

An Introduction to Basic Academic English for University Preparation

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Abstrak

Pemberi materi menjadi pusat perhatian di ruang pelatihan saat pengajaran berlangsung, berkaitan dengan pengajaran bahasa Inggris yang merupakan metode yang masih dianggap sulit bagi siswa, terkadang siswa tidak pernah ikut berdiskusi, mengemukakan pendapat, atau bahkan bertanya. Hanya saja pemberi materi sering kali bertindak lebih jauh dalam pengajaran dalam mengemukakan pengajaran tanpa melibatkan siswa secara optimal di ruang pelatihan dalam melaksanakan pengajaran kontekstual. Terkadang Pelatihan Presentasi Bahasa Inggris Akademik Persiapan Praktis untuk Kuliah Kerja dan Universitas menjadi membosankan dalam pengajaran, terutama untuk kelas tingkat mahasiswa, apalagi jika pola kontekstual di dalamnya diabaikan sehingga makna bacaan pun terabaikan. Maka Pelatihan Presentasi Bahasa Inggris Akademik Persiapan Praktis untuk Kuliah Kerja dan Universitas dalam Keterampilan Bahasa Inggris Argumentatif merupakan salah satu strategi untuk memperluas pengalaman belajar siswa dalam aplikasi langsung di dunia kerja.

Kata kunci: pemberi materi, pengenalan bahasa inggris, bahasa asing, pengabdian, siswa

Abstract

The material provider is the center of attention in the training room when teaching takes place, in relation to English language teaching 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 in expressing teaching without fully involving students optimally in the training room in implementing contextual teaching. Sometimes Academic English Presentation Training Practical Preparation for work and university lectures becomes boring in teaching, especially for student-level classes, especially if the contextual pattern in it is ignored so that the meaning of the reading is ignored. So Academic English Presentation Training Practical Preparation for work and university lectures in Argumentative English language skills is one strategy to expand students' learning experiences in direct applications in the world of work.

Keywords: material provider, introduction to English, foreign languages, community service, students

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INTRODUCTION

Academic English Presentation Training for practical preparation for employment and university study is an essential component of internationally recognized English language competence. This competence is not only required as preparation for higher education and the professional workplace, but also serves as a key qualification for civil service examinations and university entrance assessments. However, a significant number of students still lack

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adequate understanding of how to develop competent academic English presentation skills, both orally and in documented forms, as effective tools for English language learning.

Academic English presentation training functions as a fundamental basis for developing higher-order thinking skills and serves as an academic readiness indicator for entry into higher education. This perspective aligns with the learning principles proposed by Rahayu and Freeman, which emphasize learning through exploration, discovery, and invention (Rahayu, 2006: 68–69). Furthermore, effective English language instruction should involve meaningful written activities that convey authentic messages, incorporating translation, transcription, and recording techniques (Larsen-Freeman, 1986; Omaggio Hadley, 1993).

In practice, English language training often remains instructor-centered, positioning the trainer as the primary focus during instructional sessions. As a result, students frequently demonstrate passive learning behaviors, such as limited participation in discussions, reluctance to express opinions, and minimal engagement in questioning activities. This instructional approach restricts the implementation of contextual learning and reduces students' opportunities to actively construct meaning, particularly in academic English presentation training.

Consequently, academic English presentation training is often perceived as monotonous, especially at the tertiary or pre-university level, when contextual learning approaches are neglected. Without contextual engagement, students tend to overlook the semantic value of academic texts and spoken discourse. Therefore, academic English presentation training with an argumentative and contextual orientation serves as an effective strategy to broaden students' learning experiences by directly connecting language learning to real-life academic and professional contexts (Rahayu, 2008: 68–69).

From an academic perspective, effective academic English presentation training requires students to understand the structural components of academic discourse and to identify contextual patterns as a central strategy for responding to academic tasks and assessment questions through appropriately designed instructional methods.

The SEGFA (Self Educated Grade for Achievement) method is introduced as a self-achievement-based instructional approach derived from Natural Community Language Learning (CLL) and inquiry-based learning strategies. This method prioritizes the identification of key terms and contextual patterns in English, which are subsequently discussed using the CLL approach. CLL enables learners to collaboratively translate and construct meaning, while inquiry-based strategies encourage learners to actively search for and analyze contextual language patterns. The SEGFA method integrates these approaches into a comprehensive framework that enhances academic English presentation skills and contributes to the development of broader academic competencies.

Within this framework, selected CLL procedures involve combining the learners' first language and the target language as a basis for structured discussion. Meanwhile, inquiry-based learning is applied through systematic searches for contextual patterns that are later translated into academic English. This approach supports the development of academic English presentation skills by emphasizing written documentation of spoken discourse, as highlighted in CLL methodology.

For instance, students at SMA Maryam Surabaya are trained to identify contextual patterns in Listening, Structure, and Reading tasks by employing key-word identification strategies. This process enables learners to comprehend task requirements and determine appropriate responses more effectively. Instruction is grounded in contextual translation from

Indonesian into English, focusing on commonly used academic sentence structures relevant to specific disciplinary fields.

Subsequently, students are organized into discussion groups to examine and present their findings collaboratively. This process fosters contextual learning that integrates speaking, listening, reading, and writing skills in English. Through continuous practice and habituation, students are trained to apply theoretical knowledge and practical language skills in an integrated manner, thereby strengthening their academic English presentation competence.

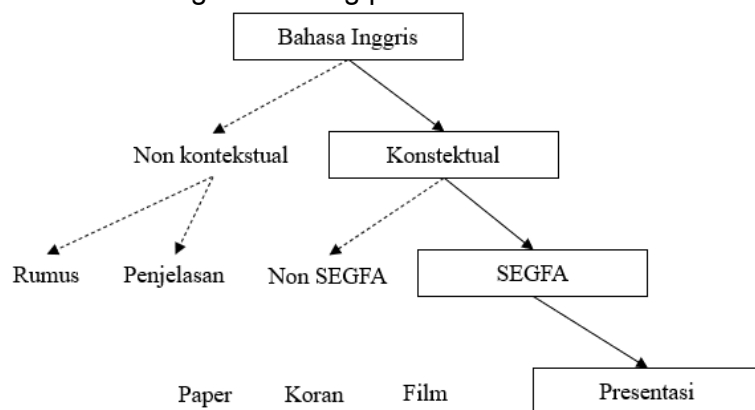
IMPLEMENTATION METHOD

Effective learning requires appropriate strategies that motivate learners to pursue instructional goals meaningfully rather than engaging in learning activities without understanding their purpose. Learners must clearly comprehend the objectives of the learning process they undertake. Learning is defined as “the process by which an activity originates or is changed through responding to a situation” (Hilgard, cited in Mulyati, 1962: 252), indicating that the learning process should be grounded in contextual and continuous situational responses.

Based on this perspective, the problem formulation of this study is as follows: How can Academic English Presentation Training for practical preparation for employment and university study be effectively implemented at SMA Maryam Surabaya?

This community service program aims to provide participants with a comprehensive understanding of Academic English Presentation Training for practical preparation for employment and higher education, as well as effective strategies for completing academic presentation tasks in English. The program targets senior high school students as its primary audience.

The effectiveness of the program is demonstrated by the high level of enthusiasm shown by participants throughout the training sessions, the availability of adequate supporting facilities, and the positive responses from both the school management and the trainees. Through this community service activity, participants were facilitated in developing accurate and effective academic English presentation skills, as evidenced by their active engagement and constructive feedback during the training process.



Picture 1. Stages of devotion

Description:

- > Those who are trained
- > Those who are not trained

Activity Objectives

The target participants of this community service activity are all students of SMA Maryam Surabaya across all grade levels, whose academic proficiency is considered equivalent to pre-university or undergraduate-level readiness.

Methods of Implementation

This community service activity is conducted using the following methods: a) Lecture, aimed at delivering conceptual and theoretical understanding of Academic English Presentation skills for practical preparation for employment and university study. b) Question and Answer sessions, intended to encourage participant interaction, clarify learning objectives, and address specific difficulties encountered by the participants.

Implementation Procedures

At the initial stage of the activity, the community service team prepared instructional materials and obtained official permission from the school on October 31, 2023. The community service activity in the field of education was conducted on October 31, 2023, at the SMA Maryam Surabaya Dormitory, Pakis, Surabaya. The activity was carried out in accordance with the approved schedule and institutional regulations.

Supporting and Inhibiting Factors

The implementation of this community service activity was supported by several favorable factors. The target participants demonstrated a high level of enthusiasm and active engagement throughout the training sessions, which positively contributed to the effectiveness of the learning process. In addition, the availability of a conducive learning environment facilitated the smooth delivery of instructional materials. Strong institutional support from school authorities and local structural officials further enhanced the successful execution of the program. Nevertheless, the activity also encountered certain inhibiting factors. A small proportion of participants had limited prior understanding of the structure and objectives of Academic English Presentation Training for practical preparation for employment and university study. Furthermore, variations in participant punctuality during the activity posed minor challenges to the overall time management of the program.

RESULTS AND DISCUSSION

Implementation of Activities

This community service activity was conducted over a period of one day. The materials presented included: (1) an academic overview of practical preparation for employment and university study, focusing on Academic English Presentation Training for higher education readiness; and (2) practical training on the correct and rule-based implementation of Academic English Presentation skills. The activity was carried out as planned and was attended by an average of 15 participants who demonstrated a high level of enthusiasm throughout the session. The participants showed a clear understanding of how to perform effective and appropriate Academic English Presentations. The activity took place in the SMA Maryam Surabaya Library classroom, which was equipped with adequate facilities to support the learning process.



Picture 2. Presentation of material

Discussion

This community service activity was successfully implemented in accordance with the planned objectives and received positive responses from the target participants. This success was evidenced by the high level of enthusiasm demonstrated by the participants throughout the activity, the availability of adequate supporting facilities, and favorable feedback from the local community and institutional authorities. The participants showed strong engagement with the instructional materials related to Academic English Presentation Training for practical preparation for employment and university study, particularly in the context of effective and appropriate English language instruction.

Through this activity, participants developed a clearer understanding of how to apply Academic English Presentation skills in accordance with established linguistic conventions. Listening skills were trained through exposure to authentic foreign speaker utterances related to academic tasks, grammar instruction focused on fundamental English structures frequently encountered in academic assessments, and reading analysis skills emphasized comprehensive and inferential text comprehension to identify the overall meaning of academic texts. Overall, the activity contributed to the improvement of participants' integrated English language competencies.

CONCLUSION

Community motivation to collaborate with the Faculty of Law plays a significant role in improving the quality of responses to Academic English Presentation tasks for practical preparation for employment and university study. Such collaboration supports the development of academically appropriate English language use in both oral and written contexts. Academic English writing and presentation should adhere to several fundamental principles: (1) mastering English accurately and appropriately; (2) understanding the application of English as a foreign language; (3) applying English in accordance with specific academic and professional objectives; and (4) comprehending English as an international medium of instruction.

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