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THE EFFECTIVENESS OF ENGLISH RHETORIC MATERIAL FOR ISLAMIC BANKING USING THE 7E MODEL: AN EVALUATION

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Abstract: In today's globalized world, being able to communicate effectively in English was important for professionals in many fields, including Islamic banking. This study evaluated how well English rhetoric materials designed for Islamic banking worked when taught using the 7E Learning Cycle Model. The main goal was to see if these materials could improve students' communication skills in a professional banking setting. The study used a one-group pre-test post-test design, where students from the Islamic Banking Program at UIN Fatmawati Sukarno Bengkulu were taught with the new materials. Pre-tests and post-tests were used to assess improvements in students' rhetorical and communication skills. The results showed an 18.08% increase in students' rhetorical skills, categorized as low improvement. Despite the high level of satisfaction reported by students regarding the 7E model-based materials (rated as "Very Good"), their overall impact on enhancing rhetorical skills remained limited. This suggests that while the 7E model effectively engaged students, further enhancements are needed to significantly improve rhetorical communication skills. The study concludes that future instructional approaches should focus on more targeted strategies to further develop these essential skills for success in the Islamic banking profession.

Keywords: *English Rhetoric Material; Islamic Banking; 7E Model; Evaluation.*

INTRODUCTION

In today's globalized world, English proficiency is essential for professionals across various fields, including Islamic banking. University-level English education now emphasizes not only general language skills but also English for Specific Purposes (ESP), tailored to students' academic and professional needs (Zaidoune & Chroqui, 2020). In the context of Islamic banking, ESP plays a critical role in equipping students with the language skills necessary for their future careers, allowing them to compete in an international market where English dominates (Suryaningsih, 2021).

Previous studies highlight the growing importance of ESP in Islamic banking education, with scholars emphasizing the need for specialized vocabulary and communication skills tailored to banking contexts (Amirbayeva, 2022). Vocabulary acquisition has been identified as a crucial factor in mastering a language, especially in professional settings like banking (Kakhorova Tursinoy & Abdukhaliyeva Sarvinozhon, 2023). However, despite these insights, research indicates a gap between students' current English proficiency and the demands of the banking industry (Madkur, 2018).

Although studies have explored ESP and its relevance to Islamic banking, there is a significant gap in addressing the role of rhetorical communication. Effective communication in banking requires not only a strong vocabulary but also rhetorical skills that allow professionals to convey complex ideas clearly and persuasively (Ellederová, 2023). This gap is further

compounded by a lack of specific teaching materials that cater to the needs of Islamic banking students.

Most existing ESP materials focus on general language skills or basic communication, neglecting the development of rhetorical competence. Islamic banking students face challenges in mastering the specialized vocabulary and rhetorical strategies necessary for professional communication. This gap in the curriculum indicates a need for more targeted materials and pedagogical approaches.

Innovative teaching models, such as the 7E Learning Cycle Model, offer promising solutions to enhance student engagement and facilitate deeper learning (Balta & Sarac, 2016; Samikwo, 2023). The 7E Model is particularly relevant as it encourages active learning, critical thinking, and the integration of prior knowledge, which are essential for mastering both vocabulary and rhetorical communication in specialized fields.

This study evaluates the effectiveness of English rhetoric materials developed specifically for Islamic banking students, using the 7E Learning Cycle Model. The research aims to assess whether this approach can significantly improve students' communication and rhetorical skills in professional banking contexts. The primary research question is: Can the 7E Model-based English rhetoric materials improve students' professional communication skills in Islamic banking?

The findings of this study demonstrate a significant improvement in students' performance after the introduction of the 7E Model-based materials. Students showed enhanced rhetorical and communication abilities, suggesting the effectiveness of this teaching approach in an ESP context. This research contributes to the field of ESP by providing evidence for the effectiveness of the 7E Model in improving communication skills specific to Islamic banking. It offers a framework for the development of specialized educational materials, addressing both vocabulary and rhetorical needs, thus enhancing students' readiness for the professional world.

METHOD

This study used a one-group pre-test post-test design, where a group of students was measured for their abilities before and after the intervention. This was done because the researcher aimed to determine the causal effect between the independent and dependent variables (Creswell, 2012). In this context, 30 fourth-semester students from the Sharia Banking Study Program were selected as the research subjects. Measurements were conducted using tests before (pre-test) and after (post-test) the application of rhetoric materials developed with the 7E Model (Elicit, Engage, Explore, Explain, Elaborate, Evaluate, and Extend) developed by Eisenkraft, A. (2003) from the 5E cycle to the 7E model. The following is a description of the research design Gay, Mills & Airasian, 2012):

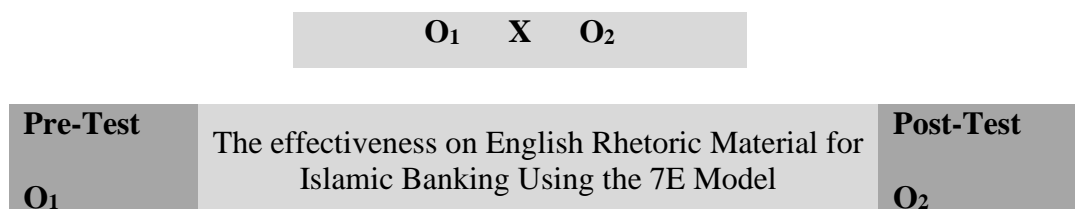


Figure 1: One-group Pre-test Post-test Research Design

The data collection procedure in this study consisted of three stages. First, a pre-test was conducted prior to the introduction of rhetoric materials to assess the students' initial knowledge and rhetorical skills. After the pre-test, the intervention stage was implemented, where rhetoric materials compiled in a prototype textbook titled "English Communication in Islamic Banking Workplace: Rhetoric, Linguistic Features, and Technique," developed using the 7E Model, were taught to the students over 10 sessions covering topics such as: Presentation – Rhetoric, Linguistic Features, and Technique; Ijara – Asset Financing in Islamic Banking; Murabaha – Cost Plus

Financing, and Musharaka – Joint Venture; and Mudaraba – Profit Sharing. Lastly, a post-test was conducted following the intervention, with students taking the same test to evaluate the improvement in their rhetorical skills.

This study was conducted at the State Islamic University (UIN) Fatmawati Sukarno Bengkulu, specifically within the Sharia Banking Study Program. This context is relevant given the students' need to master English specific to the field of Sharia banking, particularly in communication and rhetoric. The research sample consisted of one class of fourth-semester students in the Islamic Banking Study Program. This class was chosen because it had a sufficient number of students and was considered representative for testing the effectiveness of the developed materials. In total, there were four classes (A-D), but Class 4D, comprising 30 students, was selected as the main research subject.

The instruments used in this study consisted of a rhetoric skills test and a questionnaire. The rhetoric skills test included both pre-test and post-test, designed to measure students' understanding of rhetorical concepts, mastery of banking vocabulary, and speaking skills through the presentation of a Sharia banking product. In addition, a 33-item questionnaire using a 4-point Likert scale was used to collect additional data on students' perceptions of the materials taught and their learning experiences.

The data collection procedure in this study involved three key stages. First, the pre-test was conducted before the intervention, with students taking the test in a single session. Second, the teaching of materials was carried out over a specified period, applying the 7E Model, which allowed students to actively engage in the learning process. Finally, after the intervention, students took the post-test, which was designed similarly to the pre-test, to evaluate their improvement in rhetorical skills.

Rubric for Group Practice

Category	Criteria	Max. Score
Rhetoric		
Opening	Clear and timely	20
Content	Systematic, clear, and structured explanation.	30
Closing	Strong and concise conclusion that summarizes the practice.	5
Overall Quality		
Teamwork	Effective collaboration within the group, with balanced contributions from all members.	10
Visual Aids	Use of relevant and engaging visual aids (slides, posters, etc.)	10
Audience Engagement	Active engagement with the audience during the presentation.	10
Practice & Preparation		
Classroom Practice	Presentation in the classroom showing through the practice and preparation.	15
Total Maximum Score		100

(Veetil, Iqbal & Abugohar, 2024)

Score Interpretation

Score Range	Interpretation
90-100	Excellent – the practice is highly effective and engaging. All group members demonstrate a deep understanding of the Islamic Banking topic. The introduction,

	content explanation, and conclusion are very well executed. Questions are answered clearly and accurately. Teamwork and use of visual aids are excellent. Preparation is evident from thorough practice.
75-89	Good – The practice is effective and mostly engaging. Most group members demonstrate a solid understanding of the Islamic Banking topic. The introduction, content explanation, and conclusion are well executed, though there may be minor areas for improvement. Questions are answered clearly, though not all responses are fully accurate. Teamwork and use of visual aids are good. Preparation is evident but may lack the thoroughness of higher levels.
60-74	Fair – The practice is somewhat effective but lacks consistent engagement. Some group members demonstrate an understanding of the Islamic Banking topic, but there are noticeable gaps. The introduction, content explanation, and conclusion are adequate but may lack clarity or coherence. Questions are answered, but responses are sometimes unclear or partially inaccurate. Teamwork is present, but coordination may be lacking. Visual aids are used but may not effectively enhance the presentation. Preparation appears to be minimal.
50-59	Poor – The practice is minimally effective and lacks engagement. Few group members demonstrate a basic understanding of the Islamic Banking topic. The introduction, content explanation, and conclusion are poorly executed, leading to confusion or lack of clarity. Questions are answered, but responses are often unclear or incorrect. Teamwork is weak, with little coordination among members. Visual aids are either not used or are ineffective. Preparation is minimal, leading to a lackluster presentation.
<50	Very Poor – The practice is ineffective and unengaging. Most group members demonstrate little to no understanding of the Islamic Banking topic. The introduction, content explanation, and conclusion are poorly executed or missing, causing significant confusion. Questions are answered inaccurately or not at all. There is little to no evidence of teamwork, and visual aids are either absent or detract from the presentation. Preparation is evidently lacking, resulting in a disorganized and ineffective presentation.

(Veetil, Iqbal & Abugohar, 2024)

Thus, each of these stages was designed to provide a clear picture of the students' skill development during the learning process. This data collection procedure was selected to ensure that the research results could be measured clearly and accurately. By using pre-test and post-test, the researcher could directly measure changes in students' skills and gain a deeper understanding of the effectiveness of the materials taught.

The data analysis in this study was conducted through several structured steps. First, the data from the pre-test and post-test were processed using statistical software to calculate the mean and standard deviation. After that, a hypothesis test was conducted by analyzing the difference between the pre-test and post-test results using the following formula:

Gain Score: *The average score in Post-test – The average score in Pre-test.*

This step aims to determine the significance of the difference in students' rhetorical skills before and after the intervention. Thus, this analysis will provide clear insights into the effectiveness of the material taught. To obtain a percentage increase, the following formula is used (Arpino, Bacci, Grilli, Guetto & Rampichini, 2024; Slavin, 1986):

$$\frac{\text{Gain Score}}{\text{The average score of pre – test}} \times 100\%$$

With the calculated percentage increase, the effectiveness of the intervention or instruction provided can be evaluated:

0-20%: Low Increase
21-50%: Moderate Increase
51-100%: High Increase

To ensure reliability in data analysis, the researcher involved two coders who will analyze the answers from the pre-test and post-test. Both coders were trained to ensure uniformity in assessment. Inter-coder reliability was calculated using the kappa coefficient, which indicates the consistency of the coders in interpreting and evaluating the same responses (Kanoksilapatham, 2005).

To analyze each aspect of the questionnaire (material presentation, delivery, learning, benefits), the average score from all statements in that aspect were summed and then divided by the total number of statements in that aspect.

Aspect Average:
$$\frac{\text{Total average of statements in the aspect}}{\text{Number of statements in the aspect}}$$

Based on the calculated average scores, the results can be systematically categorized into distinct performance levels as follows:

3.5 - 4.0: Very Good
2.5 - 3.49: Good
1.5 - 2.49: Satisfactory
1.0 - 1.49: Poor

With this clear and structured methodology, the research is expected to provide significant insights into the effectiveness of the English rhetoric materials developed using the 7E Model for Islamic banking students.

RESULTS AND DISCUSSION

Result

1. Pre-Test Results

The researcher conducted a pre-test on 30 samples before introducing the rhetoric material to measure the students' initial knowledge and skills in the field of rhetoric. The results of the pre-test are presented in the following table:

Table 1.1: The Result of Pre-Test

Resp. No.	Res.	Coder 1	Coder 2	Av. Score	Resp. No.	Res.	Coder 1	Coder 2	Av. Score
1	62	66	58	62	16	64	64	70	66
2	70	72	70	70.67	17	66	66	68	66.67
3	58	66	64	62.67	18	68	68	64	66.67
4	50	60	54	54.67	19	66	66	66	66
5	66	70	70	68.67	20	66	66	68	66.67
6	72	68	68	69.33	21	68	70	66	68
7	50	60	64	58	22	66	62	60	62.67
8	62	70	66	66	23	66	70	70	68.67
9	58	60	68	62	24	66	56	68	63.33
10	66	62	66	64.67	25	60	60	60	60
11	70	74	66	70	26	70	62	72	68
12	62	66	64	64	27	68	58	66	64
13	70	70	70	70	28	60	66	60	62
14	56	62	68	62	29	70	70	70	70

15	60	66	60	62	30	68	62	68	66
Total									1951.33
Average Score									65.04

Table 1.2: Score Interpretation for The Result of Pre-Test

No.	Score Interval	Number of Students	Percentage (%)	Interpretation
1	90-100	0	0	Excellent
2	75-89	0	0	Good
3	60-74	28	93.33	Fair
4	50-59	2	6.67	Poor
5	<50	0	0	Very Poor

Based on the table above, 28 students (93.33%) fall into the “Fair” category, while 2 students (6.67%) are in the “Poor” category. No students (0%) fall into the “Excellent”, “Good”, or “Very Poor” categories. The average pre-test score of the students is 65.04, which is classified as “Fair”.

2. The Implementation of English Rhetoric Material in Islamic Banking Classroom

After reviewing the pre-test results, the researcher implemented an intervention by providing students with instruction on business communication rhetoric, particularly focusing on presentation skills in the context of Islamic banking. The rhetoric materials, compiled in the prototype textbook titled "English Communication in Islamic Banking Workplace: Rhetoric, Linguistic Features, and Technique," which was developed using the 7E Model, were taught to the students over the course of 10 sessions. The implementation is outlined according to the schedule in the following table:

Table 1.3
Schedule and Process of Intervention

Meeting	Topics	Syntax Model 7E	Students' Activities
1	Presentation (<i>Rhetoric, Linguistic Features, and Technique</i>)	Elicit	Discussing socratic questions to reflect view on presentation.
		Engagge	Overviewing the Topic to Clarify Concept of presentation.
		Explore	Direct Group Experiments on presentation.
		Explain	Exploration results in a creative project on presentation.
		Elaborate	Practical Application Skill on presentation.
2		Evaluate	Presentation practice on free topic and reflection.
		Extent	Applying new contexts on presentation.
3		Elicit	Discussing socratic questions to reflect view on Ijara.
	Ijara (Asset Financing in Islamic Bankin)	Engagge	Overviewing the Topic to Clarify Concept of Ijara.
		Explore	Direct Group Experiments in the presentation on the topic of Ijara.
		Explain	Exploration results in a creative project on Ijara.

4		Elaborate	Practical Application of Skills in Presenting on the Topic of Ijara.
		Evaluate	Vocabulary Test related to Ijara, Presentation practice on the topic Ijara, and reflection.
		Extent	Application of New Contexts in Presentations on the Topic of Ijara.
5	<i>Murabaha</i> (Cost Plus Financing)	Elicit	Discussing socratic questions to reflect view on Murabaha.
		Engagge	Overviewing the Topic to Clarify Concept of Murabaha.
		Explore	Direct Group Experiments in the presentation on the topic of Murabaha.
		Explain	Exploration results in a creative project on Murabaha.
6		Elaborate	Practical Application of Skills in Presenting on the Topic of Murabaha.
		Evaluate	Vocabulary Test related to Murabaha, Presentation practice on the topic Ijara, and reflection.
		Extent	Application of New Contexts in Presentations on the Topic of Murabaha.
7	<i>Musharaka</i> (Joint Venture)	Elicit	Discussing socratic questions to reflect view on Musharaka.
		Engagge	Overviewing the Topic to Clarify Concept of Musharaka.
		Explore	Direct Group Experiments in the presentation on the topic of Musharaka.
		Explain	Exploration results in a creative project on Musharaka.
8		Elaborate	Practical Application of Skills in Presenting on the Topic of Musharaka.
		Evaluate	Vocabulary Test related to Musharaka, Presentation practice on the topic Musharaka, and reflection.
		Extent	Application of New Contexts in Presentations on the Topic of Musharaka.
9	<i>Mudaraba</i> (Profit Sharing)	Elicit	Discussing socratic questions to reflect view on Mudaraba.
		Engagge	Overviewing the Topic to Clarify Concept of Mudaraba.
		Explore	Direct Group Experiments in the presentation on the topic of Mudaraba.
		Explain	Exploration results in a creative project on Mudaraba.
10		Elaborate	Practical Application of Skills in Presenting on the Topic of Mudaraba.
		Evaluate	Vocabulary Test related to Mudaraba, Presentation practice on the topic Mudaraba, and reflection.
		Extent	Application of New Contexts in Presentations on the Topic of Mudaraba.

3. Post-Test Results

The post-test was conducted after a 10-week intervention, during which the students were given the same test to evaluate the improvement in their rhetorical skills. The post-test results are presented in the following table:

Table 1.4
The Result of Post-Test

Resp. No.	Res.	Coder 1	Coder 2	Av. Score	Resp. No.	Res.	Coder 1	Coder 2	Av. Score
1	76	76	72	74.67	16	78	74	70	74
2	84	88	90	87.33	17	80	76	68	74.67
3	68	66	74	69.33	18	78	80	82	80
4	62	68	70	66.67	19	78	82	86	82
5	76	82	88	82	20	72	76	76	74.67
6	88	90	80	86	21	80	88	90	86
7	58	66	62	62	22	78	84	80	80.67
8	68	76	70	71.33	23	70	76	78	74.67
9	64	68	68	66.67	24	72	72	78	74
10	78	84	80	80.67	25	72	70	70	70.67
11	90	90	92	90.67	26	82	88	82	84
12	78	72	78	76	27	82	84	84	83.33
13	78	84	80	80.67	28	76	80	80	78.67
14	72	66	68	68.67	29	86	90	90	88.67
15	72	66	70	69.33	30	68	62	68	66
				Total					2304
				Average Score					76.80

Table 1.5
The Result of Pre-Test

No.	Score Interval	Number of Students	Percentage (%)	Interpretation
1	90-100	1	3.33	Excellent
2	75-89	14	46.67	Good
3	60-74	15	50	Fair
4	50-59	0	0	Poor
5	<50	0	0	Very Poor

Based on the table above, 1 student (3.33%) falls into the “Excellent” category, 14 students (46.67%) fall into the “Good” category, and 15 students (50%) fall into the “Fair” category. No students (0%) fall into the “Poor” or “Very Poor” categories. The average pre-test score of the students is 76.80, which falls into the “Good” category.

4. The Effectiveness on English Rhetoric Material

In this section, the pre-test and post-test data were compared to identify improvements in rhetorical skills. The results were used to determine whether there is a significant difference

between the two sets of data, highlighting any changes in the students after the implementation of the material.

$$\text{Gain Score: } 76.80 - 65.04 = 11.76$$

Percentage of improvement:

$$\frac{11.76}{65.04} \times 100\% = 18.08\%$$

Based on these results, there was an 18.08% increase, which falls into the low improvement category, indicating that the intervention had a limited impact on students' rhetorical skills.

5. Questionnaire Results

In addition, a questionnaire was used to collect additional data regarding students' perceptions of the material taught and their learning experiences. The questionnaire results can be described as follows:

a. Material Presentation Aspects

No.	Statements	Alternative Choices			
		SA	A	D	SD
1	The instructions in this teaching material make it easier for me to learn the content.				
2	The material in the teaching resource is organized and systematic.				
3	I can easily understand the content.				
4	I can follow the learning activities step by step with ease.				
5	I easily understand the sentences used in this teaching material.				
6	There are no sentences that cause ambiguity in this teaching material.				
7	I can understand the terms used in this teaching material.				
8	The exercises and evaluations are relevant to the material provided.				
9	The exercises and evaluations reinforce the material.				

Notes:

SA: Strongly Agree

A: Agree

D: Disagree

SD: Strongly Disagree

$$\text{Average Score of the Material Presentation Aspect: } \frac{870}{9(30)} = 3.22$$

Based on the average score, the results for the material presentation aspect fall into the "Very Good" category, indicating a high level of effectiveness and clarity.

b. Presentation Aspects

No.	Statements	Alternative Choices			
		SA	A	D	SD
10	The background on the cover is clear and does not interfere with the legibility of the text.				
11	The cover background represents/illustrates the content of the teaching material.				
12	The text on the cover is clear.				
13	The text in this teaching material is easy to read.				
14	The choice of font type and size in this teaching material is appropriate.				
15	The images, examples, and illustrations presented are relevant to the material.				
16	The presentation of the subject overview is clear.				
17	The presentation of the introduction is clear.				
18	The presentation of learning activities is clear and systematic.				
19	The presentation of student activities or exercises is clear and reinforces the material.				
20	The presentation of the summary reinforces the material.				
21	The presentation of evaluations is clear and helps assess my abilities.				
22	The presentation of feedback or follow-up helps in understanding my abilities.				
23	The presentation of the glossary helps me understand unfamiliar terms.				
24	The inclusion of a bibliography helps me seek more information.				

$$\text{Average Aspect of Presentation} : \frac{1390}{15 (30)} = \mathbf{3.09}$$

Based on the average score, the results for the aspect of presentation fall into the "Excellent" category, indicating a high level of clarity and effectiveness.

c. Learning Aspects

No.	Statements	Alternative Choices			
		SA	A	D	SD
25	I am interested in using this teaching material as a learning resource.				
26	I am interested in using this teaching material to understand the subject matter.				
27	This teaching material makes it easier for me to study the material.				
28	The practice questions and exercises help me understand the material quickly.				
29	The evaluation questions help me understand the learning material quickly.				

$$\text{Average of the Learning Aspect} : \frac{480}{5 (30)} = 3.20$$

Based on the average score, the results for the learning aspect are classified as "Very Good," indicating a high level of effectiveness and student satisfaction with the learning materials.

d. Benefit Aspects

No.	Statements	Alternative Choices			
		SA	A	D	SD
30	I can easily understand English communication material in the Islamic Banking workplace regarding rhetoric, language features, and communication techniques using this learning material.				
31	I am very interested in using this learning material.				
32	I can work quickly to complete tasks and problems using this learning material.				

$$\text{Average Score of Learning Benefit Aspect} : \frac{870}{3 (30)} = 3.67$$

Based on the average scores obtained, the results for the learning aspect indicate that the quality of the materials and teaching methods falls into the "Very Good" category.

Based on the calculations above, the survey results from the students clearly indicate a "Very Good" category. The students stated that the teaching materials used in the English communication learning process within the Islamic banking workplace are very good, requiring no further improvement. This conclusion affirms that the materials and teaching methods applied have met their expectations, thus contributing positively to the learning process in this field.

The main findings of this study reveal an 18.08% improvement in students' rhetorical skills, which falls into the low improvement category. This suggests that while there was some positive effect from the English rhetoric materials developed using the 7E Model, the impact on students' skills was limited. This modest result contrasts with the high effectiveness noted in students' overall satisfaction and learning engagement, which was rated as "Very Good."

These findings are aligned with the primary goal of the study, which aimed to assess the effectiveness of rhetorical materials in improving communication skills in a professional Islamic banking context. However, the limited improvement in rhetorical abilities highlights a key gap between students' current skill levels and the demands of the banking sector, which echoes the challenges previously identified by Madkur (2018). He pointed out that there is often a discrepancy between students' English proficiency and what is required in professional banking contexts. In this case, while the learning materials were well-received, their ability to address students' rhetorical deficiencies remained insufficient.

From a scientific interpretation perspective, the results might suggest that while the 7E Model is effective in engaging students and enhancing learning experiences, it may not be as effective in rapidly developing complex rhetorical skills, which require more targeted practice and exposure. This is consistent with Ellederová's (2023) findings, which emphasize the importance of rhetorical competence alongside vocabulary acquisition for professionals in the banking industry. The study underscores the fact that while general ESP materials may address vocabulary and communication basics, they often overlook rhetorical strategies essential for conveying complex ideas persuasively.

In contrast to the specialized vocabulary-focused studies by Amirbayeva (2022) and Kakhorova Tursinoy & Abdukhaliyeva Sarvinokhon (2023), this research expands the discussion by highlighting the overlooked importance of rhetorical training in Islamic banking communication. While vocabulary is indeed critical, as previous studies suggest, this research identifies a gap in addressing rhetorical skills that are equally crucial for professional success in the field.

Overall, the limited improvement in rhetorical skills suggests that additional measures, such as incorporating more focused rhetorical training or extending the intervention period, may be necessary. Despite the "Very Good" student satisfaction, the modest gains in actual rhetorical competency indicate a need for more tailored pedagogical strategies that go beyond basic communication skills, addressing the specific rhetorical demands of the Islamic banking industry.

CONCLUSION

The conclusion of this study addresses the primary objective, which is to evaluate the effectiveness of English rhetoric materials in improving communication skills within the Islamic banking environment. The results indicate an 18.08% increase in students' rhetorical skills, classified as low improvement. Although the 7E model-based teaching materials were very well received by the students, with a high satisfaction level (categorized as "Very Good"), their impact on improving rhetorical skills remained limited. This research advances the field by highlighting the importance of more specific rhetorical training in the context of Islamic banking, which has not been extensively covered in previous studies. The findings of this study show that mastering rhetoric is just as crucial for professional success in the banking sector. The limited improvement in rhetorical skills suggests that additional measures, such as more focused rhetorical practice or a longer intervention period, are necessary. This study also emphasizes the need for more targeted pedagogical strategies to meet the rhetorical communication demands in the Islamic banking industry. Recommendations for future research include focusing on developing more in-depth materials for rhetorical skills and evaluating their effectiveness over a longer period.

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