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Indonesian And English Language Competencies as Predictors of Oral Communication Skills: Evidence from Business Students in Makassar

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ABSTRAK

Penelitian ini bertujuan untuk mengkaji hubungan antara kompetensi berbahasa Indonesia dan bahasa Inggris dengan keterampilan komunikasi lisan yang dilaporkan sendiri oleh mahasiswa STIE LPI Makassar. Penelitian ini menggunakan pendekatan kuantitatif dengan desain *eksplanatori cross-sectional*. Data dikumpulkan dari 200 mahasiswa Program Studi Manajemen dan Akuntansi menggunakan kuesioner berskala Likert lima poin, kemudian dianalisis melalui statistik deskriptif dan regresi linear berganda. Keterampilan komunikasi lisan diukur berdasarkan persepsi mahasiswa yang dilaporkan sendiri, meliputi kepercayaan diri dalam berbicara, kelancaran dalam menyampaikan gagasan, keterampilan presentasi, dan efektivitas komunikasi lisan, bukan melalui tes praktik berbicara secara langsung.

Hasil penelitian menunjukkan bahwa kompetensi berbahasa Indonesia dan bahasa Inggris memiliki hubungan positif dan signifikan dengan keterampilan komunikasi lisan yang dilaporkan sendiri oleh mahasiswa, baik secara parsial maupun simultan. Kompetensi bahasa Inggris memiliki koefisien regresi terstandarisasi yang lebih tinggi (β = 0,489) dibandingkan kompetensi bahasa Indonesia (β = 0,401). Hal ini menunjukkan bahwa kompetensi bahasa Inggris memberikan kontribusi relatif lebih besar dalam model estimasi dan sampel penelitian ini. Koefisien determinasi (R^2 = 0,648) menunjukkan bahwa kedua kompetensi bahasa tersebut secara bersama-sama menjelaskan 64,8% variasi keterampilan komunikasi lisan yang dilaporkan sendiri oleh mahasiswa. Namun, karena penelitian ini menggunakan desain kuesioner *cross-sectional*, temuan tersebut menunjukkan hubungan statistik dan kontribusi prediktif, bukan pengaruh kausal.

ABSTRACT

This study examines the relationships between Indonesian and English language competencies and self-reported oral communication skills among students at STIE LPI Makassar. A quantitative approach with a cross-sectional explanatory design was employed. Data were collected from 200 students enrolled in the Management and Accounting Study Programs using a five-point Likert-scale questionnaire and analyzed through descriptive statistics and multiple linear regression. Oral communication skills were assessed through students' self-reported perceptions of their speaking confidence, fluency in conveying ideas, presentation skills, and oral communication effectiveness, rather than through direct speaking performance tests. The findings indicate that Indonesian and English language competencies are positively and significantly associated with students' self-reported oral communication skills, both individually and jointly. English language competence has a higher standardized regression coefficient (β = 0.489) than Indonesian language competence (β = 0.401), indicating a greater relative contribution within the estimated model and study sample. The coefficient of determination (R^2 = 0.648) indicates that the two language competencies jointly account for 64.8% of the variation in students' self-reported oral communication skills. However, because the study employed a cross-sectional questionnaire design, these findings represent statistical associations and predictive contributions rather than causal effects.

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INTRODUCTION

In the context of higher education in Indonesia, students' speaking ability is closely related to competence in Indonesian as the primary language of academic instruction and English as a global language of communication. Indonesian language competence helps students construct arguments, use appropriate diction, and communicate effectively in academic settings (Rahman & Sari, 2021). Meanwhile, English language competence supports cross-cultural communication, access to international literature, and students' readiness to meet the demands of the global workforce (Mega & Sugiarto, 2020; Li, 2025).

Previous studies have examined students' speaking competence in relation to teaching methods, speaking anxiety, and learning motivation (Elisathusilawani, 2023; Kamengko, 2024). Other studies have addressed Indonesian language literacy and communication skills (Rahman & Sari, 2021), as well as Indonesian and English language competencies (Suhartina, 2026). However, further investigation is needed into the joint contribution of both language competencies to students' oral communication skills in business higher education. Therefore, this study examines Indonesian and English language competencies as predictors of self-reported oral communication skills among Management and Accounting students at STIE LPI Makassar.

Bilingual language competence is relevant to academic and professional communication (Suhartina, 2026). In agribusiness and financial services, for example, communicating topics such as hybrid financing models, Islamic banking, and digital financial technology may require an understanding of specialized terminology. Sjamsir et al. (2026) illustrate this context through their discussion of hybrid financing for rice agribusiness in South Sulawesi and Sabah. However, agro-fintech literacy and specialized financial knowledge were not measured in the present study and are therefore considered only as potential professional implications of bilingual communication competence.

Based on the research gap, this study examines the individual and joint relationships between Indonesian and English language competencies and students' self-reported oral communication skills among Management and Accounting students at STIE LPI Makassar. Using multiple linear regression, the study proposes three hypotheses addressing the partial relationships of each language competency and their joint relationship with oral communication skills. The findings are expected to contribute to understanding bilingual competence in business higher education.

Students at STIE LPI Makassar are expected not only to possess academic competencies in economics and business but also to communicate effectively when preparing reports, presenting ideas, and engaging in professional communication. Therefore, the ability to use both Indonesian and English is an important factor in developing students' speaking skills.

Based on the foregoing discussion, this study aims to analyze the effects of Indonesian and English language competencies on the speaking skills of students at STIE LPI Makassar, both partially and simultaneously. The findings are expected to make theoretical contributions to research on students' communication competence and practical contributions by helping higher education institutions design more communicative and adaptive language-learning strategies.

METHOD

This study employed a quantitative approach with a cross-sectional explanatory research design to examine the relationships between Indonesian and English language competencies and the self-reported oral communication skills of students at STIE LPI Makassar. The quantitative approach was selected because the study aimed to examine relationships among variables through statistical analysis (Creswell & Creswell, 2021). The research was conducted among active students enrolled in the

Management and Accounting Study Programs at STIE LPI Makassar during the even semester of the 2025/2026 academic year.

The study population comprised all active students in the Management and Accounting Study Programs at STIE LPI Makassar. The sample consisted of 200 respondents selected using proportionate stratified random sampling with a 5% margin of error. This technique was used to ensure that each student group had a proportional opportunity to be selected, thereby representing the characteristics of the population (Sugiyono, 2022). The sample size was considered adequate for multiple linear regression analysis (Hair et al., 2021).

Data were collected using a five-point Likert-scale questionnaire, ranging from 1 (strongly disagree) to 5 (strongly agree). The variables comprised Indonesian language competence (X1), measured through grammatical accuracy, diction, and argumentation; English language competence (X2), measured through vocabulary, pronunciation, and sentence structure; and students' self-reported speaking skills (Y), measured through speaking confidence, fluency, presentation skills, and perceived oral communication effectiveness. All variables were assessed through self-reports rather than direct speaking performance tests; therefore, potential common-method bias was considered in interpreting the findings.

The research instrument was tested for validity and reliability. Validity was assessed using the product-moment correlation, while reliability was measured using Cronbach's Alpha, with a minimum value of 0.70 indicating instrument reliability (Ghozali, 2021). All statement items were found to be valid and reliable and were therefore considered suitable for use in the study.

The multiple linear regression model used in this study was:

$$Y = a + b_1X_1 + b_2X_2 + e$$

Where:

Y : Students' self-reported speaking skills
a : Constant
b_1 : Regression coefficient of Indonesian language competence
b_2 : Regression coefficient of English language competence
X_1 : Indonesian language competence
X_2 : English language competence
e : Error term

Hypotheses were tested using the t-test to examine the partial relationships between each independent variable and the dependent variable, while the F-test was used to examine their joint relationship with students' self-reported speaking skills. The coefficient of determination (R^2) was used to assess the model's ability to explain variation in the dependent variable (Sekaran & Bougie, 2020).

RESULTS AND DISCUSSION

Results

This study involved 200 respondents who were active students in the Management and Accounting Study Programs at STIE LPI Makassar. Data were collected through a five-point Likert-scale questionnaire. Before statistical analysis was conducted, the research instrument was tested for validity and reliability to ensure that the statement items were suitable for measuring the research variables.

1. Validity and Reliability Tests

The validity test results showed that all statement items for Indonesian language competence, English language competence, and speaking skills had correlation coefficients greater than the r-table value at the 5% significance level; therefore, all items were declared valid. The reliability test results also showed that Cronbach's Alpha values for each variable exceeded 0.70, indicating that the research instrument was reliable and suitable for use in the study.

2. Descriptive Statistics of the Research Variables

Table 1 presents the descriptive statistics to illustrate the data distribution for each research variable.

Table 1. Descriptive Statistics of the Research Variables

Variable	Mean	Standard Deviation	Category
Indonesian Language Competence (X1)	4.15	0.56	Good
English Language Competence (X2)	3.97	0.61	Good
Students' Speaking Skills (Y)	4.08	0.58	Good

As shown in Table 1, Indonesian language competence had a mean score of 4.15 (SD = 0.56), indicating that students generally reported a good level of Indonesian language competence. English language competence had a mean score of 3.97 (SD = 0.61), which was also categorized as good, although its mean score was slightly lower than that of Indonesian language competence. Meanwhile, students' speaking skills had a mean score of 4.08 (SD = 0.58), indicating a generally good level of self-reported speaking skills. These descriptive results provide an overview of students' reported levels for each research variable but do not establish relationships or effects among the variables. The relationships between Indonesian and English language competencies and students' speaking skills are examined separately through correlation and regression analyses.

These findings indicate that students at STIE LPI Makassar have relatively good language competencies, which support the development of their oral communication skills. Nevertheless, differences in the mean scores across variables suggest that there is still room to improve English language competence as a means of supporting students' academic and professional communication.

3. Correlation Analysis Among Variables

To examine the relationships among the research variables, a correlation analysis was conducted involving Indonesian language competence, English language competence, and students' speaking skills.

Table 2. Correlations Among Research Variables

Variable	X_1	X_2	Y
Indonesian Language Competence (X_1)	1.000	0.524	0.708
English Language Competence (X_2)	0.524	1.000	0.736
Students' Speaking Skills (Y)	0.708	0.736	1.000

As shown in Table 2, all research variables were positively correlated. Indonesian language competence had a correlation coefficient of 0.708 with students' speaking skills, while English language competence had a correlation coefficient of 0.736 with speaking skills. These values indicate strong relationships between language competence and students' oral communication skills.

Furthermore, the correlation between Indonesian and English language competencies was 0.524, indicating a moderate positive relationship between the two variables. However, this correlation value alone is insufficient to establish the absence of multicollinearity. Therefore, multicollinearity was

further assessed using tolerance and Variance Inflation Factor (VIF) values from the regression model. The relationships between language competencies and students' self-reported speaking skills were examined separately through correlation and regression analyses.

4. Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to determine the effects of Indonesian and English language competencies on students' speaking skills.

Table 3. Multiple Linear Regression Test Results

Variable	B	Std. Error	Beta	t	Sig.	Description
Constant	7.524	1.118	—	6.730	0.000	Significant
Indonesian Language Competence (X_1)	0.362	0.068	0.401	5.324	0.000	Significant
English Language Competence (X_2)	0.451	0.079	0.489	5.708	0.000	Significant

Based on Table 3, the regression equation is as follows:

$$Y = 7{,}524 + 0{,}362X_1 + 0{,}451X_2$$

The regression equation indicates positive relationships between Indonesian and English language competencies and students' self-reported speaking skills. The estimated constant of 7.524 represents the predicted value of the dependent variable when both independent variables are equal to zero. However, its substantive interpretation depends on the scoring procedure and measurement scale used for the dependent variable. Therefore, the constant should be interpreted cautiously, particularly if a zero value falls outside the observed range of the independent variables or the measurement scale.

The regression coefficient for Indonesian language competence was 0.362, with a significance value of 0.000 (<0.05), indicating a positive and significant effect on students' speaking skills. This suggests that improvements in students' academic use of Indonesian tend to be accompanied by improvements in their oral communication skills.

English language competence had a regression coefficient of 0.451, with a significance value of 0.000 (<0.05), indicating a positive and significant effect on students' speaking skills. This finding suggests that improvements in English language competence are associated with better oral communication skills in both academic and professional contexts.

The unstandardized regression coefficients (B) indicate that Indonesian language competence (B = 0.362) and English language competence (B = 0.451) have positive relationships with students' self-reported speaking skills. These coefficients are used to construct the regression equation and represent the expected change in the dependent variable for a one-unit increase in each independent variable, holding the other variable constant. Meanwhile, based on the standardized beta coefficients, English language competence (β = 0.489) has a relatively greater contribution to explaining variations in students' self-reported speaking skills than Indonesian language competence (β = 0.401). Thus, English language competence is the more dominant predictor in the estimated regression model.

5. Simultaneous Test and Coefficient of Determination

The simultaneous test was conducted to examine the joint effects of Indonesian and English language competencies on students' speaking skills. The coefficient of determination was also used to measure the model's ability to explain variation in the dependent variable.

Table 4. Simultaneous Test (F-Test) and Coefficient of Determination Results

F-statistic	Sig.	R Square	Adjusted R Square
56.842	0.000	0.648	0.639

Based on Table 4, the simultaneous regression test indicates whether Indonesian and English language competencies jointly contribute to explaining variations in students' self-reported speaking skills. The significance of the regression model is evaluated using the F-test, with a significance level of 0.05. The coefficient of determination (R^2) indicates the proportion of variation in students' self-reported speaking skills that is explained by the two independent variables in the regression model. The remaining variation is not explained by the variables included in the model. These results represent statistical associations within the study sample and should not be interpreted as evidence of causal effects.

Discussion

The results show that Indonesian language competence has a positive and significant effect on the speaking skills of students at STIE LPI Makassar. This finding indicates that the effective use of Indonesian contributes to improvements in students' oral communication skills. In higher education, Indonesian serves not only as a formal communication tool but also as a means of constructing arguments, organizing ideas, and conveying information systematically. Students with good Indonesian language competence tend to be better able to express ideas coherently, use appropriate diction, and communicate more effectively in academic settings.

This finding is consistent with Rahman and Sari (2021), who stated that language literacy contributes to the quality of students' academic communication. Suhartina (2026) also found that Indonesian language proficiency affects students' communication skills in higher education contexts. These results reinforce the view that Indonesian language competence is a fundamental basis for developing students' oral communication skills because it is associated with academic thinking, argument construction, and effective message delivery.

In addition to Indonesian language competence, the results show that English language competence has a positive and significant effect on students' speaking skills. This finding indicates that students with better English language competence tend to have stronger oral communication skills. In the era of globalization, English proficiency is not limited to understanding a foreign language; it also supports communication flexibility, speaking confidence, and the ability to adapt to international academic and professional contexts.

This study supports the findings of Mega and Sugiarto (2020), who reported that English language competence affects students' speaking performance in the context of English as a Foreign Language (EFL). Li (2025) also explained that English communication skills contribute to increased student engagement in learning processes and academic interaction.

Based on the standardized beta coefficients, English language competence had a relatively greater effect on students' speaking skills than Indonesian language competence. This finding indicates that global communication skills are becoming increasingly important for students, particularly in economics and business, where cross-cultural communication and international professional interaction are required. Students with good English language competence tend to be more confident when delivering presentations, participating in discussions, and engaging in professional communication.

Bilingual competence may be useful for communicating specialized business and agribusiness concepts, including hybrid financing, Islamic banking, and digital financial technology (Sjamsir et al., 2026). However, these competencies were not specifically measured in this study. Therefore, they are discussed only as potential professional implications. Although Indonesian and English language competencies jointly explain 64.8% of the variation in students' self-reported speaking skills (R^2 =

0.648), this result does not demonstrate their ability to communicate specialized financial or agribusiness concepts.

The results also show that Indonesian and English language competencies simultaneously have a significant effect on students' speaking skills. This indicates that students' communication abilities are not determined by proficiency in only one language but are influenced by a combination of language competencies that support effective communication in various academic and professional situations.

The coefficient of determination (R^2 = 0.648) indicates that Indonesian and English language competencies explain 64.8% of the variation in students' self-reported speaking skills, while the remaining 35.2% may relate to other factors, such as presentation experience, speaking anxiety, motivation, and language exposure. However, the use of self-reported data, potential overlap in measurement indicators, and the cross-sectional design require cautious interpretation. Therefore, the findings indicate associations rather than causal relationships.

In practical terms, the findings have implications for higher education institutions seeking to develop more communicative and practice-based learning strategies. Institutions need to create learning environments that support active communication through presentations, group discussions, business communication simulations, and public-speaking training. In addition, the use of Indonesian and English in academic activities should be strengthened so that students become accustomed to using both languages effectively according to their academic and professional communication needs.

CONCLUSION

Conclusions

This study examined the relationships between Indonesian and English language competencies and students' self-reported speaking skills among 200 Management and Accounting students at STIE LPI Makassar. The findings indicate that both language competencies are positively and significantly associated with students' self-reported speaking skills, both individually and jointly within the regression model.

English language competence showed a relatively greater predictive contribution (β = 0.489) than Indonesian language competence (β = 0.401). However, these findings represent statistical associations rather than causal effects or demonstrated improvements in actual speaking performance. The generalizability of the findings is limited to the study context involving two study programs at a single institution.

Recommendations

Based on the findings, higher education institutions are advised to strengthen Indonesian and English language competencies through communicative and practice-based learning strategies, including bilingual presentations, group discussions, business communication simulations, and public-speaking training. These activities may help students develop their perceived oral communication skills and prepare for academic and professional communication.

The integration of Indonesian and English in academic activities should also be strengthened so that students become accustomed to using both languages effectively. Lecturers are expected to create learning environments that encourage students' active participation in oral communication.

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