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## Investigating Teaching Skills Improvement Contributed by Presentation Instruction

Rr Sri Kartikowati<sup>1</sup>, Gimin<sup>2</sup>

Universitas Riau

E-mail: tikowati@lecturer.unri.ac.id

**Abstract** - As teachers' candidates, students in the Faculty of Education must master the presentation skills in order to perform teaching well. This experimental research aimed to investigate the effect of presentation instruction on students' teaching skills in the subject of Micro-teaching. Prior to conducting the instruction, a guidance paper was designed. It was distributed to students after they presented their first teaching skills performance. The second performance was carried out after a guidance paper was being studied. Therefore, data were collected through observation two times - before and after the presentation instruction has been studied and practiced for two sessions. Data gathered focused on two kinds of teaching skills (skills of explanation and skills of using media) by which students underlined the strong contributions from the instruction they learnt. Data then were analyzed statistically using SPSS to know its contribution. The result showed that the improvement of explanation skills contributed by presentation instruction was categorized at a high degree (Cohan's d: 0,7603); and confirmed that it also has a positive effect on students' improvement of using media skills contributed at a high degree (Cohan's d: 1,8557). It can be concluded that the presentation instruction provided perspective into other teaching skills and presented suggestions for future research.

Keywords: Teaching skills; explanation skills; using media skills; presentation instruction.

### 1. Introduction

The ability to communicate directly (oral communication), especially for the teaching profession, is still considered important even though various information technologies at present has facilitated the achievement of learning objectives. The learning process in the classroom requires teachers to have good communication skills (verbal and listening). Thus, the application of the principles of presentation in the classroom becomes an important element in the process of delivering the material by the teacher.

Teachers are 'drivers' in the classrooms. Direct information they give to students must be clear as well as the material they deliver must be easily understood by students. Even teachers can be the main source of knowledge, especially in schools with limited learning resources. This situation reflected the increasing dependence of learning on teachers' ability in terms of explanation. That is why teachers in the class are required to master the ability to convey messages properly (including clear voices and appropriate intonation of voices).

This communication problem is more addressed on how teachers be able to give an interesting impression at the beginning of the learning process, how their presence in front of the class can attract students' attention and keep continue to get attention until the stage of core lesson. If the early stages of the teacher do not communicate well, it will have an impact on the boring classroom situation.

In the process of the Micro-teaching course, in the last two years, it was clearly observed that students (teachers' candidates) still had a classic problem, how to start the learning process. This is the core

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situation where the communication problem is faced by students as teachers' candidates could be resolved by the idea of instruction presentation.

Micro-teaching is a course that purposed to prepare graduates with pedagogical abilities upon several teaching skills. Some of these teaching skills are Questioning Skills, Explaining, Managing Classes, Variations; Opening; Closing of the class, and Managing group and individual discussions. These teaching skills are expected to be conquered with the contribution of instruction presentation.

Instruction of presentation is the systematic steps to master in presentation expertise. Prospective teachers that have the skills of presentation are expected to be able to influence the improvement of their teaching skills. An instruction is a direction or order to do something. The intent of instruction is to make clear what is expected and how to proceed (Lee LeFever, 2013). Therefore, in instruction there is a direction and there is a sequence to do something as a stage to achieve the goal. Instruction presentation means doing directed work sequence in order to understand 'deliver a speech' and how that speech is being delivered.

From a broader perspective, university students who master presentation skills will affect their career in the future if they work at any profession. Oral and written communication skills are important for students who graduated in today's industrial climate (Rockland's, 2001). It is line with Zivkovic's opinion (2014). He argues that students need to master the oral presentations. University graduates who have presentation skills will be able to utilize that ability in many ways, such as conveying their ideas, interests and opinions effectively. He further quoted and emphasized the importance of Murphy's opinion which states that communicating verbally, for example, is important for business success and promotion. From the teacher's point of view, research that focused on the role of teacher confirmed that teacher communication skills have a significant role in the academic achievement of the students (Khan, et al., 2017). It means that from both students 'and teachers' perspectives, the skills of communication, in this study defined as presentations, are essential. Teachers need skills of communication as well as a presentation for the good of their students; while university students need skills of presentation for their future profession.

Various ways can be conducted for students in order to have presentation skills, in this case, to strengthen teaching skills. Kartikowati's research (2018) reported an improvement effort of teaching skills (skills of explanation) of the teachers' candidates that conducted through hidden objectives in the subject of Management. The research result verified there was an effect. Complementing the same effort as carried out by Kartikowati (2018), this current study is more focused on the efforts to strengthen the teaching skills of teachers' candidates through instructional presentations. According to Morley (2006) successful students' in oral communication (part of teaching skills), one of which is reached through in-depth instruction and practice.

This current research support students to have the ability of presentation, as a part of communication skills, through the course of Micro-teaching where students as teachers' candidates may take advantage. Based on the outline of instruction presentation that was designed earlier, this writing is aimed at investigating the effect of presentation instruction on the improvement many kinds of teaching skills. The study has two questions focussed on (a) what teaching skills that most getting strong contribution from the instruction of presentation; and (b) are there any effect of presentation instruction on teaching skills as found at question a.

## **2. Methodology**

This study is experiment research focussed on investigating the effect of presentation instruction on the improvement of many kinds of teaching skills. The research was carried out in the Faculty of

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Education at the University of Riau in Indonesia. This study involved an instructor and an observer, who was also members of the research team, and 18 undergraduate students taking the subject of Micro Teaching at the academic year 2018-2019.

Since this research should not interfere with the continuity of the lecture activities, the implementation of the instruction presentation was inserted, introduced, and studied at the same time with the courses of Micro-teaching being conducted. The sixteen sessions provided in one semester was organized into 5 basic activities: Orientation dan discussion, Practice phase 1, Implementation of instructional presentation, Practice phase 2, and Integrated performance. The course focussed on practicing several teaching skills, including Questioning Skills, Explaining, Managing Classes, Variations, Opening and closing of the class, Managing group, and individual discussions. (Zainal Asril, 2011; Helmiati, 2013).

At the earlier step of the research, prior to conducting the instruction, a simple guidance paper was designed using during the presentation instruction. It was created based on several reference (Patrick Forsyth, (2011); University of Minnesota (2013); Dan O’Hair (2003); Sheila Kasperek (2010); Lisa Schreiber (2010); Kartikowati (2016). The guidance paper then distributed to students after they presented their first teaching skills performance. A guidance paper is a systematic manual thin book, consisted of:

1. Concept of Presentation
2. Planning Your Presentation (Audience, Goal, Material, Time, and Media)
3. Creating Presentation (Getting Attention Strategies)
4. Supporting Media
5. Enhancing Presentation (Questions, Gesture, and Developing material)
6. Organizing practices

The second performance was carried out after a guidance paper was being studied. Therefore, the data were collected through observation two times - before and after the presentation instruction has been studied and practiced for two sessions with an observation technique. After having studied presentation instruction for two sessions, students were asked to select two teaching skills they felt most strong getting contributions or benefits from the instruction of presentation. The result is two teaching skills out of 7 observed teaching skills. Five low teaching skills scores receiving contributions are ignored.

Of the two teaching skills that received the highest average contribution, those scores of teaching skills were analyzed using SPSS version 21 to determine the level of instructional presentation effect on the two teaching skills, and then the level of contribution was measured by the Cohen d 'formula.

### **3. Result and Discussion**

#### **3.1. Teaching Skills Most Strong Getting Contribution from Instruction Presentation**

After students carried out all practices in accordance with the schedule practice seven teaching skills two times, they then were asked to give a score between the scale from 50 to 100. The higher the score given means students assess the stronger the effect of instructional presentation on the teaching skills. The results displayed in Fig.1.

Fig. 1 showed scores of 7 teaching skills as displayed: skills of Explanation (82), Reinforce (78), Questioning (73), Class Management (81), Using media (82), Group guidance (81), and Variation

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(79). As a result, there were two teaching skills that most strong getting contribution from the implementation of instructional presentations - skills of explanation, and skills of using media.

Skills of Explanation. The argument to say that the presentation has contributed to the skills of explanation is a reasonable justification because the main step of the presentation instruction is providing information to the audience while the teacher in the class also does the same, delivering knowledge. Another reason is the similarity in preparing material as well as lesson plans supported by illustrations and interesting stories. Empirically, this has shown the relationship between presentation characters in line with the characters in the skills of explanation.



Source: Field data, 2019

**Figure 1.** Teaching Skills that Getting Contributions from the Instruction of Presentation

The skill of explaining is the activity of explaining or describing in a clear manner; make things clear (Winataputra, 2004). Definition of explanation also convey information that is organized systematically to show the cause and effect relationship that what is understood by students (Farida, 2011). From the definition according to Winaputra and Farida, we understand the realization between presentation and explaining is not just doing transferring knowledge or message, but the skills to pay attention deeper to the components contained in the word 'explaining'.

Therefore, skills of explaining must be demonstrated by the ability to define. Moreover, if we examine the definition of Lee LeFever (2013) which was stated that an explanation is 'a set of statements constructed to describe a set of facts which clarifies the causes, context and consequences of those facts', so when it was applied to university students, they have to have the ability to explain and must be able to describe facts in such a way that the audience understands, even their understanding increased. This seems to be the next research recommendation in measuring the ability to explain not on the observed indicator but also on the indicator that needs to be tested.

Skills of Using Media. Media becomes an integrated component in the implementation of learning since the use of media is intended to optimize the learning process and maximize the function of explanation. In this study the skills of using media is shown by 3 sub-indicators - fitness of the media with the material, the principles of media, and skillful use of the media. Of the three indicators, the sub-indicator with the highest score is 'skillful in using media'. The media in this contact is the LCD

projector which was divided into three steps – beginning, learning process, ending. Unfortunately, students are not always skillful at all levels. They usually wasting time at the beginning step of learning and it is more technical.

In terms of conformity between the material and the selected media is still low. This happened because of the low knowledge of teachers’ candidates. This situation needs to be fixed, students must be able to translate material into informative slides. Indicators of using media in this study are relatively simple with limited choices. Measurements devices do not include media as a developed technological device. These means that the skills of using media should be varied and integrated (added to words, there is a link, there is an audio, there are sounds, there is speech). The integrated variation is intended to enable students to interact with the media.

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### 3.2. Effect of Presentation Instruction on Teaching skills (Explanation and Using Media)

To determine the effect of Instruction of Presentation upon two skills - explanation and using media, data obtained through observation techniques were analyzed using SPSS tools. The results of the calculations are listed in Table 1.

**Table 1.** Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Explanation skills - Before	9.22	18	1.700	.401
	Explanation skills - After	11.22	18	1.309	.308
Pair 2	Skills of Using Media - Before	16.56	18	1.822	.429
	Skills of Using Media - After	19.56	18	1.381	.326

Source: Field data, 2019

Table 1 states (the results of the two paired sample tests) that information, on average, the ability of explanation skills of students after learning instruction of presentation gained the higher result (11.22) compared to the score of before receiving presentation the instructional (9.22) of the total score (15). When it was viewed from different tests through analysis, 2 paired samples show a t value of -4,517 or with a significance of 0,000. It means that **there is a difference** of the students’ ability of explanation skills between before and after studying the presentation, **is significance**. Thus, it can be concluded that the average grade obtained after studying the instruction of presentation (11.22> 9.22) was due to the presentation lesson.

Table 1 mentioned the same result to the skills of using media. The results of the two paired sample tests provided information, on average, that the skills of using media after learning instruction of presentation gained the higher result (19,56) compared to the score of before receiving presentation the instructional (16,56). When it was viewed from different tests through analysis, 2 paired samples show a t value of -7.141 or with a significance of 0,000. It means that **there is a difference** of the students’ ability of explanation skills between before and after studying the presentation, **is**

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**significance.** Thus, it can be concluded that the average grade obtained after studying the instruction of presentation (19,56 > 16,56) was due to the presentation lesson.

The result showed that the improvement of explanation skills contributed by presentation instruction was categorized at a high degree (Cohan's d: 0,7603); and confirmed that it also has a positive effect on students' improvement of using media skills contributed at a high degree (Cohan's d: 1,8557). It can be concluded that the presentation instruction provided perspective into other teaching skills and presented suggestions for future research.

#### 4. Conclusion

This study aimed to investigate the effect of presentation instruction on university students' teaching skills in the subject of Micro-teaching. To achieve this purpose, this experiment research, at the early stage, has provided and designed the guidance paper to direct how the presentation instruction was conducted. The research was carried out in the Faculty of Education at the University of Riau in Indonesia. This study involved an instructor and an observer, who was also members of the research team, and 18 undergraduate students taking the subject of Micro Teaching at the academic year 2018-2019. Data was collected two times using observation technique. First before the guidance paper of instruction of presentation has been distributed and studied, students were asked to perform seven teaching skills; secondly after students or teachers' candidates has studied the guidance of presentation instruction, all were in two sessions.

To get the answer of the first research question, students were asked to select two teaching skills they felt most strong getting contributions or benefits from the instruction of presentation. The result was two teaching skills out of 7 observed teaching skills. Five low teaching skills scores receiving contributions are ignored. The data collection then focused on two teaching skills. There were two types of teaching skills that received the highest score receiving contributions from the implementation of instrumental presentation - skills of explanation and skills of using media. Data gathered then focused on two kinds of teaching skills discovered to answer the second research question. Data then were analyzed statistically using SPSS to know its effect. The result showed that the improvement of explanation skills contributed by presentation instruction was categorized at a high degree (Cohan's d: 0,7603); and confirmed that it also has a positive effect on students' improvement of using media skills contributed at a high degree (Cohan's d: 1,8557). It was concluded that the instruction of presentation has contributed to the improvement of teaching skills, especially to the skill of explanation and skills of using media for students involved in Micro teaching course at the Faculty of Education. The result is also confirmed that that the presentation instruction provided perspective into other teaching skills and presented suggestions for future research.

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