

ENHANCING STUDENT ENGAGEMENT AND ACTIVE LEARNING THROUGH STUDENT PRESENTATION-BASED EFFECTIVE TEACHING (SPET) METHOD AMONG MALAYSIAN UNDERGRADUATE STUDENTS

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ABSTRACT

This study investigates the impact of the Student Presentation-Based Effective Teaching (SPET) approach on Malaysian undergraduate students. Utilising a qualitative research design, the research aims to explore how student presentations influence classroom participation and the overall learning experience in higher education. A total of 46 participants, aged 20 to 23, enrolled in a Bachelor of Arts program, participated in this study over a 14-week semester at a public university in Malaysia. Data were collected through a combination of observation, field notes, student presentations, personal communications (such as WhatsApp messages), and teacher evaluations, employing convenience sampling for its efficiency and accessibility. The findings reveal that integrating presentations into the curriculum fosters critical thinking, enhances student motivation, and facilitates a more effective learning experience. Students expressed that preparing and delivering presentations not only improved their understanding of complex topics but also encouraged them to engage in collaborative learning activities. Post-presentation tasks, such as quizzes and interactive games, further enriched the learning environment, promoting both cognitive and physical engagement.

Keywords:

Presentation-Based Effective Teaching (SPET), Student Engagement, Active participation, Undergraduate students

INTRODUCTION

In higher education, the engagement of undergraduate students in active learning processes is indispensable. A significant amount of past research has suggested that active learning techniques, can significantly enhance student participation and comprehension (e.g., Lawson et al., 2019; Arthurs & Kreager, 2017; Freeman et al., 2014). Active learning can be referred as to as an instructional approach that engages students in the learning process, encouraging them to participate actively rather than passively receiving information (Arthurs & Kreager, 2017; Martin, & Bolliger, 2018). This can involve activities like group discussions, problem-solving, case studies, and hands-on projects. The goal is to enhance critical thinking, retention, and understanding by making students more involved in their learning experiences. Students' active participation also helps solidify knowledge, making it more likely to be retained long-term, develops essential skills such as communication, teamwork, and problem-solving as well as empowers students whole learning experience.

Nevertheless, traditional pedagogical approaches seem to be the popular and common method in higher education in many countries as well as in Malaysia (Jamaluddin et al., 2023). This method often prioritises passive learning (Lawson et al., 2019), where students absorb information rather than interact with it. Especially when more technical, procedural courses with numerous concepts and terms in education, students become considerably dependent on lecturers as they often are not involved active participation. Not always, but usually the practice in higher education is where the lecturer will start the class by explaining conceptual aspects of the course topic and followed by providing examples of these concepts (Mardiningrum & Ramadhani, 2022). Usually, the lecturer then asks the students to do some exercises or activities, then the session will end with formative test. This traditional method has been criticised for promoting passive learning and rather referred as shallow learning.

One effective strategy to enhance student engagement is the incorporation of presentations as a core component of the classroom practice. At the higher education level, the ability to deliver an oral presentation is often regarded as a crucial skill for future careers (Mardiningrum & Ramadhani, 2022; Al-Nouh et al., 2015). However, tertiary-level students frequently encounter challenges in both speaking and writing in English, particularly in English as a Second Language (ESL) and English as a Foreign Language (EFL) contexts (Meganathan et al., 2024). Zhihao and Mustapha (2021) explain that university students facing academic challenges can benefit not only from additional support from teachers and peers but also from creating positive experiences that encourage active participation in and outside classroom. By actively engaging in the presentation process, students are more likely to develop a mastery of the content and gain valuable communication skills that are essential for their future careers.

LITERATURE REVIEW

An oral presentation is a planned and practiced speech that is delivered without memorisation or reading from notes, aimed at conveying information to an audience (Levin and Topping 2006) in this case, often to the lecturer and peers. Student presentations are opportunities for learners to showcase their understanding of a topic or project to their peers and instructors. Student presentations not only serve as a platform for knowledge dissemination but also encourage deeper cognitive processing, collaboration, and critical thinking. While summative assessments in higher education, such as end-of-term exams, have been conducted through written essays, typically oral presentations are part of the formative assessment. It can be both individual and group student presentations. Usually there will be a rubric given to the students to know what the expectation of the lecturer and/or the course are. Student presentation serves as a way for students to convey the material they have studied, allowing them to derive their own interpretations from the ideas of others.

In this context, numerous researchers, educators, and theorists have focused on integrating student presentations into classroom practices within higher education (e.g., Rensburg & Hagar, 2019; Tesfaye & Berhanu, 2015; Tyagi, 2022; Martella & Schneider, 2024). In 2015, Tesfaye and Berhanu conducted a study focused on improving student participation in active learning methods in Ethiopia, East Africa. Utilising a mixed-methods approach that incorporated focus group discussions, document analysis, and survey questionnaires, the researchers gathered data from 42 second-year tourism management students at a higher education institution. The results revealed that 75% of the students felt that group discussions offered them greater opportunities for active participation in class compared to presentations and demonstrations. Conversely, 25% of the students indicated a preference for presentations and demonstrations. Additionally, the study found that encouraging students to present material to their peers—especially when peer assessment was included—motivated all students to aim for excellence in their roles as presenters or demonstrators, thereby deepening their subject-specific knowledge. The study presents valuable insights into student participation in active learning methods within the Ethiopian higher education however, it does not extensively explore contextual factors that might influence students' preferences for active learning methods. A more in-depth examination of these factors could provide a fuller understanding of why group discussions were preferred by 75% of students.

Next, Rensburg and Hagar (2019) conducted classroom experiment investigated learning gains and preferences by students who served as an audience for both peer and instructor presentations in a university in the State of Minnesota, United States. Each group presentation, lasting 25 to 35 minutes, featured an interactive element, such as a game or discussion. A total of seven student presentations were interspersed with four instructor-led presentations of the same format. To measure learning gains from these interactive presentations, the same open-ended quiz question was administered both before and after each session. The findings indicate that, when provided with substantial guidance and well-defined presentation parameters, students can achieve comparable learning outcomes from their peers as they do from interactive lessons led by the instructor. This underscores the effectiveness of peer presentations in

enhancing student learning. A key strength of the study is the inclusion of interactive elements, such as games and discussions, which align with constructivist principles of active learning. Interactive learning has been shown to enhance student engagement, and the consistent use of this format in both peer-led and instructor-led presentations ensures a fair comparison of their effectiveness.

Sugeng and Suryani (2018) conducted a presentation-based learning to enhance active learning and self confidence in financial management classroom among Indonesian university students. This study aimed to identify an effective learning strategy to enhance student engagement and self-confidence in a Financial Management class through the introduction of a structured, presentation-based learning approach. Using an action research design, the study was conducted in two cycles with 120 students in the first and 110 in the second cycle. Data was collected through semi-structured questionnaires, lecturer observations, and interviews, and both qualitative and quantitative analyses were conducted. The findings showed that the approach successfully engaged students, minimized free-riding behavior, promoted self-regulated learning, and increased students' confidence in participating in class discussions. The study highlights the importance of allowing students creative freedom and accountability in their learning, contributing to improved teaching practices in higher education. The findings indicate that students exercised greater autonomy and self-regulated learning, an essential skill in higher education. This shows that structured nature of the presentations, combined with the opportunity for creative freedom, can encourage students to take ownership of their learning, preparing them for independent and lifelong learning. Interestingly, Tyagi (also see 2014: 2016: 2018: 2022) developed student presentation-based effective teaching (SPET) approach in 2014 to make student presentation activity the central element of learning challenging concepts. SPET is a structured student active teaching method that's emphasises the integration of student-led presentations (Tyagi, 2018). This method enhances student engagement and motivation by actively involving learners in the teaching process. By requiring students to present material to their peers, the SPET approach not only fosters collaborative learning but also facilitates a deeper understanding of the subject matter (Tyagi, 2022). Overall, the SPET approach serves as an effective framework for fostering a dynamic and interactive learning environment that allows the learners to take an active role in their learning through presentations, promoting a sense of ownership and accountability. The approach establishes a clear feedback mechanism involving both peers and instructors, which helps students receive constructive criticism and recognition for their efforts (Tyagi, 2016). Figure 1 shows the detailed flow chart of SPET.

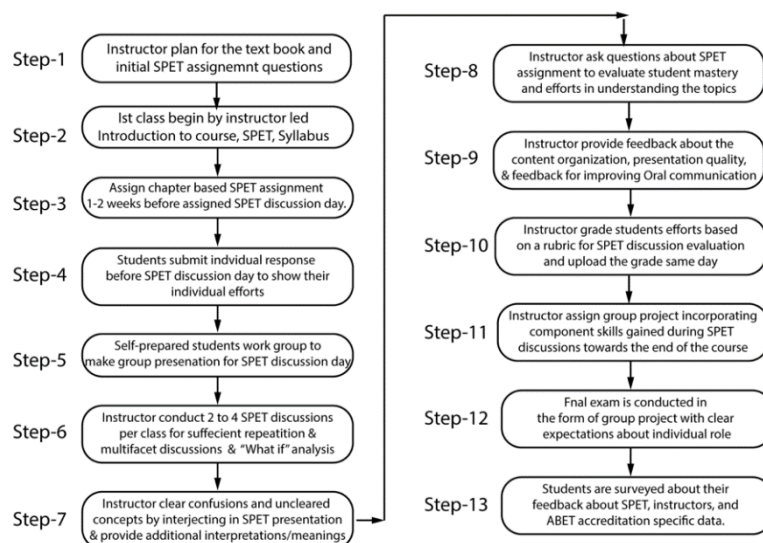


Figure 1: SPET flow Chart (Tyagi, 2022)

Tyagi (2022) integrates the SPET approach with constructivism theory, in where knowledge is actively constructed by learners through their experiences and interactions with the world, rather than passively received. Rooted in the works of theorists such as Jean Piaget and Lev Vygotsky, constructivism emphasises the importance of learners' prior knowledge and social interactions in shaping new understanding. In educational contexts, constructivist approaches advocate for learner-centered environments where students engage in problem-solving, exploration, and reflection, with teachers acting as facilitators. This theory promotes contextual, real-world learning, encouraging students to build on their existing knowledge, and has led to the development of methods such as inquiry-based and project-based learning, which emphasize active, collaborative knowledge construction (Lee & Hannafin, 2016). SPET approach connects with constructivism by emphasizing how student-led presentations foster active knowledge construction (Thomas et al., 2017). In this approach, students take on the role of presenters, engaging deeply with the material, which encourages them to explore, synthesize, and communicate their understanding. This aligns with the constructivist view that learners actively build knowledge through personal experience and reflection (Dewey et al., 1970). By presenting to peers, students are not only constructing their own understanding but also engaging in social interaction, a key component of constructivism, which helps to test and refine their ideas. It is essential to note at this point that this method enhances learning outcomes by encouraging students to actively participate, critically analyse, and collaboratively engage in the learning process, in line with constructivist principles (Piaget, 2013).

While student presentations offer numerous benefits, their implementation in higher education remains limited in many regions. When employed effectively, presentations can serve as a powerful tool for enhancing class participation. To maximise their impact, presentations should be structured to encourage students not only to design and practice their research but also to engage in collaborative efforts with peers. This could involve conducting preliminary mini group presentations prior to the main event. Furthermore, instructors might consider incorporating post-presentation activities that allow each group to reflect on their findings and experiences. Such an approach not only deepens understanding of the subject matter but also fosters a collaborative learning environment which eventually contribute to active learning. This active participation is crucial, as it fosters a dynamic learning environment where students are more likely to contribute meaningfully to discussions, engage with course materials, and develop a personal connection to the subject matter.

Furthermore, incorporating presentations into the curriculum aligns with modern educational paradigms that prioritize student-centered learning. While increased guidance from the instructor may limit opportunities for students to practice their information literacy skills and personalize their topics, it can also boost confidence in the quality of peer presentations. When students feel assured that their classmates are providing essential and accurate information, it not only enhances their learning experience but also fosters a greater appreciation for their peers' presentations (Remsburg & Hagar, 2019). Ultimately, this balance between guidance and student autonomy can lead to a more effective and enriching learning environment.

In the context of Malaysian higher education, where student engagement and participation are critical for effective learning, exploring the impact of such methods can provide valuable insights. The present study aims to investigate the impact of student presentations on active participation levels and overall engagement levels in undergraduate classrooms. By examining undergraduate students' experiences and perceptions, this research seeks to illuminate the relationship between presentation activities and student involvement, thereby contributing to the ongoing discourse on effective teaching strategies in higher education. Through this exploration, the aim is to provide insights that can inform curriculum design and pedagogical practices, ultimately enhancing the educational experience for students navigating the complexities of higher education.

Additionally, there has been very minimal exploration on SPET among Malaysian higher education institutions. Therefore, the present research highlights this gap in literature by addressing the following research question: To what extent Student Presentation-Based Effective Teaching (SPET) approach influences Malaysian undergraduate students' classroom participation? The aim involved the

fulfilment of the following research objective: The objective of this research is to examine the extent of the SPET approach influences Malaysian undergraduate students' classroom participation. Additionally, the study aims to identify the overall learning experience within the higher education context.

METHODOLOGY

Research design

This classroom investigation examines the impact of the SPET approach on Malaysian undergraduate students. A qualitative approach was applied in this study to investigate how student presentation can influence classroom participation and the overall learning experience within the higher education. In contrast to quantitative research, which emphasizes the measurement of data and the establishment of statistical relationships, qualitative research aims to explore deeper meanings, identify patterns, and gain insights (Creswell, 2015). In other words, this type of research typically involves observing and documenting behaviors, attitudes, or experiences without manipulating variables. Consequently, employing a descriptive qualitative approach facilitates a thorough understanding of Malaysian undergraduate students' classroom participation through the use of student presentations as a learning tool in higher education.

Participants

The data for the present research were collected through 14 weeks of period (one long-semester) at one of the public universities in Malaysia. There were 46 participants involved in this study. They are all between the age of 20- 23 years old studying of Bachelor of Arts (English language & linguistics) and enrolled in one of the compulsory courses (English language evolution and change) taught by the researcher herself. Convenience sampling is employed in this study due to its practicality and efficiency in data collection. As a non-probability sampling technique, it allows for the selection of participants based on their easy availability and proximity to the researcher. According to Creswell (2015), convenient sampling method is often used in qualitative research due to its ease and efficiency, allowing researchers to gather data quickly without extensive resource investment. This method is particularly beneficial in educational and clinical research settings, where engaging with participants in everyday contexts can provide valuable insights into real-world behaviors and attitudes.

Data collection method

English language evolution and change is among one of the compulsory courses for English linguistics programme at tertiary level. This course involves the undergraduate students to understand the evolution and change of English language from its Anglo-Saxon roots to its present status as the world's dominant language. Assessment coursework 60%, final examination 40%. The coursework includes tests, presentation and written assignment. Group presentation is among one of the major learning activities that is carried out during the course. In the beginning of the semester, students were told that they would require to do a group presentation of a given topic, and every group member must collaborate during the group task as well as every member must present on the topic. One of the learning outcomes of this course is for the students to be able to explain the historical development of the English language and change over the period of time which actually contribute to the 20 percentage of the overall course. They were also given a presentation rubric focusing on their mastery and acquisition of the subject matter and not so much on the language and others. Participant consent was obtained prior to the study. All real names have been omitted, and faces in the images have been blurred to protect participants identities.

At the beginning of the semester, the researcher conducted a series of lectures over a period of 2 to 3 weeks to explain the subject matter. From week 3 through week 14, student presentations were

implemented, with each presentation lasting approximately 40 minutes. In total, there were about eight groups presenting throughout the 14-week period. A key requirement of this method was that every participant within each group was expected to present, with individual marks assigned to ensure accountability. Additionally, students were tasked with designing, developing, and facilitating post-presentation activities, which included options such as mini quizzes, role plays, online games, and interactive exercises like musical chairs. The purpose of these post-presentation tasks was to foster further collaboration among classmates, encouraging them to engage actively with one another. This approach not only facilitated physical movement within the classroom but also promoted cognitive engagement in the various activities, enhancing the overall learning experience.

Each week, one student group will present for 40 minutes, followed by a 30-minute session dedicated to post-presentation tasks. Subsequently, the instructor will provide feedback on the students' presentations, fostering a reflective dialogue regarding the learning experience. The following hour and a half will involve the lecturer elaborating on the subject matter, addressing any topics that may not have been thoroughly covered during the group presentations. In this segment, the instructor will enhance the understanding of the material by introducing additional insights and facilitating activities designed to encourage student participation and knowledge sharing. These activities aim to create an interactive learning environment, allowing students to express their perspectives and engage critically with the subject matter. This structured approach not only reinforces the content delivered in the presentations but also supports collaborative learning among students, promoting a deeper comprehension of the course material. The data for the research were collected through various forms; observation, field notes, pictures, students' presentation aids (e.g., Canva, PPT), personal text messages, emails, WhatsApp messages, teacher evaluation form, student-student interaction, teachers-student interactions, and figures. Simply put, more than one data source was needed to support the assumptions of the research results.

Data analysis

The data analysis commenced with the transcription of interactions between students and teachers, both in and out of the classroom, as well as observations made during these interactions. The researcher focused on selecting information-rich exchanges, paying particular attention to students' responses and reactions to the SPET approach. These interactions were transcribed into line-by-line excerpts accompanied by the researcher's initial notes. The excerpts were carefully examined, and the information was reorganized and categorized to identify emerging patterns. In addition to the interactions, other sources such as pictures, teacher feedback forms, PowerPoint or Canva slides, field notes from observations, and the teacher evaluation form were also analysed. Findings that reflected any of the identified themes were categorised accordingly to support the conclusions drawn from the study. In this study, thematic analysis was employed to examine participants' spoken responses, aiming to understand and interpret their meanings by identifying patterns within the data. This approach is especially valuable for research projects focused on uncovering themes and concepts within qualitative data. The process involved steps such as coding the data, organizing categories, identifying themes, and reporting conclusions to address the research questions (Braun & Clarke, 2012).

RESULTS & DISCUSSION

The data collected revealed four main themes regarding the use of students' group presentation as a tool for learning and to create an engaging classroom environment. The identified four distinct themes: i) promotes critical thinking, ii) motivated and highly interested, and iii) effective and easier learning. The results of each of these themes are detailed in the following section.

Promotes Critical thinking

The integration of presentations into classroom activities plays a significant role in fostering critical thinking among students. Critical thinking in classroom have been studied widely in the past. Studies are suggesting that it can enhance student's understanding of the material by encouraging them to analyse and question rather than just memorise the facts (Halpern, 2013). This leads to a more nuanced grasp of concepts and better retention of information. Besides, when students are allowed and then courage to be critical thinkers in class, this leads them to be independent thinker as well as creative when participating in class activities, completing a task, or creating a framework (Lin et al., 2018). Developing critical thinking skills equips students to tackle complex problems more effectively. They learn to break down problems, evaluate solutions, and make informed decisions, which is valuable both in academics and in real-world situations. This finding is consistent with constructivism theory, where learners are viewed as active participants in their own learning process, engaging with their environment, constructing knowledge through experiences, and developing critical thinking skills that enable them to connect theoretical concepts with practical applications (Lee & Hannafin, 2016; Piaget, 2013). The feedback collected from students highlights various ways in which the process of preparing and delivering presentations enhances their analytical and evaluative skills. Following are the experts from the student's feedback.

From presenting, I learn how to get information's on given topic, on top of that I had to find better ways to explain it to my friends in class (S1)

It helps with creativity as we need to prepare for the presentation as well as the follow up activity slash game. (S2)

It helps us to improve our researching skills and our critical thinking skill since we have to prepare plan and design our presentation. (S3)

It promotes our research skills as we need to do thorough research on the subject. (S4)

One key benefit noted is the development of research and explanatory skills. *S1* reflects, how the process of presenting encourages students to gather and synthesise information effectively and then communicate it clearly, thus honing their ability to analyse and articulate complex ideas. This process aligns with findings from educational research, which suggests that presenting information requires students to engage deeply with the material, fostering higher-order thinking skills such as analysis and synthesis (Ganguli, 2024).

Other than that, *S4* explains that presentation tend to help her to improve researching skill as she need to find out some information prior to their presentation, and this helps her to not only best understand the subject of matter but also developed their researching skill. Meanwhile as mentioned by *S2*, student presentation also helps in boosting their creativity; especially in designing the Power Point Slides (PPT) and/or Canva as well as in creating a simple post-presentation activity/game. Sample of student's presentation canvas are presented below. Past research supports that creativity in presentation design enhances problem-solving and critical thinking skills, in fact Runco and Acar (2012) asserts that engaging in creative tasks promotes cognitive flexibility and innovation.

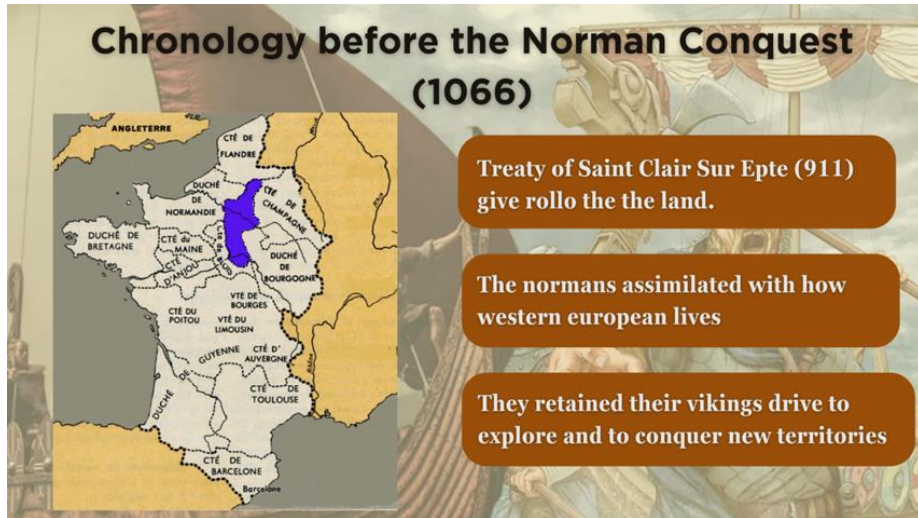


Figure 2: Sample student’s presentation on Norman Conquest using PPT

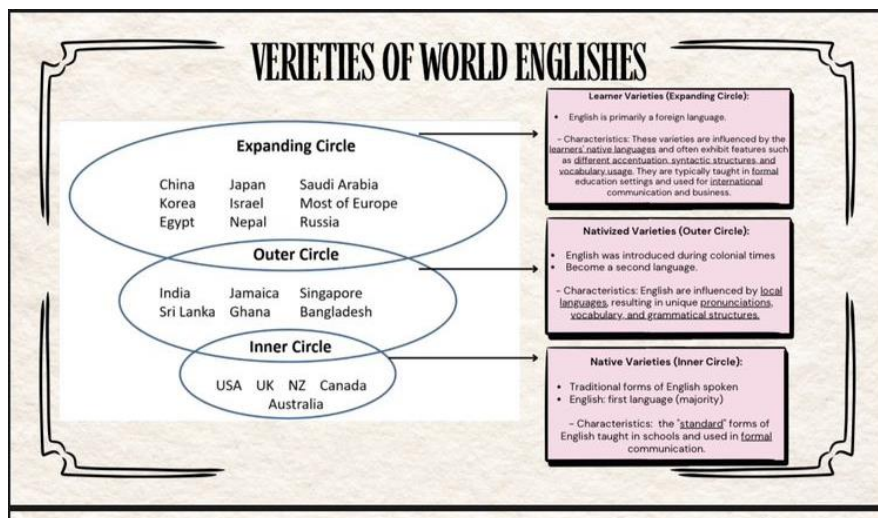


Figure 3: Student’s presentation on Varieties of World Englishes using Canva

These are among a few chosen slides from the collection of students presentation students (the researcher is not able to attach the complete presentation slides in this paper). It is essential to note here that from observation, it is evident that the participants of this research over the period of time get curious, excited and creative to prepare the presentation slides and the post activity. In fact, there was a slight pressure in them to prepare an interesting and eye-catching slide. Consequently, a few students also tried to include other visual aids (e.g., you tube videos, songs, QR codes) for presentation and online games and quizzes for the post presentation activity. Overall, this led to an enhanced learning experience that fostered critical thinking among the students. As they engaged with various multimedia elements and worked collaboratively, they were encouraged to analyse information more deeply and consider different perspectives. The process of designing their presentations required them to evaluate content critically,

synthesize ideas, and articulate their thoughts clearly. Moreover, the interactive post-presentation activities prompted them to apply their knowledge in practical ways, reinforcing their understanding and stimulating further inquiry. This approach not only improved their presentation skills but also cultivated a mindset geared toward exploration and innovation, essential components of critical thinking.

Motivated and highly interested

In the ever-evolving landscape of education, the effectiveness of a teaching approach is reflected in its capacity to foster meaningful learning experiences and measurable growth among students. Drawing on Vygotsky's Zone of Proximal Development (ZPD), the data collected from student feedback highlights the positive impact of presentation-based learning on student engagement and enthusiasm. This approach not only supports students in developing their skills with the guidance of peers and instructors but also encourages collaborative interactions that enhance understanding and retention of knowledge. Following are the experts taken from students WhatsApp feedback and teaching evaluation.

From my classmates' presentations, I get to learn the topics in an interesting way and while participating in games after the presentation, is way better than just sitting and listening to lecturer. (S5)

The whole experience of the course (learning through presentation) was so fun. This experience has been so positive that I am seriously considering on pursuing a master's on this course. (S6)

If you get X as your lecturer prepare to have fun. She is the best professor I could ask for and honestly, I'm sad that I won't be having any classes with her after this. I am so happy to have met a professor like her and I enjoyed a class so much. So far this is the best class for this semester. (S7)

One of the best fun classes so far for this semester. (S8)

Enjoyed every bit of the activity, from presentation to the activities and games that followed by the presentation. (S9)

It was a fun learning experience that helps us to remember the information better. (S10)

The data shows that the students repeated used the words like 'fun', 'interested' and 'enjoy' expressing how they feel about doing presentation as part of the class activities. They also referred positively towards the post presentation activities (e.g., language games) that were carried out (e.g., language games). Another evident of the students highly enjoyed the presentations was when they compared it to be better than the other subjects/ courses they took in the same semester. The comments reflect how presentations allow students to learn from each other in an interactive environment. Vygotsky (1978) emphasized that learners benefit from guidance and support from peers and instructors, which helps them progress through their ZPD. The collaborative aspect of presentations likely provided scaffolding, enabling students to tackle complex concepts that they might not have been able to grasp independently. This is suggesting that using presentation as a learning activity in class, seems to be elevating the student's interest on the subject matter, which eventually increase their motivation to learn. In fact, S6 stated that she is even seriously considering herself to pursue a master's degree on historical language. This sentiment aligns with research indicating that interactive and participatory learning methods can increase student motivation and interest (Althof, 2024; Freeman et al., 2014; Hernández-de-Menéndez et al., 2019; Sugeng & Suryani, 2018).

The impact of enthusiastic and engaging teaching on student motivation is also evident. As remarked by S7, "If you get X as your lecturer, prepare to have fun. She is the best professor I could ask for and honestly, I'm sad that I won't be having any classes with her after this. I am so happy to have met a professor like her and I enjoyed a class so much. So far this is the best class for this semester." This feedback underscores the importance of an instructor's role in creating an engaging learning environment and how it contributes to student motivation and satisfaction (Pike & Kuh, 2005).

Furthermore, the enthusiasm for the course was echoed by another student who described it as "one of the best fun classes so far for this semester," and another who enjoyed "every bit of the activity, from presentation to the activities and games that followed by the presentation." These comments reflect a broader trend where interactive and participatory elements not only enhance enjoyment but also deepen interest in the subject matter (Althof, 2024). In fact, Yu and Singh (2024) suggest that a well-structured classroom environment and effective teaching methods play a significant role in boosting students' enthusiasm for learning.

Through observation it was also noticed that during the initial stage of the semester where the teaching approach was more to teacher centered method, the students were observed to be only passively engaged in classroom. The research noticed that the students often not physically, or cognitively engaged during the lesson. They tend to listen to the lecture and carry one with the learning activity thereafter. In fact, there was no chance to engage among themselves or to move around the classroom. Therefore, the overall environment of the class was very dull and seemingly less motivated.



Figure 4: Post Presentation Activity (Language Monopoly Game)



Figure 5: Post Presentation Activity Role-play

However, as seen on Figure 3 and 4, doing presentation and participating in the post presentation activities, the students seemed to enjoy the learning process as they get to work with others, and they get to be actively involved with the lesson/subject matter. By the end of the semesters, the student's interest on the subject matter as well as their motivation to learn increased over the time. Student engagement in classroom not only boosts their satisfaction, but also heightens motivation to learn thus, diminishes their feelings of isolation, and leads to better performance (Althof, 2024; Martin & Bolliger, 2018).

Effective and Easier Learning

One of the prominent themes that emerged from the data is how presentations facilitate more effective and easier learning for the students. The integration of student presentations into the learning process appears to significantly enhance students' understanding and retention of complex material. Following are the experts taken from students spoken and written feedback.

I think doing a presentation about a topic is a good way to understand about a topic better. (S11)

I am not a history person because I find it very hard to remember details. Since language evolution class involves a lot of historical details, dates and historical figures, I find that learning this subject through student presentation is one of the best ways to do so. It actually helped me to even remember the littlest detail. (S12)

I think using group presentation is very impactful way of letting the students to understand the topic prior to the lecture itself. (S13)

The course was made much easier for us with the group presentations. (S14)

The method used in language evolution course, were very helpful and engaging. (S15)

It was a fun learning experience that helps us to remember the information better. (S16)

Our lecturer always engage students to do hands on activities like presentation that help us better understand the topics and much easier way of doing it. (S17)

Several students highlighted those presentations are an effective method for gaining a deeper understanding of the topic. As *S11* noted, the act of preparing and presenting material enables students to engage more thoroughly with the content, leading to improved comprehension. In courses with challenging content, such as those involving extensive historical details, presentations can offer a valuable alternative to traditional learning methods. For instance, *S12* stated "*I am not a history person because I find it very hard to remember details. Since language evolution class involves a lot of historical details, dates, and historical figures, I find that learning this subject through student presentation is one of the best ways to do so.*" This student's experience underscores how presentations can make dense material more manageable and memorable, turning perceived difficulties into opportunities for active learning.

Group presentations, in particular, were cited as a beneficial approach. One participant observed, by engaging in group work, students not only prepare themselves but also collaboratively explore the topic, which can enhance their collective understanding before formal instruction occurs. Moreover, students appreciated the engagement strategies employed by their lecturer. As *S17* noted, "*Our lecturer (X) always engages students to do hands-on activities like presentation that help us better understand the topics and much easier way of doing it.*" This approach aligns with findings (Tyagi, 2022; Thomas et al., 2017). those hands-on activities, including presentations, foster deeper engagement and facilitate learning in a more interactive and enjoyable manner.

CONCLUSION

The findings of this study underscore the significant impact of the Student Presentation-Based Effective Teaching (SPET) approach on enhancing student active participation, critical thinking, motivation level, student engagement and overall learning experiences. Through the integration of presentations as a core instructional strategy, students not only engaged more deeply with the subject matter but also developed essential skills in research, creativity, and critical analysis. This is in line with the principles of constructivism theory as proposed by Piaget, where learners actively construct their own understanding and knowledge of the world through experiences and reflections. By engaging in presentation-based learning, students are not merely passive recipients of information; instead, they take an active role in their education. This hands-on approach allows them to explore concepts more deeply, encouraging them to connect new knowledge with their existing cognitive frameworks (Piaget, 2013). As they present their findings, collaborate with peers, and engage in discussions, they enhance their cognitive abilities and foster a deeper comprehension of the material. Ultimately, this aligns with Piaget's belief that meaningful learning occurs when learners interact with their environment and construct knowledge through active engagement and inquiry.

The qualitative feedback from participants highlights that SPET method transforms the learning environment, fostering a sense of curiosity and enthusiasm that contrasts sharply with traditional, lecture-based approaches. Students reported that the process of preparing and delivering presentations not only helped them understand complex historical details more effectively but also increased their motivation and interest in the subject. Vygotsky's theory suggests that a positive learning environment, where students feel supported and engaged, enhances motivation and the desire to learn. The incorporation of interactive post-presentation activities further contributed to a collaborative atmosphere, allowing students to work together, engage physically, and apply their knowledge in practical settings (Vygotsky, 1970). This shift from passive to active learning resulted in improved retention of information and a

deeper appreciation for the material. The results reveal that students find the learning experience fun and effective, suggesting that they are actively constructing their understanding through participation in presentations and subsequent activities. This aligns with the notion that knowledge is built collaboratively rather than through passive absorption.

Moreover, the instructor's role in creating an engaging learning environment was crucial, as evidenced by students' positive feedback regarding their experiences in the course. The alignment of presentation-based learning with contemporary educational paradigms emphasises the importance of interactive, student-centered approaches in fostering meaningful learning experiences. Overall, the SPET approach not only enhances academic outcomes but also cultivates a mindset geared toward exploration and innovation. As educational practices continue to evolve, the findings from this study advocate for the broader adoption of presentation-based strategies to enrich learning experiences and better prepare students for the complexities of their academic and professional futures.

Based on the findings of the present study, educators and policymakers are encouraged to adopt the SPET approach as one of the core instructional strategies across various subjects in higher education. This can be achieved by incorporating presentation-based learning and interactive post-presentation activities that promote collaboration and active engagement among the tertiary level students. It is important to note that educators should take on a facilitator role, providing guidance and constructive feedback while creating a supportive classroom atmosphere. Additionally, integrating technology and multimedia tools can further enhance creativity and interest among students of the topic/course. Meanwhile, policymakers should advocate for educational policies that support innovative teaching practices, including funding for teacher training, funding and other resources. Besides, ongoing research into the long-term effects of presentation-based methods on student engagement and effectiveness is also essential for informing future educational strategies. By implementing these recommendations, we can foster a more engaging learning environment that enhances student participation, critical thinking, and overall academic success.

AUTHOR BIOGRAPHY

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