International Journal of Social Science (IJSS)
Vol.5 Issue.3 Oktober 2025, pp: 373-382
ISSN: 2798-3463 (Printed) | 2798-4079 (Online)
DOI: https://doi.org/10.53625/ijss.v5i3.11497

EMPOWERING LEARNERS FOR JOB INTERVIEW: MEASURING THE EFFECTIVENESS OF AN AUTONOMOUS SPEAKING TEXTBOOK

By
Hendro Saptopramono[1], Difiani Apriyanti[2], Novi Fitria[3], Witri Handayani[4], Yaningsih[5], Kotrini[6], Sabriandi Erdian[7], Rina Anggraini[8],
[1,2,3,4,5,6,7,8]English Department of Politeknik Negeri Padang, Indonesia
Email:[1]hendro@pnp.ac.id, [2]difiani@pnp.ac.id, [3]novipeto@pnp.ac.id, [4]witri@pnp.ac.id, [5]yaningsih@pnp.ac.id, [6]kotrini@pnp.ac.id, [7]sabriandi@pnp.ac.id, [8]rinaanggriaini@pnp.ac.id

Article Info
Article history:
Received Sept 10, 2025
Revised Oct 02, 2025
Accepted Oct 13, 2025

Keywords:
Autonomous learning
Speaking skills
Job interview preparation
EFL learner
Effectiveness

ABSTRACT
This study aims to assess the effectiveness of the autonomous speaking textbook, which provides detailed guidance for preparing to master English job interviews. This textbook provides detailed guidance on applying autonomous learning in speaking practice within a job interview context, along with rubrics and a weekly journal for autonomous purposes. The Design-Based Research (DBR) methodology was employed in this study, as it is more suitable for developing and evaluating educative innovations in authentic settings. The data were collected from the pre-test and post-test of the students' interviews, as well as survey results, to assess the students' perceptions and strengthen the measurement of the effectiveness of 27 final-semester D4 English Department students at Politeknik Negeri Padang. The study's results reveal a significant improvement in the students' speaking competence, particularly in terms of fluency, clarity, confidence, and vocabulary use. Most students felt that practicing mock interviews, receiving peer feedback, and keeping self-assessment journals helped them identify their strengths and weaknesses. These findings highlight the potential of an autonomous speaking textbook to bridge the gap between academic speaking activities and real-world job interview demand. Thus, it offers practical implications for EFL pedagogy and the development of employability skills.

Corresponding Author:
Hendro Saptopramono
English Department, Politeknik Negeri Padang,
Kampus Politeknik Negeri Padang, Kecamatan Pauh, Padang, Indonesia.
Email: hendro@pnp.ac.id

1. INTRODUCTION

Skills in communication are essential for achieving effective life outcomes, particularly in an interview scenario. How well an applicant forms and conveys their concepts using language in an interview can greatly determine their level of success. Employers in an organization expect to hire employees who can communicate, and hence, communication must be a consideration during the hiring process. Employers seem to evaluate candidates on both nonverbal and verbal communication skills, including the organization of their speech and the use of complete sentences; therefore, job seekers must be trained to acquire these skills [1].

Additionally, there is a noticeable movement towards independent and self-directed learning in language acquisition. The concept of self-direction as a vital approach towards learning is increasingly gaining recognition. Self-directed learning is an approach where learners take charge of their language learning, utilizing various strategies and materials to help achieve their learning goals [2]. The result of this is an increase in motivation, a positive attitude towards learning, personal responsibility, and attainment of specified goals.

International Journal of Social Science (IJSS)
Vol.5 Issue.3 October 2025, pp: 373-382
ISSN: 2798-3463 (Printed) | 2798-4079 (Online)

While students are attempting to master all aspects of a language, there is a particular gap that revolves around speaking proficiency, particularly in the context of job interviews. Often, proficiency in a language comes with an understanding of the nuances that a business environment typically employs. Executing verbal and non-verbal signals, such as tone and body language, as well as questioning and responding logically, contributes to a complex skill set that learners need to accomplish [3]. Therefore, learners of a language need to work on speaking skills, in addition to the general aspects of the language, to be able to excel in job interviews.

Most learners of a language understand that communication is at the very core of every job interview, but they tend to struggle the most with speaking, especially during such important interactions. This is exacerbated during interviews, particularly when learners need to speak. The already exhaustive and fast-paced interview environment is further complicated by learners attempting to respond to intricate questions with no time to think, only to receive convoluted replies in return [4].

In a broader sense, the traditional classroom approach is unlikely to equip learners with the employability skills needed for effective performance in job interviews. Often, language classes concentrate on grammar, vocabulary, reading, and even comprehension, which are necessary, but fail to lay out even the basic considerations surrounding the articulation of a response during a job interview. Such techniques tend not to capture the breadth and depth of the real interpersonal interactive interview, which is often captured in the learner's speech [5]. This reveals the necessity for more precise attention and practical-deficient training with real-life job interview situations where learners can rehearse their spoken language within the necessary environment that hones their skills.

Therefore, this study is directed towards two objectives. They are to design an autonomous speaking textbook for job interview preparation and to measure its effectiveness using pre- and post-test scores. The main focus of the study is to find the answer to how autonomous speaking practice affects learners' confidence, fluency, and clarity. This is significant as it contributes to EFL pedagogy, employability skills, and curriculum development.

2. LITERATURE REVIEW

This section explains learner autonomy in language learning, speaking skills in job interviews, autonomous speaking practice strategies, technology-enhanced speaking practice, and previous studies on autonomous learning and speaking performance.

2.1 Learner Autonomy in Language Learning

As a modern form of education, autonomous learning, often referred to as learner autonomy, stands out uniquely in modern-day language pedagogy. The core of this notion is that learners take responsibility for their own learning without being unduly reliant on the instructor to guide them. Little [6] states that autonomy in learning is defined by the learner's ability to control the learning goals, materials, techniques, and self-evaluation. This concept is especially dominant in motivation research within Second Language Acquisition (SLA), and its correlation with motivation and self-efficacy as well as with learning achievements and language retention, is well known.

For speaking activities, autonomy refers to learners being responsible not only for their development, but also for how they independently practice speaking outside of the traditional classroom environment. Littlewood, as cited in Luu [7], mentions that further differentiates autonomy into "reactive" and "proactive," where reactive autonomy focuses on responding to existing learning possibilities, while proactive autonomy focuses on the creation of learning possibilities. In addition, regarding speaking, this proactive approach is critical, since learners will seek out opportunities to speak and practice their language skills in real-life situations outside the classroom. Vandergrift [8] argues that this form of engagement improves the proactive ability of fluent and confident communicators and makes autonomous speaking practices crucial for effective language learning.

Furthermore, Benson [2] points out that giving learners power over their learning does not mean granting them total freedom. Instead, it includes the ability to control their learning decisions, track progress, and seek to improve their learning approaches. In the context of language learning, learners' autonomy seems to be more important for learners' continuous improvement with the required interactive resources, self-evaluation questionnaires, and teaching materials. Autonomous learning is regarded as fundamental for fostering advanced skills such as real-life conversational fluency, which is discussed in detail in terms of preparing learners for job interviews.

2.2 Speaking Skills in Job Interviews

The job interview is a communicative event in which both words and gestures count towards demonstrating that a given candidate is fit for a job. Based on the Searle and Macnaughton [9] studies, expressing and logically defending ideas and engaging the interviewer appropriately are fundamental determinants of the interview result. Within this context, speaking is beyond reporting information; it is also about showcasing skill, professionalism, and cultural matching to the organization [10]. Relatively, candidates are expected to describe their possible contributions, their relevant experience, and their reasoning skills, which requires more than proper vocabulary and fluent speech; it requires good interpersonal skills [11].

During a job interview, the ability to speak effectively is the most essential skill a job candidate can possess. An interview can be considered successful when the candidate's qualifications and communication skills are sufficient. These include clarity, fluency, and confidence. Sullivan [1] suggested that the candidates are mostly gauged by their technical skills, interpersonal and ability to communicate, which are necessary for ascertaining how well a candidate can flexibly adapt the organizational culture.

Moreover, Brown & McGraw [3] mention that speaking skills dealing with job interviews cover several elements of pronunciation, fluency, clarity of expression, vocabulary use, and the ability to effectively respond to questions. Candidates must possess the ability to confidently handle the interview questions, present themselves professionally, and manifest their skills concisely and coherently. Most language learners find serious problems in these areas because of the inadequacy of real-world practice and impromptu speaking. These obstacles emphasize the importance of aimed speaking practices in the preparation for a job interview.

2.3 Autonomous Speaking Practice Strategies

Increasing autonomous speaking competence needs a collaboration of some practical strategies, such as reflective, collaborative, and authentic. To encourage learner autonomy and oral communication proficiency, the self-assessment, peer feedback, and mock interviews have consistently shown their value.

Self-assessment permits learners to observe and evaluate their own performance actively, enhance self-awareness, self-commitment, and self-regulation. Aldosari and Alsager [12] underline that self-assessment improved learners' autonomy significantly by motivating reflection and active involvement in observing their language progress. This reflective process is further supported by Butler [13], who mentions that learners who build ordered self-assessment increase more metacognitive awareness and authority for their own learning results. Practical proof also confirms its analysis value; Winke et al. [14] found that the rating of self-assessment reasonably correlated with real speaking proficiency scores, implying its value as an additional measurement. For English learners at the University level, structured self-assessment, clear rubrics, and recorded performances can surely become a foundation of autonomous speaking practice.

Peer feedback encourages critical evaluation, learners' commitment, and performance in the speaking task. Ding & Zhu [15] stated that technology that supported peer feedback has a facilitative role in developing the speaking skills of foreign language learners. Furthermore, a controlled study at a Taiwanese Vocational University, done by Fang et al. [16], reported that peer feedback improved the performance of students' oral communication as learners observed their spoken utterances and allowed corrective feedback sessions via mobile-supported tasks. Integrating peer feedback sessions, most often with technology support, can raise the awareness of self-correction and encourage the students to be actively involved in developing their own and their peers' speaking skills.

One other term is mock interview. It is a scenario-based speaking task that includes self- and peer-assessment. It also effectively provokes actual communicative contexts and reinforces students' autonomy. A study where students produced their own podcasts reveals that the activity of generating podcasts encourages the students to build self-regulated behaviours [17]. This study suggests that students' speaking projects that come from their own initiative, authentically constructed, and include a feedback mechanism, assist them in internalizing criteria, reflect critically, and self-improve. Designing mock-interview activities that are recorded and followed by structured self- and peer-review can similarly cultivate communicative realism, confidence, and proactive learning habits.

2.4 Technology-Enhanced Speaking Practice

The increased use of technology has facilitated the independent practice of speaking. Speech recognition software, video calls, and language exchange programs help learners develop their speaking skills independently. Tools such as Duolingo and HelloTalk, along with Skype, enable learners to interact with native speakers and provide much-needed feedback, which is very crucial for holistic learning [18].

Recording devices enable learners to evaluate and grade their own work. For example, students can practice saying words or sentences, and the software will tell them if they spoke correctly during the set timeframe. Learners are guided to use well-performing software to ascertain whether or not their pitch patterns, accent, sound, and communication effectiveness are problematic. This makes it convenient for learners to practice speaking whenever they wish to and gives them the freedom to combine different contexts with their speaking practices [19].

The development of various technological tools has greatly changed how learners can independently practice their speaking skills, especially when preparing for job interviews. Now, with these tools, learners can improve their communication skills thanks to user-friendly practice platforms, immediate feedback, and interactions with native speaking tutors or professionals. Speech recognition software, video calls, language exchange video programs, recording programs, and mock interview systems increase the frequency as well as the variety of contexts in which learners are able to practice speaking. These tools increase learner autonomy, which empowers learners to improve their skills at their own pace and consequently communicate more effectively during job interviews and in other

International Journal of Social Science (IJSS)
Vol.5 Issue.3 October 2025, pp: 373-382
ISSN: 2798-3463 (Printed) | 2798-4079 (Online)

professional settings. Through the use of technological tools aimed at enhancing communication skills, learners are able to gain valuable experience, relieve anxiety, and perform better, thus improving their chances of being successful in job interviews and other oral challenges in the professional world.

3. RESEARCH METHOD

In this segment, the research design, participants, data collection techniques, and data analysis methods that will be used in the research to determine the effectiveness of the autonomous speaking textbook on job interview preparation self-help are discussed. The research sought to design and evaluate a classroom textbook for autonomous speaking in which learners' confidence and effectiveness in job interviews are measured.

3.1 Research Design

The study used design-based research (DBR) methodology, which is preferable for developing and evaluating educative innovations within their authentic settings. DBR enables the flexibly planned and executed processes of the development of the classroom textbook, with the possibility of its modification in case the primary requirements of learners on the autonomous speaking textbook are not met. These covers designing an educational textbook and evaluating its implementation while simultaneously gaining useful information on how the textbook helps improve learners' speaking abilities and their readiness for job interviews [20].

The research methodology consisted of several cycles of textbook development, implementation, and evaluation with continual refinements that are informed by analytic and evaluative evidence gathered for the study. This will enable the constant refinement of the textbook and its activities so that the final textbook will be optimal for obtaining learner autonomy and speaking ability in the context of a job interview.

3.2 Participants

The participants in this study were the students from the sixth semester who enrolled in the English for Job Seekers subject. These participants were chosen because they will immediately face a job interview after they graduate, and may improve their speaking practice to upgrade their performance. There were 27 students in the D4 English Department of PNP. They got this subject before heading to their internship program, so this research has given them benefits in many ways.

3.3 Instruments

This study applied two instruments. The first instruments were tests. These tests consist of a pre-test and a post-test to measure students' fluency, clarity, confidence, and vocabulary use before and after utilizing the speaking for job interview textbook. The second instrument was a survey. It consists of 20 questions; 15 closed questions and 5 open-ended questions. This survey functions to find out the students' perception of their speaking performance after practicing with the guidance from the textbook.

3.4 Procedure

The study was conducted over nine weeks during the English for Job Seekers course, which was part of the final semester of the D4 English Department program. The procedure consisted of three stages: pre-test, textbook implementation, and post-test.

Stage 1: Pre-test. In the first week, the students who acted as the participants completed an oral proficiency test, which functioned as the pre-test to baseline measure speaking performance. The test was set in a simulated job interview. The oral test questions consist of ten standardized questions adjusted from internationally recognized job qualification frameworks. The recorded responses were analysed using a validated 10-point analytic rubric that consists of fluency, clarity, vocabulary use, and confidence. Two independent experienced EFL instructors (raters) scored the performances to guarantee inter-rater reliability.

Stage 2: Textbook Implementation. Three core strategies (mock interviews, peer feedback, and self-assessment) in a structured autonomous speaking textbook were given to the participants from weeks two to five. Each week, mock interviews were conducted and recorded in pairs or in small groups; the roles were rotated as interviewer and interviewee. After each session, peer feedback was provided promptly, utilizing a guided rubric to train the students to give constructive and targeted comments. Self-assessment was facilitated through reflective journals to enable the students to critically observe their own performance by evaluating the recorded performance to identify strengths, weaknesses, and specific improvement goals. This blended approach was designed to promote both **reactive autonomy** (responding to peer and self-feedback) and **proactive autonomy** (designing personal strategies for improvement).

Stage 3: Post-test. In the sixth week, a post-test was conducted. It used the same interview format, question list, and scoring rubric as the pre-test. The recorded interviews were evaluated again by the two raters independently to determine the post-mediation performance levels. Then, the pre- and post-test scores were compared to provide quantitative evidence of the textbook's effectiveness. Meanwhile, for the qualitative insights into the autonomous learning process, the students' reflection logs and peer feedback forms were collected.

International Journal of Social Science (IJSS)
Vol.5 Issue.3 Oktober 2025, pp: 373-382
ISSN: 2798-3463 (Printed) | 2798-4079 (Online)
DOI: https://doi.org/10.53625/ijss.v5i3.11497

3.5 Data Analysis

The analysis combined quantitative and qualitative approaches to capture both measurable performance gains and learners' reflective insights.

3.5.1 Quantitative Analysis

Pre-test and post-test scores were processed by using SPSS 22 to get the statistical analysis. An overview of students' performance across the four speaking dimensions (fluency, clarity, vocabulary use, and confidence) was provided through descriptive statistics such as mean, standard deviation, and range. Before hypothesis testing, the normality of the difference score was examined using the Shapiro-Wilk test. Since the result indicates the data were not normally distributed, the Wilcoxon Signed-Rank Test, which is the alternative to the paired sample t-test for non-parametric data, was used to determine whether significant differences existed between pre-test and post-test scores. To assess the extent of improvement, effect sizes (r) were calculated using the formula $r = Z / \sqrt{N}$ (Cohen as cited in [21]). To check inter-rater reliability between the two independent raters, the intraclass correlation coefficient (ICC) was computed, ensuring consistency in scoring across both test administrations.

3.5.2 Qualitative Analysis

To enrich the quantitative data, students' self-assessment journals and peer feedback forms were analysed by using thematic analysis. The framework of Braun and Clarke [22] was used to code the responses inductively to identify recurring themes regarding students' autonomy, speaking confidence, and strategy use. These qualitative findings showed a contextualized perspective on how students distinguished the impact of mock interviews, peer feedback, and self-assessment on their speaking development. The result of test triangulation with reflective data strengthened the validity of the findings and highlighted the pedagogical implications of the textbook.

A more comprehensive understanding of the effectiveness of the autonomous speaking practice strategies in enhancing job interview readiness was analysed by integrating both statistical results and learner perceptions.

4. RESULT AND ANALYSIS

In this segment, the results from qualitative and quantitative data were displayed and discussed with the method that was explained in the methodology segment.

4.1 Pre-Test and Post-Test Score Comparison

The result of the speaking performance from both pre- and post-test is presented in Table 1. The score is measured on a 10-point rubric across four dimensions of assessment: fluency, clarity, confidence, and vocabulary use. A Wilcoxon Signed-Rank was used since the difference scores were not normally distributed.

Table 1. Wilcoxon Signed-Rank Test Comparing Pre-Test and Post-Test (n=27)

Dimension	Negative Ranks	Positie Ranks	Ties	Z	p	Effect Size (d)
Fluency	0	23	4	-4.25	< 0.001	0.82
Clarity	0	25	2	-4.41	< 0.001	0.85
Confidence	0	25	2	-4.42	< 0.001	0.85
Vocabulary Use	1	24	2	-4.33	< 0.001	0.83

Note. Negative Ranks = number of participants scoring lower post-test than pre-test; Positive Ranks = number scoring higher post-test than pre-test; Ties = no change. Effect size calculated as $r = Z / \sqrt{N}$.

The result of Table 1 indicated that among 27 participants, only one participant had a lower score for the post-test compared to the pre-test result in the vocabulary use dimension, while for the positive ranks, all dimensions show a great number of students have improved their fluency 23 students, clarity 25 students, confidence 25 students, and vocabulary use 24 students. Z indicates the standardized test statistic of the students and is used to determine significance and to calculate effect size, while a negative sign in Z shows that the post-test is higher than the pre-test.

For fluency, post-test scores were significantly higher than pre-test scores, Z =-4.25, $p < 0.001$, with a large effect size ($r = 0.82$). Likewise, clarity displayed a significant improvement, Z = -4.41, $p < 0.001$, $r = 0.85$. A parallel pattern was observed for confidence, with a better performing score in the post-test, Z = -4.42, $p < 0.001$, $r = 85$. Finally, vocabulary use also improved significantly, Z = -4.33, $p < 0.001$, $r = 83$.

In conclusion, three dimensions indicated positive gains, with no participants showing decreased scores in fluency, clarity, or confidence, and only one student showing a lower post-test score in vocabulary. These results imply that the autonomous speaking practice textbook influenced consistent and essential improvements.

International Journal of Social Science (IJSS)
Vol.5 Issue.3 October 2025, pp: 373-382
ISSN: 2798-3463 (Printed) | 2798-4079 (Online)

4.2 The Students' Perception Survey

To support the performance test, the students' self-perceptions of the textbook were gathered through a 10-item Likert-scale questionnaire and two open-ended questions. Table 2 summarizes students' agreement levels of the survey items, while Figure 1 illustrates the flow of the percentage results in chart form.

Table 2. Students' Perceptions of the Autonomous Speaking Textbook (n=27)

Survey Statement	% Agree/Strongly Agree
Improved speaking fluency	88%
Improved clarity of expression	85%
Increased confidence in speaking English	92%
Improved vocabulary use in interview contexts	81%
Felt less anxious about job interviews	89%
Mock interviews prepared me for real interviews	90%
Peer feedback was helpful and constructive	87%
Self-assessment journals identified strengths/weaknesses	83%
More motivated to practice speaking outside of class	85%
Better prepared overall for job interviews	91%

Significant improvement of speaking ability can be seen in both Table 2 and Figure 1. The number of participants agreed or strongly agreed that the implication of the textbook increased their fluency (88%), clarity (85%), vocabulary use (81%), and confidence (92%). Particularly, 89% participants reduced their interview anxiety and 85% stated that they were more motivated to practice speaking outside of the class. Three methods reported support their significant improvement in speaking interview practice: mock interviews (90%), peer feedback (87%), and self-assessment journals (83%). These results propose that the implication of the textbook enriched both linguistic competence and learner autonomy.

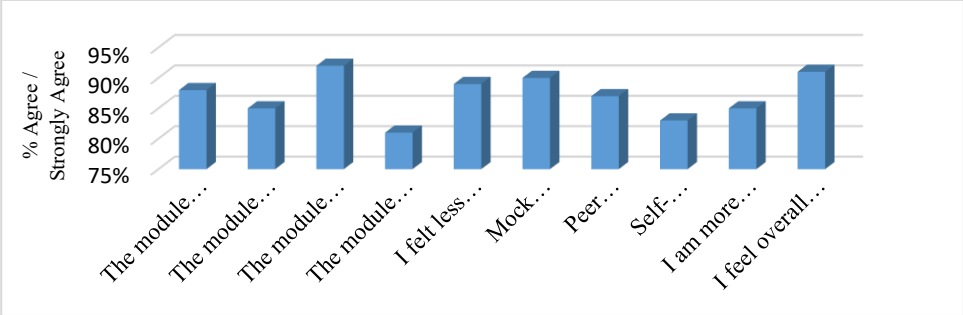

Figure 1. Students' Perceptions of the Autonomous Speaking Textbook

Qualitative responses in three recurring themes (increased self-efficacy, reduced anxiety, and extended practice habits) also supported the findings. Increased self-efficacy means the students felt more disposed to face unpredictable interview questions, reduced anxiety refers to the realistic yet supportive environment of the mock interview and peer feedback, and extended practice habits relate to their eagerness to continue speaking exercises independently without any class requirement.

All in all, the survey results and the test outcomes provide assembling evidence that the autonomous speaking textbook effectively improved not only cognitive but also affective dimensions of communication skills in an interview setting.

4.3 Analysis

This study consisted of multilingual data, indicating essential improvements in fluency, clarity, confidence, and vocabulary through the implementation of an autonomous speaking textbook. Due to abnormal results of data distribution, the Wilcoxon Signed-Rank test was conducted to calculate the treatment improvement. The outcomes indicated the greatest improvement was in confidence ($Z = -4.42$, $r = .85$), followed closely by clarity ($Z = -4.41$, $r = .85$), indicating that the textbook, along with enhancing linguistic abilities, improved affective factors vital for

successful communication in job interviews. This is important because confidence and clarity are often highlighted by employers as important in their hiring process [1]. The improvement in fluency (Z = -4.25, r = .82) and vocabulary usage (Z = -4.33, r = .83) suggests that intensive practice through mock interviews and self-assessment made learners answer more fluidly and with greater lexical range. As a whole, the substantial effect sizes from all areas underscore the impact of the intervention and reinforce the relationship between the cognitive (vocabulary, fluency) and the affective (confidence, clarity) dimensions of speaking.

These achievements strongly agree with Littlewood's, as cited in Jiao [23], conceptualization of learner autonomy, that categorized into either reactive or proactive. Reactive autonomy refers to one's ability to organize the resource after the teacher or context has initiated a learning direction. This reactive autonomy is shallow as the initiative has not yet come from the students' own willingness. On the contrary, proactive autonomy is deeper, where learners themselves initiate and create their learning paths. It provided structured tasks like mock interviews, peer feedback, and self-assessment, which initially accommodated guidance (reactive autonomy). The continuous practice of these tasks engaged the students more deeply; they began to set the goals and strategies by themselves (proactive autonomy). This dual movement captures the development from teacher-guided practice toward learner-driven responsibility and shows a strong, dynamic perception of autonomy [23].

The utilization of technology during the treatment also became one of the necessary aspects for improvement. As the students followed the instructions in the textbook, they also sharpened their skills in using recent technology, including AI, to support and assist them in speaking practice. Receiving AI feedback from the tools increased their self-awareness and slowly improved their speaking ability in general. This finding echoes several other research findings, such as Mingyan et al. [25], Ferguson et al. [26], and Fathi et al. [27], who emphasize the efficiency of AI applications in improving language learning outcomes. Moreover, the use of technology also enhanced the students' independence and engagement in learning autonomously, which led to their readiness for better preparation to face the interview. This finding agrees with Pratiwi & Waluyo [28], who investigated how digital tools can effectively support autonomous learning in the EFL context by promoting the students' independence, engagement, and strategic learning behaviors.

This study highlights the role of peer feedback and self-assessment in promoting self-regulated learning and autonomy, thereby improving speaking performance. Both for statistical findings and the positive perceptions from the students. These two roles of autonomous learning align well with the existing literature. For example, Öztürk et al. [24] demonstrated that online peer feedback improved EFL learners' self-regulated learning. This strategy is proven to be more effective than traditional teacher-only feedback. Equally, in a Chinese EFL context, learners' engagement and speaking achievement increased due to technology-mediated group peer feedback via mobile apps [15]. Both of the studies agreed that learners' active participation in evaluating both their own and peers' performance can assimilate standards and increase their autonomous sense, aligning with this textbook's design and outcomes.

These findings are quite important for English as a Foreign Language (EFL) teaching and learning, particularly for them in higher education: (1) Normative progression toward greater autonomy; this textbook enabled movement from reactive to proactive autonomy. This trajectory facilitates learners' ability to acquire, sustain, and apply unassisted, authentic skills in real-world spoken interactions. (2) Valuing technology-supported feedback loops; the benefits of self and peer assessment as highlighted in this study testify to the existing body of literature, which argues that technological and non-technological structured feedback fosters autonomy through reflection and motivational enhancement. (3) Curricular design; the teaching of speaking skills can be revolutionized through the integration of self-assessment, peer review, and mock interview circles, thus enabling the learners to emerge as self-directed, dynamic, empowered, and resilient communicators.

5. CONCLUSION

The findings of this investigation are sufficient to illustrate that implementing autonomous speaking sessions such as mock interviews, peer feedback, and self-assessment within a given textbook framework leads to enhancement of fluency, clarity, confidence, and vocabulary among the students and in the context of job interviews. These results meet the study expectations and confirm the effectiveness of autonomy-oriented pedagogy in the intervening communicative competence within the context of an advanced professional impact situation.

The scope of this study is defined in two key areas. From a theoretical perspective, it broadens the application of the frameworks of learner autonomy (Littlewood in [23], [2]) to interview speaking tasks, demonstrating how learners may be able to advance through proactive autonomy given adequate scaffolding, as defined by systematic practice. From a practical perspective, this study develops an instructional text that is aligned with the communicative needs of the learner and also integrates language and employability skills; thus, it is useful to curriculum developers, EFL teachers, and higher education institutions that seek to promote readiness for the global work environment.

International Journal of Social Science (IJSS)
Vol.5 Issue.3 October 2025, pp: 373-382
ISSN: 2798-3463 (Printed) | 2798-4079 (Online)

Despite the above, certain gaps need to be recognized. The scope of this research was a single institution, and its sample size was highly limited (n=27), which poses issues for external validity. Furthermore, the brief intervention period created challenges for evaluating the long-term retention of skills. More homogenous samples and prolonged periods of self-directed practice could be explored in future studies to assess the generalizability of improvement in speaking abilities in authentic interviews.

To summarize, the autonomous speaking textbook was effective in not only improving performance but also fostering self-directed learning, confidence, and resilience in professional communication. The integration of these textbooks into EFL curricula could bridge the gap between training and professional expectations through meeting the needs of employers while effectively enhancing the training of learners.

ACKNOWLEDGEMENTS

This article is a part of research that is funded by the Internal Funding of Politeknik Negeri Padang.

REFERENCES

[1] Sullivan, D. The impact of communication skills on job interview success. *Journal of Career Development*, 2020,29(1), 55-72.
[2] Benson, P. Teaching and researching: Autonomy in language learning. *Routledge*. 2013.
[3] Brown, H. D., & McGraw, D. Language assessment: Principles and classroom practices. *Pearson Education*. 2022.
[4] Harvard Business Review. How to prepare for a job interview. 2019. https://hbr.org
[5] Lee, J. The challenges of preparing students for job interviews in a second language. *Journal of Language Teaching*, 2018, 45(2), 23-40.
[6] Little, D. Learner autonomy, language learning, and the European language portfolio. In M. Schmitt (Ed.), *Autonomy in Language Learning: The Teacher's Role, 2007,* (pp. 32-47*). Palgrave Macmillan.*
[7] Luu, T. M. V. Autonomy-based listening: Vietnamese university students' perceptions of self-access web-based listening practices. *Studies in Self-Access Learning Journal, 2023, 14*(3), 267–286. https://doi.org/10.37237/140303
[8] Vandergrift, L. Recent developments in second and foreign language listening comprehension research. *Language teaching*, 2007, *40*(3), 191-210.
[9] Searle, R. H., & Macnaughton, C. Perceptions of competence in job interviews. *Human Relations*, 2010, 63(4), 549-576.
[10] Guffey, M. E., Loewy, D., & Griffin, E. Business Communication Process and Product, Brief Edition. *Cengage Canada.* 2021.
[11] Schreuder, D., & Coetzee, M. Preparation and practice for job interview success. *Career Development International*, 2013, 18(2), 127-141.
[12] Aldosari, M. S., & Alsager, H. N. A step toward autonomy in education: Probing into the effects of practicing self-assessment on Saudi EFL learners' resilience, creativity, and autonomy. *BMC Psychology, 2023, 11*, 434. https://doi.org/10.1186/s40359-023-01478-8
[13] Butler, Y. G. Self-assessment in second language learning. *Language Teaching, 2024, 57*(2), 221–240. https://doi.org/10.1017/S0261444822000489
[14] Winke, P., Zhang, X., & Pierce, S. J. (2023). A closer look at a marginalized test method: Self-assessment as a measure of speaking proficiency. *Studies in Second Language Acquisition, 45*(6), 1194–1216. https://doi.org/10.1017/S0272263122000079
[15] Ding, Y. & Zhu, J. Mobile based peer feedback in EFL speaking: learners' motivation, behavioral engagement in feedback provision, and achievement. *Asian. J. Second. Foreign. Lang. Educ.* 2025, 10, 10 https://doi.org/10.1186/s40862-024-00314-9
[16] Fang, WC., Cassim, F.A.K., Hsu, CN. *et al.* Effects of reciprocal peer feedback on EFL learners' communication strategy use and oral communication performance. *Smart Learn. Environ.* 2018, **5**, 11. https://doi.org/10.1186/s40561-018-0061-2
[17] Cadena-Aguilar, A. & Álvarez-Ayure, C. P. Self- and Peer-Assessment of Student-Generated Podcasts to Improve Comprehensibility in Undergraduate EFL Students. *Profile: Issues in Teachers' Professional Development*, 2021, *23*(2), 67–85. https://doi.org/10.15446/profile.v23n2.88928
[18] Robert, G. J. Emerging technologies: Mobile apps for language learning. *Language Learning and Technology*, 2011, *15*, 2.
[19] Reinders, H., & White, C. The theory and practice of autonomous language learning. *The European Journal of Applied Linguistics and TEFL*, 2011, 4(2), 5-20.
[20] McKenney, S., & Reeves, T. C. Educational design research. In *Handbook of research on educational communications and technology, 2013,* pp. 131-140. New York, NY: Springer New York
[21] Schäfer, T., & Schwarz, M. A. The Meaningfulness of Effect Sizes in Psychological Research: Differences Between Sub-Disciplines and the Impact of Potential Biases. *Frontiers in Psychology*, *10*, 442717. 2019. https://doi.org/10.3389/fpsyg.2019.00813
[22] Braun, Virginia & Clarke, Victoria. Using thematic analysis in psychology. Qualitative Research in Psychology. 2006. 3. 77-101. 10.1191/1478088706qp063oa
[23] Jiao, Y. Understanding learner autonomy through MOOC-supported blended learning environments: an investigation into Chinese MA ELT students' beliefs. In M. Orsini-Jones & S. Smith (Eds), Flipping the blend through MOOCs, MALL and OIL – new directions in CALL. 2018, pp. 33-40. Research-publishing.net. https://doi.org/10.14705/rpnet.2018.23.788

[24] Öztürk, M., Yüce, E. & Türker, P.M. Online Peer Feedback Versus Online Teacher Feedback? Effect of Online Feedback on Students' Self-Regulated Learning. *Tech Know Learn, 2025,* **30**, 769–787. https://doi.org/10.1007/s10758-024-09812-8
[25] Mingyan, M., Noordin, N. & Razali, A.B. Improving EFL speaking performance among undergraduate students with an AI-powered mobile app in after-class assignments: an empirical investigation. *Humanit Soc Sci Commun* **12**, 370 (2025). https://doi.org/10.1057/s41599-025-04688-0
[26] Ferguson C, van den Broek EL, van Oostendorp H. AI-induced guidance: preserving the optimal zone of proximal development. Comput Educ Artif Intell 3:1–9. (2022).
[27] Fathi, Jalil, Masoud Rahimi, and Ali Derakhshan. "Improving EFL learners' speaking skills and willingness to communicate via artificial intelligence-mediated interactions." *System* 121 (2024): 103254.
[28] Pratiwi, D. I., & Waluyo, B. Autonomous learning and the use of digital technologies in online English classrooms in higher education. Contemporary Educational Technology, (2023). 15(2), ep423. https://doi.org/10.30935/cedtech/13094

International Journal of Social Science (IJSS)
Vol.5 Issue.3 October 2025, pp: 373-382
ISSN: 2798-3463 (Printed) | 2798-4079 (Online)

THIS PAGE IS INTENTIONALLY LEFT BLANK