



Enhancing English skills of Islamic communication and broadcasting students with public speaking: opportunities and challenges

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ABSTRACT

This study aims to explore the opportunities and challenges faced by students in the Islamic Communication and Broadcasting (ICB) Study Program as they strive to improve their English public speaking skills and to explain the strategies employed by both students and lecturers in overcoming these challenges. This study was motivated by the gap between English language learning, which previously focused on grammar and reading, and the real needs of ICB students in public speaking in the context of Islam and media. This study used a qualitative approach with a classroom-based research design involving 31 students in the study program. Data were collected through observation, interviews, and document analysis and analyzed thematically. The study findings demonstrate three main findings: (1) learning public speaking based on professional contexts opens up great opportunities to increase student participation, self-confidence, and communicative abilities, (2) main challenges include speaking anxiety, limited vocabulary, and lack of authentic exposure, and (3) effective strategies include a task-based approach, the use of digital technology, and active collaboration between lecturers and students. This finding confirms the need to develop a contextual and integrative English for specific purposes (ESP) curriculum for ICB students.

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Introduction

English speaking skills are one of the key competencies required in the modern world of communication, especially for students majoring in Islamic Communication and Broadcasting (ICB) Study Program. In the era of globalization and media digitalization, the ability to speak effectively and professionally in English is not only a symbol of linguistic proficiency but also a strategic tool for building image, trust, and credibility in cross-cultural and interfaith communication contexts. Therefore, public speaking skills in English need to

be systematically developed in academic settings, particularly in study programs directly related to public communication, such as ICB.

However, the reality on the ground shows that ICB students generally still face a gap between the academic English skills they have learned at the basic level and the professional needs that require public speaking skills. English language instruction in many Islamic universities has focused more on grammar, reading comprehension, and translation, often neglecting speaking skills (Rahmawati et al., 2021). As a result, ICB students have passive English skills and feel less confident when asked to express ideas, lead discussions, or act as moderators in formal or religious contexts.

In the era of globalization and digital communication, English language proficiency has become a crucial skill for students in various fields, including the students of Islamic Communication and Broadcasting Study Program. The students are expected to become communicators, broadcasters, moderators, or presenters who can convey messages effectively, both in religious and public spheres, not only in Indonesian but also in English. In this context, communicative and professional speaking skills are crucial for building credibility in the modern world of broadcasting and communication. However, English language instruction in an Islamic University in Kudus so far has tended to focus on grammar and reading comprehension, leaving students' speaking skills limited and unsuited to their professional needs (Todd, 2020; Thornbury, 2005)

To address this need, the English for specific purposes (ESP) approach is a relevant solution. This approach emphasizes language learning oriented to the specific needs of students according to their field of study (Rahman, 2015; Salmani-Nodoushan, 2020). In the context of ICB students, public speaking materials are an effective means of developing English language competency, particularly in speaking, pronunciation, vocabulary, and fluency, through contextualized communicative activities. Public speaking is an essential communication skill in the fields of communication and broadcasting, as it requires mastery of language, vocal techniques, and effective nonverbal expression to reach a wide audience. According to Rodero (2022), the effectiveness of public speaking is determined not only by the content of the message but also by prosodic aspects such as voice pitch and hand gestures, which influence the perception of attractiveness and the audience's emotional response. Research shows that varying the tone of voice and synchronizing hand gestures with the message content increases listener attention and comprehension, which are key elements in broadcasting and public presentations.

Meanwhile, in the context of vocational education in Islamic communication and broadcasting, Hartina and Syahrir (2021) highlighted that the English for Specific Purposes (ESP) material taught often does not align with the needs of students in the Communication and Islamic Broadcasting program. Through a needs analysis, the study emphasized the importance of designing a curriculum that aligns with professional speaking competencies, such as the ability to convey informative, persuasive, and inspiring messages in public spaces. This emphasizes that public speaking instruction should be grounded in the context of broadcasting to equip students with applicable communication skills.

Furthermore, El Shazly (2015) discusses phonetic and phonological changes in electronic media, including television, radio, and the internet. He emphasizes that mass media have influenced the way speakers produce language sounds, including intonation, articulation, and

speech tempo. These changes reflect the language's adaptation to media characteristics that demand clarity, accuracy, and high vocal appeal. In the context of public speaking and broadcasting, this phenomenon reinforces the importance of pronunciation training and phonetic awareness for aspiring public communicators.

Overall, these three studies demonstrate the interconnectedness of linguistic, pedagogical, and performative dimensions in public speaking and broadcast communication. Prosodic aspects (Rodero, 2022), contextual needs in language teaching for broadcasting (Hartina & Syahrir, 2021), and the influence of media on pronunciation patterns (El Shazly, 2025) together emphasize that effective mastery of public speaking must be built on the basis of integrating phonetic, pragmatic, and modern communication technology skills.

Based on these conditions, the researcher, who is also an English lecturer in the ICB study program, attempted to initiate a change in the learning approach by shifting the focus of the material from grammar-based learning to public speaking-based learning. This approach was designed to be more relevant to the needs of ICB students who will later work as Islamic communicators, broadcasters, presenters, journalists, or content creators for Islamic preaching. Several studies have shown that performance-based learning, including presentations, moderating, and emcee simulations, can improve students' confidence and speaking skills (Dewi et al., 2016; Fathoni et al., 2021; Yulianti & Sulistyawati, 2021).

Advances in technology and digital pedagogy have also expanded opportunities in English language learning. Research by Ahmadi (2018), Qureshi et al. (2021), and Zou et al. (2023) has demonstrated that integrating digital technology, artificial intelligence, and social media in language learning can create an interactive, flexible, and personalized learning experience. Similar findings were also reported by Chotimah (2022) and Lestiyawanawati (2020), who confirmed that digital platforms can support speaking activities, especially in the context of ESP. However, other studies have revealed ongoing challenges such as speaking anxiety (Raja, 2020; El Shazly, 2021), linguistic limitations, and a lack of pedagogical adaptation in Islamic educational settings (Oktaviani & Fauzan, 2017; Rahmawati et al., 2021). This suggests that while methodological and technological innovations have opened up new opportunities, not all Islamic educational institutions have been able to utilize them to improve English speaking skills optimally.

While considerable research has been conducted on public speaking and technology-based English learning, studies specifically examining the opportunities and challenges of developing English skills through public speaking in the context of Islamic Communication and Broadcasting students are still limited. Most previous research has focused on improving speaking skills in the general context of EFL (English as a foreign language) or on the use of specific teaching methods, without adapting them to the communication characteristics and professional orientation of Islamic Communication and Broadcasting students. Furthermore, the integration of ESP-based public speaking learning in Islamic higher education settings, which combines communicative competence with religious and media communication, is rarely discussed in academic literature.

Therefore, this study aims to explore the opportunities and challenges faced by Islamic Communication and Broadcasting students in improving their English skills through public speaking-based learning, and to identify strategies used by lecturers and students to optimize these opportunities and overcome these obstacles. Theoretically, this study

contributes to the development of English for specific purposes studies and EFL pedagogy by offering a contextual perspective on the use of public speaking as a medium for strengthening English skills. The results of this study are expected to serve as a reference for lecturers in designing English language learning that is more communicative, relevant to professional needs, and contextual for Islamic Communication and Broadcasting students.

Method

Research design

This study employed a qualitative approach with a descriptive design. This approach was chosen to gain an in-depth understanding of the phenomenon. At the same time, the descriptive design was employed to systematically describe students' experiences in applying public speaking to enhance their English language skills, particularly in terms of the opportunities, challenges, and strategies for improving the English public speaking skills of students in the Islamic Communication and Broadcasting Study Program. This approach allows the researcher to gain a deeper understanding of the phenomenon of public speaking-based learning from the perspective of students and the reflections of instructors directly involved in the process (Creswell, 2014; Darmawansah et al., 2022). A descriptive qualitative approach is deemed appropriate because this research does not intend to test hypotheses, but rather to describe the actual conditions, learning experiences, and natural classroom dynamics. Furthermore, the researcher serves as an English lecturer, allowing for direct reflection on the teaching practices implemented.

Setting and participants

This research was conducted at the Islamic Communication and Broadcasting Study Program, within an Islamic university in Kudus, Central Java, Indonesia. The research subjects were 31 first-semester students enrolled in an English course that focused on developing English public speaking skills through its learning materials. As both a lecturer and a researcher, the researcher was actively involved in designing, implementing, and evaluating the learning process. To avoid bias due to dual roles, the researcher conducted peer discussions with fellow lecturers and applied triangulation of sources and methods to verify the findings (Miles et al., 2014).

The learning materials covered public speaking. The topics are relevant to the world of Islamic communication and broadcasting, including self-introduction, master of ceremonies (MC), moderator, presenter, host, job application, job interview, news reporting, voice-over, film narration, and photography presentation. Those materials are connected to the Islamic context and values. The materials were structured based on the principles of English for specific purposes (ESP) (Rahman, 2015) to align with the professional needs of ICB students.

Data collection

For data collection procedures, data were obtained through three main techniques. The first technique was reflective classroom observation. It was conducted throughout the semester to record the learning process, interactions between students, and the teaching strategies employed by lecturers in fostering public speaking skills. These observations also included

field notes on student successes and difficulties. Second, semi-structured interviews were conducted with 10 students purposively selected based on their active participation in class, as well as one fellow lecturer, to gain additional insights into the effectiveness of the learning process. The last technique was documentation. It included lesson plan, materials/course book, recordings of students' public speaking practices, assignment videos, presentation scripts, and written reflections on their learning experiences. In addition, the data collection process was conducted over a four-month period (September–December 2024).

Data analysis and trustworthiness

All interview data were recorded, transcribed, and verified with participants through member checking to ensure the validity of the information (Mukhallafi, 2020). Moreover, data analysis was conducted using thematic analysis, as developed by Braun and Clarke (2006). The steps included: (1) reading and thoroughly understanding the data; (2) providing initial coding; (3) grouping codes into themes; (4) reviewing and verifying themes; (5) naming themes; and (6) compiling a narrative of the research findings.

The three main themes in this study are: (1) opportunities, (2) challenges, and (3) strategies used by lecturers and students in learning English public speaking. To ensure maintain the credibility and trustworthiness of the data, this study employed triangulation of sources and methods (Denzin, 2012) by comparing the results of interviews, observations, and documentation. Additionally, peer debriefing with fellow lecturers and an audit trail were conducted throughout the research process to ensure the reliability and transparency of the results. With this methodological design, the study aims to provide an empirical understanding of how integrating public speaking into English language learning can enhance the professional communication skills of ICB students, while also offering a reflective model that can be applied to similar contexts at other Islamic universities.

This study adhered to ethical principles by obtaining informed consent from all students. Participants' identities were kept confidential through the use of anonymity codes. Furthermore, recorded data was used solely for academic analysis. As both a lecturer and researcher, the researcher engaged in self-reflexivity to minimize subjective bias that might arise during data collection and interpretation.

Finding and discussion

Students' opportunities in English public speaking learning

Based on observations, interviews, and student reflections, various opportunities played a significant role in improving the English public speaking skills of Islamic Communication and Broadcasting students in the first semester of the 2024/2025 academic year. These opportunities emerged from internal student factors, the learning environment, and institutional support.

The thematic analysis revealed three main categories of learning opportunities, as summarized in Table 1.

Table 1*Opportunity Categories in English Public Speaking Learning*

Opportunities category	Description	Frequency of appearance (%)
Collaborative learning environment	Students feel more motivated and confident due to the supportive classroom atmosphere and mutual feedback.	45%
Integration of technology and digital media	The use of media such as YouTube, AI tools, and video recordings helps students practice pronunciation and intonation.	32%
Relevance to the ICB study field	Students recognize the importance of public speaking skills in the world of Islamic preaching and broadcasting.	23%

From the interviews, the majority of students stated that public speaking lessons provided them with the opportunity to explore their potential as aspiring Islamic communicators. One respondent said that learning to speak English helps her prepare to be a presenter and public speaker in the field of digital da'wah. She becomes more confident and know how to convey the message clearly (Student 5, Interview, September 12, 2024). Furthermore, the use of digital media and AI applications such as ChatGPT has been shown to expand students' opportunities for independent practice outside of class. Through this technology-based practice, they can flexibly repeat, improve, and evaluate their speaking performance.

These findings suggest that ICB students have numerous opportunities to develop their English public speaking skills, which can be categorized as motivational, pedagogical, and contextual, as follows:

Motivational opportunities: social support and self-confidence

The first significant opportunity lies in the motivational context fostered by the classroom environment. A collaborative learning environment was intentionally established to create a psychologically safe space, which proved instrumental in helping students reduce common public speaking anxieties and significantly boost their self-efficacy. This positive affective climate directly supports the principles of the Affective Filter Hypothesis (Gudu, 2015), which posits that lowering affective barriers, such as fear and inhibition, is crucial for effective language acquisition and improved communicative performance.

Furthermore, the students' intrinsic motivation was strongly reinforced by the perceived professional relevance of the material. In contrast to findings on non-communication students (Rahman, 2015), the ICB classroom demonstrated a more active level of student participation because the tasks directly mirrored their future professional roles as Islamic preachers and broadcasters. This strong connection between course content and vocational identity indicates that the study program context effectively strengthened their intrinsic motivation by linking English proficiency to career success, making the mastery of English public speaking a deeply valued personal goal.

Pedagogical opportunities: integration of technology and AI tools in learning

The second set of opportunities emerged from the pedagogical integration of technology and AI tools in the learning process. The study found that ICB students actively utilize readily available digital technologies, such as large language models (like ChatGPT), video platforms (YouTube), and personal voice recording applications, as crucial tools for self-directed practice and preparation. The accessibility of these resources creates new and significant opportunities for self-evaluation-based practice, where students can rehearse public speaking tasks, receive instant feedback (especially from AI), and repeatedly refine their delivery and content outside of structured class time. This supports previous research, such as that by Suciati et al. (2021), who affirmed that the use of AI in speaking tasks demonstrably improves students' fluency and accuracy through high-frequency, automated practice and constructive feedback cycles.

Crucially, this study expands upon existing literature by revealing a deeper impact: the use of AI and digital technology not only helps with linguistic aspects (grammar, vocabulary, pronunciation) but also significantly fosters the confidence and autonomy of ICB students. By allowing students to practice privately, without the immediate pressure of peer or lecturer judgment, these tools function as a low-stakes environment that builds self-assurance. This signifies that technology's role extends beyond that of a mere training tool; it acts as a powerful motivational enhancer, promoting a sense of ownership over the learning process and empowering students to become self-regulated learners capable of pursuing continuous communicative improvement relevant to their Islamic communication and broadcasting careers.

Contextual opportunities: relevance to the field of Islamic da'wah and broadcasting

The relevance of the English public speaking material to the professional needs of ICB students is a key strength of the learning process. Students recognize that public speaking skills are an integral part of contemporary da'wah competency. This reinforces the English for specific purposes (ESP) theory by Hutchinson and Waters (Rahman, 2015) which emphasizes the importance of tailoring English language materials to the needs of specific fields of study. This study shows that ICB students more easily understand the urgency of public speaking because the material is linked to the context of Islamic communication, such as Islamic campaigns, Friday speeches, and religious broadcasting. This finding differs from a study by Rahmawati et al. (2021), which found low student engagement in general speaking classes due to a lack of contextual relevance.

The initial research results indicate that students in the Islamic Communication and Broadcasting (ICB) Study Program have significant opportunities to enhance their public speaking skills through a combination of integrated academic and non-academic activities. These opportunities primarily arise from the project-based learning environment and hands-on practice implemented by lecturers, such as presentations, religious lectures, and broadcast simulations. This practice-based learning model creates an authentic learning environment that aligns with Vygotsky's (1978) theory of the Zone of Proximal Development (ZPD), where students learn most effectively when they are in challenging social contexts but still receive support from lecturers as more capable peers.

Furthermore, the use of English as a medium for public speaking provides students with opportunities to expand their cross-cultural and professional communication competencies. It emphasizes the importance of motivation and an ideal L2 self in building self-confidence and communication competency in a foreign language. The results of this study indicate that practical experience and social support play a significant role in reducing anxiety levels and increasing the self-confidence of ICB students. For these reasons, these opportunities not only hone linguistic abilities but also develop essential soft skills, such as leadership, communication, empathy, and mental toughness, in public situations.

Students' challenges in English public speaking learning

Classroom observations, interviews, and student reflections suggest that, in the process of improving their English public speaking skills, Islamic Communication and Broadcasting students encounter several key challenges that impact the learning process and outcomes. These challenges stem from linguistic, psychological, and environmental factors.

Table 2

Types of Challenges in Learning English Public Speaking

Challenge category	Description	Frequency of appearance (%)
Speaking anxiety	Students feel afraid of making mistakes, nervous, and embarrassed when speaking in front of the class, especially in English.	44%
Limited vocabulary and language structure	Students often struggle to construct spontaneous sentences due to a lack of vocabulary and inadequate mastery of grammar.	36%
Lack of exposure to authentic English	Limited opportunities to hear and use English outside of class prevent optimal development of speaking skills	20%

Interview results corroborate this data. One student stated that he often knows what he wants to say, but he has difficulty finding the right words in English. Sometimes he gets nervous and ends up lacking confidence. (Student 3, Interview, September 19, 2024). Furthermore, some students also highlighted that those differences in their English language proficiency backgrounds led to gaps in class participation. Students with low initial proficiency tended to be quiet and passive, requiring specific intervention from the lecturer to engage them in speaking activities.

The challenges faced by ICB students in developing their English public speaking skills reflect the general dynamics of English language learning in Islamic educational environments, which are still oriented toward grammar and reading. The results of this study reveal three main challenges: speaking anxiety, linguistic limitations, and the lack of an authentic English-speaking environment, all of which are interrelated, as presented in Table 2.

First, speaking anxiety. Speaking anxiety is the most dominant challenge faced by ICB students. Most students demonstrate high communication apprehension, especially when speaking in front of the class in English. This phenomenon aligns with the findings of Horwitz

et al. (1986) in their theory of Foreign Language Classroom Anxiety, which explains that language anxiety can hinder the process of transmitting ideas and reduce spontaneous speaking.

In the context of this study, anxiety arises because students are not accustomed to speaking in public and are afraid of making pronunciation or grammatical errors. In contrast to research by Syahada and Sari (2024), which found that rigorous lecturer evaluations caused English language students' speaking anxiety. This study shows that the primary source of anxiety among ICB students stems from self-judgement - the fear of being deemed insufficiently fluent by their classmates. Theoretically, this situation suggests the need for a learning approach based on safe space speaking practice (Salviana and Daud, 2018), where lecturers create a supportive atmosphere that allows students to feel more comfortable making mistakes as part of the learning process.

Second, linguistic limitations. Linguistic factors, such as a limited vocabulary and difficulty with sentence structure, also pose significant obstacles. Students often understand the ideas they want to convey in Indonesian but are unable to translate them spontaneously into English. This condition aligns with the findings of Anton (2021), who emphasized that limited vocabulary is a major obstacle to speaking skill development in an EFL context. However, this study makes a new contribution by showing that ICB students need contextual and professional vocabulary, such as terms for broadcasting, da'wah, and journalism. This indicates a gap between the general material used in General English and the needs of English for Islamic Communication Purposes. Therefore, learning strategies need to be directed towards the English for specific purposes (ESP) approach, as recommended by Salmani-Nodoushan (2020).

Last, lack of exposure to authentic English materials. The third challenge is the limited opportunities for students to hear and use English in real-life contexts outside the classroom. Most ICB students lack access to an English-speaking environment, whether on campus or at home. This prevents their speaking skills from developing naturally. This finding aligns with a study by Rahmawati et al. (2021), which found that lack of exposure is a contributing factor to low fluency in non-English-speaking students. However, unlike the previous study, this study adds that despite the limited authentic environment, ICB students demonstrate independent initiative in creating virtual exposure through digital media, such as podcasts, YouTube, and AI chat platforms like ChatGPT. This trend reinforces the theory of self-regulated learning (Hapsari & Wu, 2022), which emphasizes the importance of student autonomy in regulating their own learning strategies. In other words, the challenges of language exposure can be offset through technology-based learning that enables semi-authentic interactions.

Despite the numerous opportunities available, this study also identified several challenges faced by ICB students in developing their English public speaking skills. The main challenges that emerged were fear, nervousness, and a lack of confidence in public speaking, especially when using a foreign language. These affective factors align with the Foreign Language Anxiety theory, where speaking anxiety arises from performance pressure, fear of mistakes, and negative evaluation by the audience. Furthermore, limited vocabulary and inadequate sentence structure also pose significant linguistic barriers. These findings are consistent with previous research by Zhai and Wibowo (2023), which showed that non-English major students often experience difficulty organizing ideas and choosing appropriate

diction when speaking. Other contributing factors include a lack of exposure to authentic English environments and relatively limited practice time in class. However, compared to previous research that addressed challenges separately, this study highlights the interaction between linguistic, affective, and social environmental factors as a whole that influences ICB students' public speaking performance. This means that challenges are not only personal but also contextual, and require a holistic approach to address them.

Lecturer and students' strategies in handling the challenges in English public speaking learning

Based on classroom observations, in-depth interviews, and reflections from lecturers and students, it was found that both lecturers and students implemented a variety of adaptive and collaborative strategies to address challenges in learning English public speaking. These strategies encompassed pedagogical, affective, and technological aspects as demonstrated in Table 3.

Table 3

Strategies Implemented by Lecturers and Students

Type of strategy	Practical implementation	Impact on learning
Pedagogical strategy (classroom-based)	Use of task-based learning methods, role simulations (MC, host, newsreader), and peer feedback practices	Increase student participation and encourage active speaking.
Affective strategy (psychological support)	Provide motivation, create a supportive classroom atmosphere, and normalize language errors.	Reduce speaking anxiety and increase self-confidence
Technological strategy (technology integration)	Utilize digital media such as YouTube, podcasts, and AI applications like ChatGPT for speaking practice outside of class.	Provide students with opportunities for authentic and independent practice.

One student stated that she practices being a host using English subtitles, then she records and listens back. She also occasionally practices using ChatGPT to refine her pronunciation and responses. She said, "I like to practice being a host. It is more relaxed than MC. I record it and listen again. I can use my HP or ChatGPT. I learn like that so I can pronounce and give a good response well (Student 6, Interview, September 21, 2024)." The lecturer also emphasized that the project-based learning approach and peer correction were very helpful. She tried to give students realistic roles, such as news anchor or MC, so they would feel a sense of professional responsibility. As a result, they become more active and confident. These findings indicate that a combination of pedagogical, affective, and technological strategies plays a significant role in helping ICB students overcome barriers to speaking English. This strategy reinforces communicative language teaching theory and the task-based learning approach, where language use is directed toward concrete communication goals (Todd, 2020; Thornbury, 2005).

Firstly, pedagogical strategy: task-based and contextual learning. The most prominent pedagogical strategies implemented are task-based learning and contextual simulation.

Through roles such as master of ceremonies, news presenter, or moderator, students are trained to speak in contexts relevant to the world of Islamic broadcasting. This approach aligns with the concept of English for specific purposes (ESP), which emphasizes students' professional needs (Rahman, 2015). Research by Dewi et al. (2016) also demonstrates that communicative activities, such as role-playing and simulation, are effective in enhancing student fluency and confidence. However, this study expands on these findings by incorporating an Islamic context, specifically the use of religious topics, da'wah (Islamic preaching), and moral communication, which enhances the social significance of language learning. Thus, pedagogical strategies within the ICB context not only train language skills but also instill religious values that align with students' character as future Islamic communicators.

Secondly, affective strategy: building confidence and reducing anxiety. The affective aspect is one of the main pillars in improving the speaking skills of ICB students. Lecturers consciously create a supportive classroom environment by emphasizing that mistakes are a natural part of the learning process. This strategy has been proven effective in reducing speaking anxiety, as confirmed by Raja (2020), who stated that emotional and motivational support can significantly reduce the fear of public speaking. This study adds value by demonstrating that peer encouragement and support from classmates play a significant role in fostering the courage of ICB students to speak. Lecturers facilitate this through peer feedback and collaborative presentation activities, where students provide positive feedback to one another. This reinforces Vygotsky's (1978) sociocultural theory, which emphasizes that social interaction plays a crucial role in the development of language skills. In other words, improving ICB students' speaking skills is influenced not only by language proficiency but also by a conducive social and emotional environment.

Thirdly, technological strategy: digital and AI-based speaking practice. The use of digital technology and artificial intelligence has emerged as a strategic innovation in the context of ICB learning. Students utilize media such as YouTube, podcasts, and ChatGPT to practice pronunciation, fluency, and improvisation in speaking. This strategy aligns with the findings of Qureshi et al. (2021), who confirmed that integrating digital technology in Education 4.0 can increase the effectiveness of language learning through interactive experiences. Furthermore, research by El Shazly (2021) and Zou et al. (2023) shows that the use of AI in speaking practice can reduce anxiety and increase student confidence. The results of this study strengthen these findings by adding a local context: ICB students utilize ChatGPT for speaking practice based on Islamic topics, such as religious broadcasting and Islamic talk shows. This provides an original contribution to the literature on AI-assisted language learning by linking technology to the needs of spiritual communication.

Technology-based English learning at ICB serves not only as a linguistic aid but also as a means of authentic exposure, preparing students for the increasingly digital world of Islamic broadcasting. The third finding shows that the strategies used by lecturers and students play a crucial role in overcoming linguistic and psychological barriers in public speaking learning. The implementation of strategy based on peer interaction, self-reflection, and authentic projects not only improves speaking skills but also builds ICB students' professional communication competencies relevant to the needs of the contemporary workplace and preaching world.

The third finding indicates the adaptive strategies implemented by both lecturers and students to overcome obstacles in the public speaking learning process. Lecturers employ a scaffolding approach (Vygotsky, 1978) by providing gradual support, from small-group speaking practice and the use of visual media, to individual practice in front of the class. This strategy has proven effective in increasing students' sense of psychological safety, as they feel guided and are not immediately confronted with stressful situations.

Students also develop independent strategies, such as self-rehearsal, watching videos of public speaking in English, and discussing with peers, to expand their vocabulary and improve pronunciation. These strategies demonstrate the development of self-regulated learning. Contrary to previous research by Liu et al. (2022), which stated that students tend to be passive in dealing with speaking anxiety, this study shows that with lecturer support and a supportive classroom environment, ICB students are able to develop proactive strategies. Thus, the combination of teacher scaffolding and learner autonomy is key to success in improving public speaking performance.

The three findings above collectively provide a comprehensive overview of the dynamics of public speaking skill development in the context of ICB students. First, the extensive opportunities offered by the practical learning context pave the way for improving students' communication skills and self-confidence. Second, linguistic and psychological challenges offer lecturers a point of reflection to strengthen learning strategies by incorporating emotional support and communicative practice. Third, the adaptive strategy of lecturers and students demonstrates that learning success depends not only on the material, but also on the social and collaborative processes within the classroom.

Theoretically, this study also strengthens the relevance of Vygotsky's (1978) theory of social constructivism, Dörnyei's (2019) theory of language motivation, and Horwitz et al.'s (1986) affective theory in the context of speaking instruction at Islamic universities. Practically, the results of this study provide a tangible contribution for English language lecturers and communication educators in designing more contextual, reflective, and humanistic public speaking lessons.

Conclusion

This study highlights efforts to improve the English public speaking skills of Islamic Communication and Broadcasting students by identifying opportunities, challenges, and strategies implemented by lecturers and students. Based on data analysis, it was found that public speaking learning materials relevant to students' professional needs, such as being an MC, moderator, presenter, or presenting Islamic news, provide significant opportunities to enhance students' active participation and practical communication skills. The main challenges identified included speaking anxiety, limited vocabulary and language structure, and a lack of exposure to authentic English. To address these challenges, lecturers and students implemented pedagogical, affective, and technological strategies, including task-based learning, project-based learning, AI-based independent practice, peer feedback, and psychological and motivational support. This combination of strategies proved effective in reducing anxiety, increasing self-confidence, and strengthening students' speaking skills in professional and religious contexts.

The findings of this study expand knowledge in the field of English for specific purposes (ESP) by emphasizing the integration of professional contexts and Islamic values in public

speaking learning. Practically, this research contributes to the development of ESP and digital technology-based curricula. It is like the methods that support the improvement of students' communication competencies. This research not only makes a practical contribution to English language education but also enriches the scientific literature related to the development of context- and values-based professional speaking skills.

Based on the research findings on the opportunities, challenges, and strategies in public speaking instruction for students in the Islamic Communication and Broadcasting Study Program, several recommendations can be used as references for future learning development. First, lecturers teaching public speaking courses are advised to integrate more interactive and practice-based learning methods, such as peer evaluation, simulated broadcast performance, and the use of digital technologies like AI-based speaking platforms or speech analysis tools to increase student engagement and confidence. Lecturers also need to develop learning designs that adapt to students' varying abilities and provide more opportunities for performance in class and external activities so that students gain real-world experience speaking in public. Second, students are advised to actively address psychological barriers such as public speaking anxiety through regular practice, group collaboration, and performance reflection. Students can also utilize various online resources and speaking practice apps to enhance their articulation, intonation, and improvisation skills.

Third, institutions are recommended to provide supporting facilities such as mini broadcast studios, public speaking clubs, and regular training with communication practitioners to make the learning process more contextual and applicable. Fourth, future researchers are advised to examine the effectiveness of applying artificial intelligence technology, social media, or virtual presentation tools more comprehensively to improve the public speaking skills of ICB students. Research can also be expanded using a mixed methods approach to strengthen the empirical and theoretical strengths of the results. These recommendations are expected to enrich pedagogical innovation in technology-based public speaking learning and strengthen the communicative competence of ICB students in the digital and professional era.

This research is limited to exploring the opportunities and challenges of students in learning English public speaking. It also examines the strategies for handling the challenges. Learning technology as a part of strategies has not been explored in detail yet. It means this research opens up opportunities for further studies to have further development, such as exploring the effectiveness of using AI and digital media on a larger scale, developing Islamic-context-based modules for various types of professional communication, and conducting longitudinal studies to assess the impact of learning strategies on students' public speaking performance over time.

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