicate in a manner that is not formal because the contexts in which they live place a high value on everyday discussions and practices of communicating with one another. Just like the habit of recounting the occurrences of daily life. Based on the information presented above, one can get the conclusion that these two educational establishments are practically same in terms of how they improve their capacity to talk academically and non-academically. The environment that impacts their speaking ability is the factor that differentiates them from one another. There are the points that summarize the result of the findings:

- 1) In front of other students, university students participate in discussions, debates, presentations, academic writing, and even teaching training.

- 2) Students that enroll in courses in pairs complete their daily conversation exercises by engaging in regular activities with peers.
- 3) Since the goal of higher education is to channel as much knowledge as possible, students from universities study more theory in order to comprehend English.
- 4) On the contrary, students enrolled in the course want to boost their confidence in daily social situations.
- 5) The university-affiliated institutions and the courses taught in pairs begin the class with the same procedures.
- 6) The way to improve academic and interpersonal speaking ability according to both of the instances are: Enrich the vocabulary, get more practice with friend, learn the skill from any platforms, training to encourage the nervousness.

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