

Practical Academic English Presentation Training: Preparing Students for Higher Education and the Workforce at Ta'miriyah Senior High School Surabaya

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Abstract

Academic English presentation skills are internationally recognized competencies essential for university admissions, civil service examinations, and future career readiness. However, many high school students still struggle to effectively apply these skills for competent oral and written communication. This paper details the implementation of a practical Academic English Presentation Training program at Ta'miriyah Senior High School designed to bridge this gap. The instructional method helps students navigate academic English by teaching them to identify key elements within texts and apply contextual pattern searches. By recognizing these contextual patterns, students can better comprehend academic material, formulate appropriate responses, and systematically develop their presentation capabilities using the proper methodological frameworks.

Key Word: Instructor, English Presentation

Abstrak

Keterampilan presentasi dalam bahasa Inggris akademik merupakan kompetensi yang diakui secara internasional serta krusial bagi penerimaan universitas, ujian pegawai negeri, dan kesiapan karier di masa depan. Namun, banyak siswa sekolah menengah atas masih mengalami kesulitan dalam menerapkan keterampilan tersebut secara efektif untuk berkomunikasi secara kompeten, baik secara lisan maupun tertulis. Makalah ini menguraikan pelaksanaan program pelatihan praktis presentasi bahasa Inggris akademik di SMA Ta'miriyah yang dirancang untuk menjembatani kesenjangan tersebut. Metode pembelajaran ini membantu siswa menguasai bahasa Inggris akademik dengan mengajarkan mereka cara mengidentifikasi elemen-elemen kunci dalam teks dan menerapkan pencarian pola kontekstual. Dengan mengenali pola-pola kontekstual tersebut, siswa dapat lebih memahami materi akademik, merumuskan tanggapan yang tepat, serta mengembangkan kemampuan presentasi mereka secara sistematis menggunakan kerangka kerja metodologis yang sesuai.

Kata Kunci: Instruktur, Presentasi Bahasa Inggris

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INTRODUCTION

The Instructor is the centre of attention in the training room when teaching takes place, in relation to teaching English which is a method that is still considered difficult for students, sometimes students never take part in discussions, express opinions, or even ask questions. Only the material provider often acts further in teaching by expressing the teaching without fully involving students optimally in the training room in implementing contextual teaching.

Because Academic English Presentation Training, Practical Preparation for work and university studies, is the foundation for surpassing expertise as a learner with high reasoning skills or as a

measuring tool for college entrance as a learning method, as stated by Rahayu and Freeman, "Experiencing: learning emphasizes exploration, discovery, and invention" (Rahayu, 2006: 68-69).

The content of the lesson is emphasized by means of meaningful writings in which they discuss real messages. Notably, it incorporates expertise in translation, transcription, and recording techniques. Diane Larsen-Freeman, *Techniques and Principles in Language Teaching* (1986); Alice Omaggio Hadley, *Teaching Language in Context* (1993).

Academic English Presentation Training Practical Preparation for work and university study is an international scale English language skill that is needed as an entrance skill for civil service exams, especially university entrance skills, where some of the students still do not understand how to use competent Academic English Presentation Training Practical Preparation for work and university study as a means of learning English - both oral and documentary.

Academic English Presentation Training Practical Preparation for work and university lectures academically is an Academic English Presentation Training Practical Preparation for work and university lectures by knowing the elements contained therein and applying contextual pattern searches as a focal point in answering questions in these expertise with appropriate method compositions.

The CLL step elements selected for method development are the stages of compiling local languages and target languages as mixed languages and then used as a discussion method, while from the Inquiry step, the search stage was chosen, specifically looking for contextual patterns and then translated into English. Developing the ability of Academic English Presentation Training Practical Preparation for work and university because in CLL it is stated to prioritize discussion skills recorded in writing.

For example, a student at Ta'miriyah High School in Surabaya is trained to identify contextual patterns in Listening, Structure, and Reading skills by using keyword-finding training to identify key words in the questions to help them understand the answers.

This teaching method is based on the concept of contextual Indonesian-English translation, which involves applying sentence structure commonly used in specific academic fields, linked to Academic English Presentation Training for Practical Work and University Preparation, in analyzing English sentences based on keywords. If an English sentence is found that is not understood, the English sentence can be changed to Indonesian, and the two English sentences are combined into one, underlined, and used as discussion material. The grammar is then systematically arranged.

After proceeded, discussion groups are formed between students so that contextual learning occurs from Academic English Presentation Training Practical Preparation for work and university lectures in the realm of English to speaking, listening and reading in English language skills between groups resulting from inquiry and CLL strategies because the contextual pattern is discussed between one student and another using English, from the character of this habituation, students are trained to use their theoretical and practical abilities in an integrative manner.

RESEARCH METHOD

In learning, a way is needed so that learners want to continue learning goals optimally, rather than just continuing to learn without knowing what the meaning of learning is, because when learning, learners are required to know the contents of the learning goals that will be taught, as for the definition of learning as the process by which an activity original or is changed through responding to a situation (Hilgard in Mulyati: 1962: 252) means that the learning process must

be based on or in accordance with the situational that responds continuously. So based on the explanation above, the problem formulation is found, namely:

How to Complete the Academic English Presentation Training Practical Preparation for Work and University Lectures Effectively at SHS Ta'miriyah Surabaya, This Community Service Activity aims to provide an understanding of the Academic English Presentation Training Practical Preparation for Work and University Lectures in English and how to complete it effectively for the target audience, as evidenced by the enthusiasm of the target group in participating in the activity and the support of adequate facilities and good responses from the School

Community Service Activities make it easier for participants to complete the Academic English Presentation Training, Practical Preparation for work and university lectures in good and correct English, as evidenced by the enthusiasm of the target group in participating in the activities and the support of facilities.

LITERATURE REVIEW

Number	Author	Title	Indication	Purpose
1	Wirawan Pamuji, et,all	Degrading Superiority Domination with Break and Build Method for Staff Working Independence Training	Training Students how to rebuild confidence	Students are trained to be confidence in speaking for presentation
2	Wirawan Pamuji, Et,all	The Development of Community Language Learning in Improving Human Resource Excellence at Company	Training for speaking collaboration	Training for discussion forglish

RESULT AND DISCUSSION

The community service activities will be carried out using the following methods:

1. Activity Targets

The target group for the community service activities will be students of SHS Ta'miriyah Surabaya at all levels, equivalent to university students.

2. Activity Methods

This community service activity will be conducted using the following methods:

- a) Lecture
- b) Question and Answer

1. Activity Steps

At the beginning of the activity, the community service participants prepared materials and submitted a permit for community service at the school on May 07, 2026. The community service activities in the education sector took place on the same time at the SHS Ta'miriyah Surabaya Dormitory in Indrapura Street, Surabaya.

2. Supporting and Inhibiting Factors

a. Supporting Factors:

- 1) Enthusiasm of the target group in participating in the activity.
- 2) Conducive activity location.
- 3) Support from structural officials at the site level.

b. Inhibiting Factors:

1. A small number of participants were unfamiliar with the format of the Academic English Presentation Training for Practical Preparation for Work and University Study.
2. Punctuality of participant attendance during the activity.

The Activity

Activity Implementation. This Community Service activity was conducted over one day. Material presented:

1. Academic Overview of Practical Preparation for Work and College, regarding Academic English Presentation Training for Practical Preparation for Work and College at University.
2. Training on Correct and Standardized Academic English Presentation Training for Practical Preparation for Work and College at University

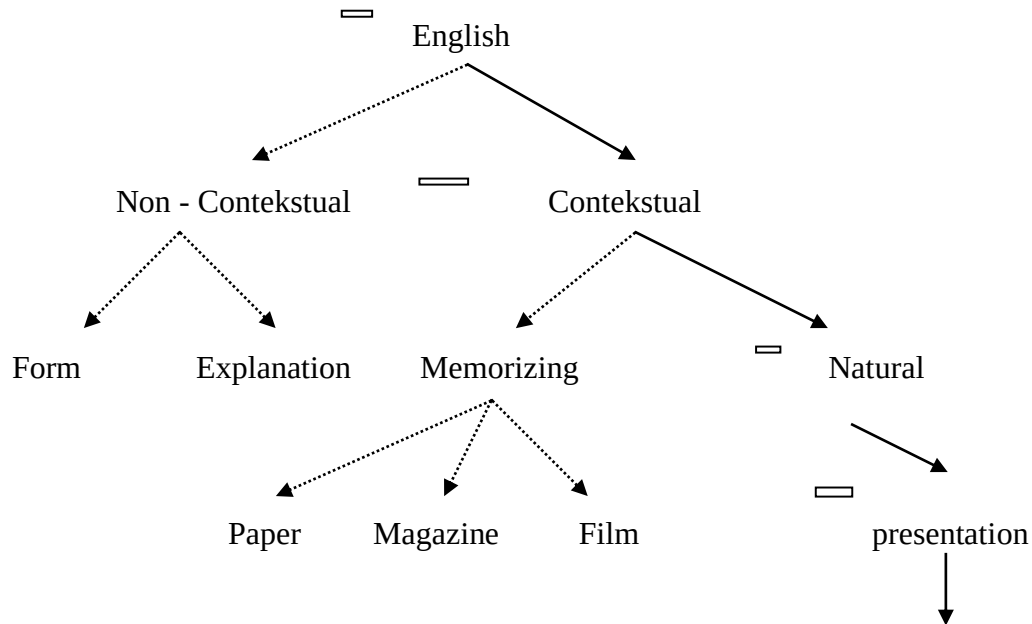
The activity was carried out according to plan and was attended by an average of 29 enthusiastic participants. Participants appeared to understand the correct and proper English presentation training for Practical Preparation for Work and College at University. The activity took place in the library classroom of SHS Ta'miriyah Surabaya, which has adequate facilities.

3. Discussion

This Community Service activity was successfully implemented according to plan and received a positive response from the target audience. This was evident in the enthusiasm of the target group in participating, the adequate support of facilities, and the positive response from the local community and local authorities. Participants were very enthusiastic about the material related to the Academic English Presentation Training for Practical Preparation for Work and University Study, focusing on good and correct English.

This activity provided an understanding of how to use the Academic English Presentation Training for Practical Preparation for Work and University Study, and document English in accordance with the rules. Listening skills were practiced with foreign speaker sentences related to the questions, and grammar questions were practiced with basic English grammar frequently encountered in questions. Reading analysis skills were practiced with the ability to summarize and comprehend texts comprehensively to understand the content of the reading.

Concept of Research



THE IMPLEMENTATION OF PRACTICAL IN AMBITION MATERIAL IN ENGLISH AT SHS TA'MIRIYAH SURABAYA

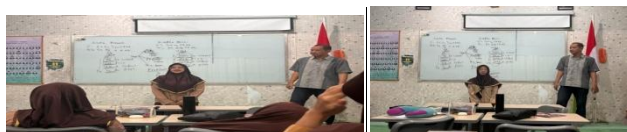
Note :

——— Trained

——— Non-Trained

4. The Glance Learning Process in Picture. The students are evaluated after explanation given





CONCLUSION

The motivation of the Tempat SHS Ta'miriyah Surabaya community to collaborate with the Faculty of Law to improve the quality of academic English presentation training and practical preparation for work and university studies. Academic English writing should implement the following:

1. Study English well and correctly
2. Understand the application of English as a foreign language
3. Apply English according to its objectives
4. Understand English as an internal language of instruction

We express our gratitude to God Almighty for all His blessings, enabling the successful completion of this community service report.

GRATTITUDE

Grateful presented to Yvette Yeh Yuchun (Third Author) Lecturer, Asia University, Taiwan; PhD Candidate, Department of Industrial Education and Technology, National Changhua University of Education, Taiwan. Email: yehyvette12@gmail.com ORCID iD: 0009-0000-1271-4498 as her Participation for a motivation support for the research

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