The Use of Oral Presentation Techniques to Improve Communication Skills in Social Studies Learning

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Abstract: Communication skills play a crucial role in IPS (Social Studies) education, but often they are not fully developed due to the lack of suitable teaching methods. Therefore, this study aimed to explore the effectiveness of using oral presentations as a teaching strategy to enhance communication skills among junior high school students. The study utilized an experimental research design with a pretest-posttest control group. Sixty students were divided into two groups: the control group and the experimental group. The data were collected using an observation sheet to assess students' communication skills, and the data analysis employed the t-test. The findings demonstrated that the oral presentation technique had a significant impact on improving the communication skills of junior high school students in IPS learning. This was supported by a t-test value of 0.000 (below 0.05). Based on these results, the author concluded that employing oral presentations as a teaching strategy is effective in enhancing the communication skills of junior high school students in IPS education. These research findings carry important implications for educators, students, and stakeholders as they recognize and prioritize the development of communication skills in IPS learning.

Abstrak: Keterampilan komunikasi memegang peranan penting dalam pendidikan IPS (Ilmu Sosial), namun seringkali tidak berkembang sepenuhnya karena kurangnya metode pengajaran yang sesuai. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi efektivitas penggunaan presentasi lisan sebagai strategi pengajaran untuk meningkatkan keterampilan komunikasi di kalangan siswa sekolah menengah pertama. Penelitian ini menggunakan desain penelitian eksperimen dengan kelompok kontrol pretest-posttest. Enam puluh siswa dibagi menjadi dua kelompok: kelompok kontrol dan kelompok eksperimen. Pengumpulan data dilakukan dengan menggunakan lembar observasi untuk menilai kemampuan komunikasi siswa, dan analisis datanya menggunakan uji-t. Hasil penelitian menunjukkan bahwa teknik presentasi lisan memberikan dampak yang signifikan terhadap peningkatan keterampilan komunikasi siswa SMP dalam pembelajaran IPS. Hal ini didukung dengan

nilai uji t sebesar 0,000 (di bawah 0,05). Berdasarkan hasil tersebut, penulis menyimpulkan bahwa penggunaan presentasi lisan sebagai strategi pengajaran efektif dalam meningkatkan keterampilan komunikasi siswa SMP dalam pendidikan IPS. Temuan penelitian ini membawa implikasi penting bagi para pendidik, siswa, dan pemangku kepentingan karena mereka menyadari dan memprioritaskan pengembangan keterampilan komunikasi dalam pembelajaran IPS.

INTRODUCTION

Learning social sciences (IPS) at the junior high school (SMP) level is an integral part of the educational curriculum (Rohani, 2019). One of the social studies learning objectives is to develop students' communication skills, both orally and in writing (Karaca-Atik et al., 2023; Virtanen & Tynjälä, 2022). Good communication skills will greatly benefit students in their daily and future lives. Good communication skills will help students build strong relationships with others, solve problems, and overcome conflicts in society (Brubacher et al., 2023; Hastasari et al., 2022).

There are several reasons why communication skills are very important to be developed in social studies learning, including (i) that good communication skills allow students to collect data from various sources, such as interviews, surveys, or group discussions (Chan, 2021; Li et al., 2022). This ability is very useful in IPS research, which involves collecting data and information from the community; (ii) good communication skills enable students to speak clearly and question other people's arguments. With this ability, students can understand other people's points of view and develop better analytical skills (Dippold et al., 2019; Pourfarhad et al., 2012); (iii) good communication skills help students develop critical thinking skills by questioning assumptions and considering evidence before making conclusions (Kaeppel, 2021); (iv)

good communication skills help students prepare and deliver presentations more effectively. This ability is very useful in presenting the results of research or projects in social studies learning (Alawamleh et al., 2022; Coffelt et al., 2019; Metcalf & Colgate, 2019), and (v) good communication skills help students communicate well with team members (Ainiyah et al., 2022; Akhter et al., 2020). This ability will be very useful in collaboration and group discussions needed in social studies learning.

Based on the theoretical study above, it is known that communication skills are very important for students to have, especially in social studies, where we learn about society and social phenomena. However, in reality, there are several problems that cause students' low communication skills in social studies learning, including (i) students' lack of opportunity to speak because students often act as listeners in learning, so they are less trained in public speaking or expressing their opinions (Bakar et al., 2019; Yeşilçınar, 2019); (ii) a lack of attention to the development of communication skills because social studies learning often focuses more on theoretical aspects than on developing communication skills (Kippin et al., 2021). This can cause students to be less motivated to improve their communication skills. (iii) Students receive insufficient training. Lack of training: Students often do not receive adequate training in

developing communication skills, such as presentation techniques or good listening skills (Aben et al., 2022); (iv) Lack of language skills: Inadequate language skills can be a barrier to developing students' communication skills; (v) Social environment: Students who are not used to public speaking or lack confidence in communicating may feel uncomfortable doing so in the presence of friends or teachers (Brubacher et al., 2023); and (vi) Anxiety: Some students may feel anxious or nervous when they have to speak in public, hindering their ability to communicate well (Aben et al., 2022).

According to observations and conversations with various junior high school social studies teachers, it is known that most students lack communication skills, especially when it comes to presenting learning outcomes in front of the class. This is in accordance with the issues mentioned above. This is due to the fact that students never make presentations while they are studying. The teacher becomes the main focus of learning while employing conventional methods to facilitate learning. Students barely participate in learning activities and only listen. Due to the infrequent training they receive to speak in front of the class, this naturally contributes to students' poor communication skills.

Teachers must select the best tactics, methods, and learning strategies to ensure that students' communication skills are developed to their full potential in order to address some of the issues associated with low student communication skills in social studies learning. Techniques for oral presentations might be a useful option for improving students' communications skills (Ag Ahmad et al., 2017). Students may learn public speaking, how to properly arrange and articulate ideas, and how to think critically through the use of oral presentations. Students must be able to effectively communicate knowledge and make logical arguments when studying social studies (Grieve et al., 2021; Riadil, 2020).

Several prior studies have investigated different approaches and tactics aimed at improving students' communication skills. For example, Hamad et al. (2019) explored the impact of YouTubes and Audio Tracks Imitation (YATI) on enhancing students' speaking abilities. In contrast, our study focused on assessing the effectiveness of oral presentations as a teaching strategy to develop the communication skills of junior high school students in the context of social studies learning. In a separate study, Calkins et al. (2020) examined the influence of peer-assisted methods on students' communication skills, which diverges from our specific emphasis on oral presentation strategies for enhancing communication skills. Additionally, Apriyanti and Ayu (2020) tested the effectiveness of the Think-Pair-Share method in improving students' speaking skills within the classroom, although their investigation did not specifically explore the technique of oral presentations to enhance communication skills. Previous research concludes that various instructional methods and strategies have the potential to enhance students' communication skills. However, there remains a limited number of studies that specifically investigate the impact of oral presentations as a means of improving communication skills. Thus, conducting this research is deemed crucial.

Oral presentation strategies can help students communicate more effectively in terms of language usage, public speaking, and the capacity to convey ideas convincingly, according to a number of recent studies (Bailey et al., 2021; Lee & Liu, 2022). Oral presentation technique can also aid students in building their capacity for collaboration, critical analysis, and problem-solving (Solmaz,

2019). Oral presentation strategies must, however, be taught in the proper way if you want to get the best outcomes. According to a number of studies, using active learning strategies, including cooperative learning and problem-based learning, can boost the efficiency of oral presentation techniques in enhancing students' communication skills (Bailey et al., 2021; Lee & Liu, 2022; Solmaz, 2019). Based on the examination of the theory and problems above, the goal of this research is to investigate the effect of oral presentation techniques on students' communication skills in social studies learning. The findings of this study are anticipated to have a notable impact on addressing the deficiency of suitable teaching methods for nurturing communication skills in IPS education. By showcasing the efficacy of oral presentation techniques, this research promotes the advancement of interactive and learner-focused instructional strategies that aim to enrich students' communication abilities within the realm of IPS learning.

METHOD

The study embraces the constructivist paradigm, which perceives communication skills as being cultivated through active engagement between students and teaching approaches that directly involve them, like oral presentations. Within the constructivist framework, the research concentrates on students' comprehension of communication skills, their construction of new knowledge through interactions with oral presentation techniques, and the practical application of these skills in the realm of social studies education. Using a control group design and a pretest-posttest method, the research design was quasi-experimental. The experimental group and the control group were each given a group of students. Before teaching began, both groups took a pretest to assess their communication skills. The control group learned IPS via traditional teaching techniques during the learning process. When using the oral presentation approach, the experimental group got IPS teaching. The following is a description of the research design:

Table 1. Design Research

Group	Pretest	Treatment	Posttest
Control	Communication Skills	Conventional learning	Communication Skills
Experiment	Communication Skills	Learning with oral presentation techniques	Communication Skills

The research involved 60 junior high school students in grade VIII, divided into 30 participants from the experimental class and 30 participants from the control class. A purposive sampling strategy was used to choose the sample. The usage of oral presentation approaches in social studies teaching is the independent variable.

Observational methods, interviews, and document analysis of student learning outcomes were used to collect research data. The instrument for gathering data was an observation sheet that served as a test of students' communication skills. The author uses eight indicators of oral presentation proficiency to gauge students' proficiency: opening presentation skills, information-presenting skills, breadth of insight, question-answering skills, question-and-answer session management skills, presentation content/material, concluding presentation skills, and closing presentation skills. To gauge the level of student communication, the researcher used a Likert scale with five response options. The following table details

the design of the oral student presentation   assessment instrument:

Table 2. Communication Skills Observation Sheet

No	Indicators of oral presentation	Scale				
		1	2	3	4	5
1	Presentation skills					
2	Information presentation skills					
3	Broadness of vision					
4	Question answering skills					
5	Skills in organizing question and answer sessions					
6	Presentation content/material					
7	Presentation concluding skills					
8	Presentation closing skills					

Before the instrument is employed in research, validity and reliability tests are conducted to ascertain the instrument's level of validity and reliability in evaluating students' communication skills. Validity testing is done using product-moment correlation. Table 3 displays the outcomes of the instrument validity test.

Table 3. The results of the item validity test

No	Indicator	r table	r count	Information
1	Presentation skills	0,2542	0.631	Valid
2	Information presentation skills	0,2542	0.615	Valid
3	Broadness of vision	0,2542	0.668	Valid
4	Question answering skills	0,2542	0.544	Valid
5	Skills in organizing question and answer sessions	0,2542	0.627	Valid
6	Presentation content/material	0,2542	0.511	Valid
7	Presentation concluding skills	0,2542	0.611	Valid
8	Presentation closing skills	0,2542	0.649	Valid

Table 3 shows that eight indicators for oral presentations measuring students' communication skills have a value of r_{count} greater than r_{table}, indicating that all indicators are valid for use as instruments in this study. Also, a reliability test was performed using the Cronbach's Alpha method on the presumption that an instrument was considered reliable if its result was higher than 0.7. Table 4 displays the outcomes of the instrument reliability test.

Table 4. The results of the Realibility Test

Aspect	N	Cronbach's Alpha	Information
Communication Skills	60	0,782	Reliable

Table 4 shows that the instrument's reliability value is greater than 0.7, indicating that it is reliable for assessing students' communication skills in social studies. In order to examine the development of communication skills between the two groups, the pretest and posttest data were also evaluated using the t-test. The results of a descriptive questionnaire analysis were used to ascertain how the students felt about the employment of oral presentation strategies.

RESULTS AND DISCUSSION
Results

Oral presentation approaches were employed in the experimental class for communication skills, while traditional learning methods were used in the control group. Table 5 displays the outcomes of the pretest and posttest for each group.

Table 5. Description of the results of the pretest and posttest

Group	N	SMI	Range	X_{Min}	X_{Max}	Mean	Std. Deviation
Experiment							
Pretest	30	40	7	18	25	21.35	1.831
Posttest	30	40	4	32	36	33.64	1.383
Control							
Pretest	30	40	6	19	25	21.42	1.709
Posttest	30	40	8	20	28	24.36	1.453

The average posttest result for the two groups has increased, according to Table 5. Nevertheless, the experimental group had a higher increase than the control group, going from an average score of 21.35 to 33.64. This demonstrates that the employment of oral presentation techniques has a significant impact on students' communication skills on a quantitative level. Then, Table 6 shows the communication skills of each indicator

Table 6. Description of communication skills in the experimental group and the control group for each indicator

No	Indicators	Experiment				Control			
		Pretest		Posttest		Pretest		Posttest	
		Mean	information	Mean	information	Mean	information	Mean	information
1	Presentation skills	2.53	Enough	4.18	Very Skilled	2.55	Enough	2.86	Enough
2	Information presentation skills	2.78	Enough	4.28	Very Skilled	2.80	Enough	2.97	Enough
3	Broadness of vision	2.61	Enough	4.21	Very Skilled	2.63	Enough	3.02	Skilled
4	Question answering skills	2.64	Enough	4.07	Very Skilled	2.68	Enough	3.01	Skilled

5	Skills in organizing question and answer sessions	2.56	Enough	4.33	Very Skilled	2.53	Enough	2.92	Enough
6	Presentation content/material	2.96	Enough	4.10	Very Skilled	2.89	Enough	3.14	Skilled
7	Presentation concluding skills	2.70	Enough	4.32	Very Skilled	2.70	Enough	2.82	Enough
8	Presentation closing skills	2.57	Enough	4.16	Very Skilled	2.64	Enough	2.94	Enough

The communication skills of the experimental and control groups are contrasted in the table above using eight indicators. Students in the control class and the experimental class were only able to achieve the moderately skilled category for the eight indications on the pretest. Nevertheless, when the experimental class received treatment in the form of applying oral presentation techniques to the junior high school social studies learning process, students improved greatly at communicating learning outcomes based on the findings of the posttest. The majority of students in the control group, who studied using traditional methods, were still in the adequate category. A small number of indicators fall within the skilled group. This demonstrates that the oral presentation method has a big impact on how well students communicate. This demonstrates how, during the junior high school social studies learning process, the oral presenting technique has a substantial impact on students' communication skills.

Also, a hypothesis test using the t test is conducted to see whether there is a significant impact of employing the oral presentation technique on students' communication skills in social studies learning. Table 7 displays the findings of the statistical study using the t-test.

Table 7. Description of t test statistics

| | | t-test for Equality of Means | | | | |
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Data Posttest	Equal variances assumed	16.873	58	.000	6.523	.378
	Equal variances not assumed	16.873	57.860	.000	6.523	.378

The significant value of the t test is 0.000 or less than 0.05, according to table 5. Thus, it can be stated that the usage of oral presentation techniques has a substantial impact on students' communication skills in social studies learning.

Discussion

The results of the study demonstrate a significant impact of oral presentation techniques on students' communication skills. The t-test result of 0.000 or less than 0.05, which indicates that the oral presentation technique has a positive and significant impact on students' communication skills, supports this conclusion. The findings of this study support those of other studies that demonstrate

how effective the oral presentation technique is for teachers to apply in the teaching of content areas, particularly social studies, to help students improve their communication skills (Grieve et al., 2021; Riadil, 2020; Solmaz, 2019). A topic or piece of information is verbally introduced to others using the oral presentation technique. While using this technique, the speaker must make a presentation and communicate the information well so that the audience will understand what is being said. Since it may aid students in improving their communication skills, the use of the oral presentation technique is crucial in the field of education.

The use of oral presentation techniques in social studies learning can help students develop public speaking skills, skills in presenting ideas logically and systematically, as well as listening skills and the ability to give good responses to presentations delivered by classmates (Abdullah et al., 2022; Khamidovna, 2020; Mohammed et al., 2020). Several factors can affect the effectiveness of the oral presentation technique in improving students' communication skills in social studies learning, namely *First,* good preparation is needed. Students need to prepare well for presentations, including topic selection, research, and organization of ideas (Poll & Miller, 2021). This can assist students in conveying information in a systematic and structured manner. *Second,* presentation skills training: Teachers need to provide presentation skills training to students so that they can develop presentation skills and be able to deliver presentations effectively (Kheryadi & Hilmiyati, 2021). *Third,* a conducive environment: a conducive environment can help students improve their communication skills. This can be achieved by creating a positive atmosphere and providing support to students (Dogolsara et al., 2022). *Fourth,*

teachers need to provide good feedback on the presentations delivered by students (Namaziandost et al., 2019). This can help students identify strengths and weaknesses in their presentations so that they can improve their presentation skills in the future.

The oral presentation technique overcomes some of the weaknesses of conventional learning, including (i) that it does not facilitate the development of speaking and listening skills. In conventional learning, students usually only listen to the teacher's presentation or read the material independently (Amerstorfer & Freiin von Münster-Kistner, 2021; Ewing & Cooper, 2021). This does not facilitate the development of students' speaking and listening skills, so they are less trained in communicating; (ii) lack of opportunity to practice actively: conventional learning tends to only require students to study the material and answer questions from the teacher (Ahmed, 2019; Bi et al., 2019). This does not provide opportunities for students to actively practice speaking or listening; (iii) lack of interaction between students: conventional learning tends to require students to work independently or together with one or two classmates (Berestova et al., 2022; Mahdy & Sayed, 2022). This does not provide opportunities for interaction between students more broadly, and students are not trained in communicating with various people; (iv) Lack of self-confidence development: Conventional learning tends to put pressure on assessment and evaluation, so that it can make students not confident in communicating (Chang et al., 2022; Ewing & Cooper, 2021). This can hinder the development of students' communication skills; and (v) lack of varied learning experiences: conventional learning tends to only focus on the material being taught without providing varied learning experiences (Amerstorfer & Freiin von

Münster-Kistner, 2021; Pratama et al., 2020). This can make students bored with learning and less motivated to develop their communication skills.

According to several studies, the oral presentation technique has several advantages, including: (i) Improving public speaking skills: The oral presentation technique can assist students in developing public speaking skills (Ibrahim et al., 2022). In presentations, students must present ideas in a structured and logical manner, so that they will be accustomed to speaking in public; (ii) Improve listening skills: Apart from improving speaking skills, oral presentation techniques can also improve students' listening skills (Hagen et al., 2022). Students will get used to paying attention to presentations delivered by classmates and giving good responses to these presentations. (iii) Improve cooperation skills: Oral presentation techniques can promote cooperation among students in groups (Pradhananga et al., 2022). Students will get used to working together in preparing presentations and in giving presentations in front of the class; (iv) Enrich students' learning experiences: Oral presentation techniques can enrich students' learning experiences. In presentations, students must conduct research and study certain topics in depth so that they can gain learning experiences that are different from conventional learning. and (v) Increase self-confidence: oral presentation techniques can assist students in increasing their self-confidence. In presentations, students have to face the fear of public speaking, so they will get used to the situation and increase their self-confidence(Kheryadi & Hilmiyati, 2021; Robillos, 2022).

Therefore, the oral presentation technique is one of the solutions to overcome the limitations or weaknesses of conventional learning in improving students' communication skills. Based on the discussion above, it can be concluded that the use of the oral presentation technique in social studies learning can improve students' communication skills. To achieve the effectiveness of this technique, students need to prepare presentations well, receive training in presentation skills, create a conducive environment, and receive good feedback. This can help students develop their communication skills, which are very important in the world of education and their future.

Therefore, the oral presentation technique is one of the solutions to overcome the limitations or weaknesses of conventional learning in improving students' communication skills. Based on the discussion above, it can be concluded that the use of the oral presentation technique in social studies learning can improve students' communication skills. To achieve the effectiveness of this technique, students need to prepare presentations well, receive training in presentation skills, create a conducive environment, and receive good feedback. This can help students develop their communication skills, which are very important in the world of education and their future.

CONCLUSION

Junior high school students can improve their communication skills while learning social studies by using oral presentations as a teaching technique. Students' speaking, critical thinking, self-confidence, participation in class discussions, and social and collaboration skills can all be enhanced by using this technique. According to the findings of the t test, this technique caused a substantial difference in communication skills between the students who were taught the oral presentation technique and those who weren't. The findings of this study have important implications for

social studies teachers who are enhancing the communication skills of junior high school students. Students' speaking skills can be developed through oral presentations, which can also encourage active learning. Also, using this technique might aid students in improving their social and collaboration skills. The results of this study may not be applicable to all junior high school students because it only included junior high school students from one school. Future research could think about using a bigger sample size and students from different schools to get more accurate results. The effectiveness of employing oral presentations in various learning contexts, such as online classrooms or a mix of online and offline environments, may also be evaluated through further study.

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