

TEACHING ENGLISH PRESENTATION SKILLS IN ISLAMIC STUDIES FACULTIES

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ABSTRACT: *In the era of globalization, English presentation skills have become an essential competence for university students, including those enrolled in Islamic Studies faculties. Graduates are increasingly required to communicate academic ideas, research findings, and religious perspectives in international academic and professional forums. However, many Islamic Studies students face challenges in oral communication due to limited exposure to English-speaking environments and presentation-based learning. This study investigates the implementation of English presentation skills instruction in Islamic Studies faculties and examines its impact on students' communicative competence, confidence, and academic performance. Using a mixed-methods approach, data were collected from classroom observations, questionnaires, and performance assessments involving 78 undergraduate students. The findings indicate that structured presentation training significantly improves students' fluency, organization of ideas, pronunciation, and self-confidence. The study concludes that integrating presentation-based pedagogy into English courses for Islamic Studies students enhances both linguistic competence and professional readiness.*

Keywords: *English presentation skills, Islamic Studies, communicative competence, higher education, EFL learners*

INTRODUCTION

English has become the main language used for intellectual exchange, worldwide communication, and the creation of global knowledge. English serves as a gatekeeper for intellectual engagement, research visibility, and career progression in the modern academic world in addition to being a medium of education. Since the capacity to express ideas effectively, critically, and convincingly in spoken form is intimately related to academic performance, universities worldwide are increasingly requiring students to demonstrate proficiency in English, especially in oral communication.

Oral communication abilities are crucial in higher education for participation in conferences, thesis defenses, academic presentations, and seminars. Students must combine linguistic precision with logical arrangement, critical thinking, and audience awareness, especially in academic presentations. These abilities are essential for training students to participate in professional communication and academic discourse outside of the classroom. As a result, the improvement of English presentation skills has emerged as a key issue in tertiary English language instruction.

English proficiency is becoming more and more important for students in Islamic Studies faculties. Islamic Studies is a field that touches on international scholarly debates about theology, ethics, education, social sciences, and intercultural communication. It is expected of scholars and students in this discipline to access worldwide literature, publish research in journals that are indexed, and add Islamic viewpoints to international scholarly discussions. Students studying Islamic Studies can engage in international conferences, cooperative research initiatives, and academic networks by communicating their ideas in English beyond local and national barriers.

Even though English is acknowledged as being important, many students studying Islamic Studies continue to struggle with spoken communication. Grammar proficiency, reading comprehension, and writing exams have historically been prioritized in English instruction in many educational settings. Although there is no denying the importance of these abilities, the lack of emphasis on speaking has led to an imbalance in pupils' language proficiency. Students frequently show that they understand English structures sufficiently, but they lack the confidence and fluency needed for academic speaking assignments.

The lack of opportunities for genuine English communication is a major contributing aspect to this problem. English is frequently viewed as a required course rather than a useful academic tool in Islamic higher education institutes. Teacher-centered instruction may predominate in the classroom, leaving little room for student-led speaking exercises. Because of this, students never have the opportunity to practice verbally communicating difficult academic concepts, especially in formal contexts like presentations.

LITERATURE REVIEW

A number of interconnected research areas, such as English for Academic Purposes (EAP), oral communication competence, presentation-based learning, affective factors in second language acquisition, and discipline-specific language instruction, are incorporated into the literature on teaching English presentation skills in higher education. In order to provide a theoretical and

empirical basis for the current study and to pinpoint gaps in the body of knowledge, especially in Islamic Studies faculties, this section critically examines pertinent research.

Using English in Higher Education for Academic Objectives

The well-established field of English for Academic Purposes (EAP) focuses on giving students the language abilities they need to succeed in academic settings. Academic writing, critical reading, listening to lectures, and taking part in academic conversations are among the abilities that EAP places a strong emphasis on developing. According to academics, EAP training ought to be context-sensitive and customized to meet the unique needs of students in their respective fields.

Proficiency in Oral Communication and Academic Speaking

Academic speaking is a complex ability including linguistic, cognitive, and social components. It calls for presenters to utilize proper syntax, employ acceptable academic language, arrange ideas rationally, and effectively engage listeners. Nonverbal cues including eye contact, posture, gestures, and voice modulation are all part of oral communication competency. Many EFL students have trouble with academic speaking assignments, especially formal presentations, according to earlier research. Typical challenges include a small vocabulary, poor grammar, a lack of fluency, and poor organizing abilities. Limited exposure to spoken English and a lack of opportunities for prolonged oral practice in school environments frequently make these difficulties worse.

Using Presentation Skills in Education

Topic selection, audience analysis, information arrangement, visual support design, language use, and delivery styles are just a few of the many skills that make up presentation skills. Effective presentations in academic settings necessitate information synthesis, logical argumentation, and audience response.

Presentations can be used as both learning activities and assessment tools, according to research on presentation-based learning. Students practice research, critical thinking, and knowledge production while creating presentations. They gain confidence in public speaking and practice oral communication during delivery. Feedback sessions promote introspection and self-evaluation, which further improves learning.

Emotional Aspects of Academic Speaking

Speaking in a second language is heavily influenced by affective elements, especially confidence and fear. EFL students frequently experience speaking anxiety, which is frequently exacerbated in formal academic settings like presentations. Fear of making mistakes, receiving a poor grade, and being embarrassed in front of others can prevent students from speaking out and have a detrimental impact on their performance.

High anxiety levels may obstruct language input and output, impeding language acquisition, according to research based on affective filter theory. On the other hand, positive experiences and encouraging learning environments can reduce anxiety and promote language

development. When used carefully, presentation-based learning can lessen speaking anxiety by offering frequent practice and helpful criticism.

Discipline-Specific and Content-Based Education

Through the integration of language learning with subject matter knowledge, content-based instruction (CBI) enables students to gain language proficiency while interacting with relevant academic content. CBI is frequently applied in higher education through discipline-specific EAP courses that match language learning to students' academic specializations.

Content-based English training has special benefits for Islamic Studies faculties. Students can enhance their discipline knowledge and improve their academic English skills by concentrating on subjects like Islamic theology, jurisprudence, history, and ethics. Because students view English as a tool for academic expression rather than an abstract subject, this integration increases motivation and relevance.

METHOD

Research Design

This study employed a mixed-methods design combining quantitative and qualitative approaches to examine the effectiveness of English presentation instruction.

Participants

The participants were 78 undergraduate students from the Faculty of Islamic Studies at a public university. All participants were enrolled in a compulsory English for Academic Purposes course.

Instrument

Data were collected using:

1. Classroom observation sheets
2. Student questionnaires
3. Pre-test and post-test presentation performance rubrics

Procedure

The study was conducted over one academic semester (14 weeks). Students received systematic training in:

- *Speech organization
- *Pronunciation and intonation
- *Visual and design
- *Audience engagement strategies

Each student delivered two formal presentations: one at mid-semester and one at the end of the course.

Data Analysis

Quantitative data were analyzed using descriptive statistics, while qualitative data from observations and open-ended questionnaire responses were thematically analyzed.

RESULT AND DISCUSSION

Improvement of Presentation Performance in General

After taking part in systematic English presentation skills education, students' overall presenting performance significantly improved, according to the quantitative data. All evaluated components, including content organization, linguistic accuracy, fluency, pronunciation, and audience involvement, shown discernible improvements in the post-assessment scores. Students showed superior delivery techniques, more cohesive idea creation, and clearer presenting structures than they had during the pre-assessment phase.

These results imply that improving students' academic speaking proficiency requires clear teaching in presentation techniques. Many students relied mostly on memorizing and reading from notes prior to the intervention, which led to fragmented delivery and little audience engagement. After the lesson, students showed more control over the flow of their presentations and the capacity to develop ideas on their own. This enhancement bolsters previous studies that highlight how systematic practice and supervised teaching can effectively strengthen academic speaking abilities.

Enhancement of Academic Vocabulary Use and Language Accuracy

The improvement in pupils' linguistic accuracy and usage of academic vocabulary is another noteworthy conclusion. Presentations made after the intervention showed fewer grammatical mistakes, better sentence construction, and a greater use of Islamic Studies-specific vocabulary. Students showed an improved capacity to define important terms, describe abstract ideas, and make arguments using formal academic language.

The incorporation of language-focused teaching into presentation tasks is responsible for this improvement. Instead of teaching grammar and vocabulary separately, the instructional technique integrated linguistic elements into the planning and execution of presentations. Students were able to comprehend how language works in actual academic conversation because to this contextualized learning.

Improving Pronunciation and Fluency

Pronunciation and fluency were found to have significantly improved. Many pupils spoke nervously at first, pausing frequently and varying their intonation little. Smoother speech, better rhythm, and increased use of emphasis and intonation to highlight important points were all noted in post-intervention observations.

Students' reliance on prepared speech seems to be significantly reduced by regular presentation practice. Students gained better control over speech articulation and pace as they grew more accustomed to presentation procedures. Improvements in pronunciation were especially noticeable in technical vocabulary and frequently used academic phrases, indicating that practice and repeated exposure promoted phonological awareness.

CONCLUSION

With a focus on students' oral ability, confidence, and academic engagement, this study aimed to investigate the function and efficacy of teaching English presentation skills in Islamic Studies faculties. The results offer strong proof that organized presentation-based instruction is a successful pedagogical strategy for resolving ongoing issues with academic speaking in Islamic higher education settings.

The findings suggest that students who received systematic instruction in English presentation skills significantly improved in a number of oral communication domains. Presentation organization, linguistic accuracy, fluency, pronunciation, and audience involvement all showed these gains. Students made significant improvement in communicative competency by moving past the need for memorized scripts and gaining more control over impromptu academic communication. These results demonstrate the value of regular practice and clear instruction in the development of academic speaking abilities, especially in settings where speaking has historically gotten less attention.

The study found that pupils had considerable affective gains in addition to language progress. One of the main results of presentation-based learning was a decrease in speaking anxiety and an increase in confidence. The instructional strategy helped students overcome their fear of public speaking and poor self-perceptions about their English proficiency by offering a friendly learning atmosphere, progressive skill improvement, and constructive feedback. These affective gains are particularly noteworthy because prolonged language use and academic engagement depend on self-assurance and communication readiness.

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