



EMPOWERING STUDENT COMMUNICATION THROUGH ORAL PRESENTATION: A QUASI-EXPERIMENTAL STUDY IN EFL MICROTEACHING CONTEXTS

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ABSTRACT

This study analyzes the effect of oral presentation strategies on improving students' communication skills and self-confidence in an educational context, using quantitative research techniques. A group of students gave prepared presentations, and their performance was evaluated before and after the intervention. The results of the study show a significant increase in students' confidence when speaking in public, their understanding of the material presented, and their collaborative abilities during the planning and implementation stages of the presentation. There is also evidence that peer feedback and a supportive classroom can help students feel more calm, motivated, and active while they are giving a presentation. These results show how important it is to teach pupils how to give oral presentations in school. This way of learning encourages students to be involved and helps them grow as people, which is becoming more and more important in today's teaching methods. In addition, this study highlights the importance of utilizing technology to improve the quality and effectiveness of student presentations, which provides advantages in various educational contexts. Future research should investigate the long-term impact of this intervention on students' academic progress and career readiness, while considering demographic factors such as socioeconomic status and prior public speaking experience that may influence students' presentation skills. There is also proof that peer feedback and a supportive classroom can help students feel more comfortable, motivated, and engaged while they are presenting a presentation. These statistics indicate how vital it is for schools to teach kids how to speak in front of a group. This type of learning gets students interested and helps them grow as people, which is becoming more and more crucial in how teachers educate these days. This study also gives teachers useful tips on how to help kids improve their communication skills.

Keywords: Communication Oral, Educational Interventions, Oral Presentations, Peer Feedback, Student Engagement

A. INTRODUCTION

Microteaching has garnered considerable attention in language education owing to its essential function in enhancing pedagogical techniques and fortifying communication competencies



among aspiring educators. Microteaching, which is essentially designed as a small and structured teaching environment, serves as a training platform for educators who aspire to improve their teaching methodology, engage in peer assessment, and receive evaluation from supervisors. Microteaching provides an important framework for analyzing various linguistic phenomena, such as phrase patterns that appear in students' spoken texts, by creating an environment in which teachers and students can interact in a simulated classroom context.

There are a number of essential reasons to learn the language used in a microteaching setting. First, it lets teachers and academics look at the language patterns that come up when pupils have trouble learning something. For instance, Erlinda's research highlights the significance of feedback in the microteaching environment, detailing its effects on student performance and learning outcomes, especially with teacher-student interaction (Erlinda, 2022). This illustrates a significant concern in educational linguistics: comprehending how interpersonal dynamics might affect language selection and discourse patterns inside academic contexts.

Discourse in microteaching classrooms often reflects broader pedagogical trends in teaching English as a Foreign Language (EFL). Derin and colleagues argue that participation in these sessions is influenced by an educational framework that emphasizes student-centered learning and the teacher's role in facilitating conversation (Derin et al., 2020). This relationship is complex; when teachers manage classroom discourse, the linguistic patterns used by students in their responses reflect educational methodologies and language learning processes. The importance of research in this field cannot be overlooked; better teacher training results in more competent teachers, who in turn create more enjoyable learning experiences for students.

The concept of translanguaging also plays an important role in the discourse of microteaching. Li and colleagues researched the integration of various languages and cultural materials by prospective teachers into their pedagogical approaches, which encouraged better conversation and collective understanding (Li et al., 2025). Understanding the linguistic characteristics that emerge in this context can explain the impact of bilingual and multilingual environments on discourse formation, creating a stimulating educational climate.

Research has also examined the pragmatic dimensions of oral conversation in educational contexts. A study by Ergül analyzed students' use of their first language (L1) in microteaching environments compared to conventional classrooms, showing that allowing the use of L1 can



enhance understanding (ERGÜL, 2023). The integration of pronunciation and lexical aspects in student conversations highlights the need for a thorough examination of phrase patterns, as these components can influence the overall effectiveness of teaching methods in an EFL context.

Researchers generally use corpus-based analysis to explore these language aspects. This approach allows them to collect and analyze data systematically. Vodyanitskaya and Yaremenko argue that corpus techniques can effectively explain educational discourse constructions and the values conveyed through language in academic interactions (Vodyanitskaya & Yaremenko, 2020). This analytical approach explains the norms governing language use among students, particularly in organized educational settings.

Additionally, the integration of discourse markers is crucial in academic spoken discourse, especially in microteaching settings. Research conducted by Zahra investigates the role of these signals in organizing dialogue and facilitating the exchange of utterances among participants (Dr. Tehseen Zahra, 2023). Analyzing the frequency and function of these discourse markers provides significant insights for improving communication skills among prospective teachers. In this context, the utilization of often co-occurring phrases (lexical bundles) may also influence the fluency and coherence of academic oral discourse. Research by Chung and Lee demonstrates that these phrases significantly enhance students' communication skills (Chung & Lee, 2020). Chung and Lee's study shows that these phrases really help students improve their communication skills (Chung & Lee, 2020). These results suggest that particular phrase patterns can enhance language competency, consequently refining pedagogical approaches within the context of microteaching.

At the same time, the study of recurrence and its significance in education is still not very well known. Karim and Baa (2022) say that self-repetition can help female English as a Foreign Language (EFL) teachers remember what they have learned. This concept clarifies how students utilize repetition in their spoken texts during microteaching, which is crucial for assessing their development as instructors. This understanding elucidates how students employ repetition in their spoken texts during microteaching, which is essential for evaluating their progress as educators.



Furthermore, increasing research is exploring the spontaneity of students' speech during microteaching sessions. (Wijayanti & Rokhayani, 2022) argue that these characteristics significantly influence the facilitation of natural language use and the alleviation of anxiety in high-pressure situations. This research emphasizes that analyzing phrase patterns in spoken language provides insights into students' cognitive processes as they face concurrent challenges in language production and instructional delivery.

Many researchers have found that microteaching is beneficial for helping prospective teachers learn important skills. Ambarini et al. emphasized that the Tadaluring Microteaching Learning Model (TMLM) effectively facilitates participants in mastering essential teaching skills, including explaining and facilitating small group discussions (Ambarini et al., 2022). Microteaching focuses on these core competencies, which help aspiring teachers prepare for their classes in a more controlled and reflective way. This is in line with Terzi's opinion regarding techno-pedagogical competence, which states that instructional process design is key to creating an effective learning environment (TERZİ, 2020).

In addition, microteaching serves as a medium for reflective practice, which is essential for the improvement of pedagogical skills. Phan states that microteaching focuses on experiential learning, which means that prospective teachers perform teaching activities similar to what they do in a real classroom (Tran & Phan, 2022). The opportunity to get hands-on feedback during these sessions, both from classmates and teachers, is an excellent way to help professionals grow. Odo's study shows that video feedback from peers can help aspiring teachers reflect on themselves and their teaching approaches more deeply (Murphy Odo, 2023). The circular pattern between teaching, feedback, and reflection is very important for developing a lifelong learning attitude, which is key to good teaching.

As we examine the challenges faced during microteaching, especially in the context of the COVID-19 pandemic, the transition to an online format poses considerable problems. The transition to a virtual environment requires a change in the way teachers teach and communicate with each other. Researchers such as Hidayah and Indriani argue that the limitations of online learning intrinsically affect the microteaching experience, often resulting in unnatural teaching environments that can hinder practical learning (Hidayah & Indriani,



2021). These results highlight the importance of additional course frameworks and technologies in enabling efficient online microteaching experiences during the global crisis.

In addition, the need for sanitation and social distancing during the pandemic has made some people doubt whether traditional microteaching methods will be effective. Sağdıç and Sahin conducted a study on science teachers and found that microteaching significantly improved students' conceptual understanding of complex subjects, such as the phases of the moon, suggesting that even in a virtual context, focused microteaching can lead to positive educational outcomes (Sagdic & Sahin, 2023). The authors emphasize this adaptive resilience by emphasizing the need to change techniques to help students learn despite limited online interaction.

The incorporation of technology into microteaching activities underscores the connection between educational techniques and digital instruments. Mouw and Fokkens-Bruinsma endorse the integration of virtual reality in microteaching, linking practical training in classroom management with innovative educational technologies (Mouw & Fokkens-Bruinsma, 2022). This integration allows future teachers to practice addressing challenges that arise in the classroom while also enhancing their technological skills, which are crucial in today's digital landscape. Teacher educators can significantly improve the learning experience during microteaching sessions by thoughtfully incorporating this virtual technology into existing teaching methodologies.

However, there are a number of challenges associated with transitioning to technology-supported microteaching. Agwu and Chris discuss practical issues, such as the inconsistent availability of energy supplies in certain areas. These challenges can render technology-dependent microteaching programs less effective (Agwu & Chris, n.d.). To ensure that microteaching runs smoothly, particularly in regions lacking adequate resources, these infrastructural issues need to be addressed.

To continuously improve this process, it is important to understand how students perceive their microteaching experiences. Research by Buttler and Scheurer indicates that feedback systems, whether traditional or digital, significantly influence future teachers' perceptions of their educational experiences (Buttler & Scheurer, 2023). By focusing on building a supportive community during microteaching, where students may talk about their experiences and thoughts, a feedback loop can be created that helps them keep the skills they learned throughout



their sessions. Microteaching's ability to adapt to changing educational situations, as shown during the pandemic, shows that it is still useful. This flexibility not only keeps teaching methods effective, but it also shows how important it is to keep coming up with new ways to teach. Microteaching can be a flexible framework that changes as educational situations change, which will improve the training of future teachers.

In conclusion, using technology in microteaching can be hard, but it also has a lot of potential to make teacher training better. Microteaching can keep developing and meeting the needs of both teachers and students in a quickly changing educational context by fixing problems with infrastructure, encouraging helpful feedback mechanisms, and being open to change. Rieker stresses that microteaching simulations are important for keeping students interested in learning and for teaching them how to teach in real-life settings where traditional approaches might not work as well (Rieker, 2022). This necessity illustrates a scenario in which microteaching can seamlessly adapt and evolve across various contexts, underscoring the versatility of this educational approach.

METHOD

The study used a quasi-experimental design to evaluate the effectiveness of the intervention, by comparing treatment groups involved in structured oral health education programs with control groups that did not receive interventions. The quasi-experimental design allows researchers to investigate causal relationships when random assignments are not possible. This provides useful information about how well the intervention works (Hamrah et al., 2020). In this context, a well-structured intervention facilitated the observation of changes in participants' oral health-related knowledge and actions before and after the intervention, thus allowing conclusions to be drawn regarding the effectiveness of the program.

The study population will consist of individuals aged 18 years and older, sourcing from local community centres, dental clinics, and educational institutions. Participants will be selected based on their readiness to participate in the program and the provision of informed consent. It is estimated that there will be around 200 people in the total sample size, with 100 people in each group. The sampling procedure will be objective, facilitating the selection of individuals



who effectively represent the target community (Strome et al., 2022). This ensures that the findings are relevant and can be extrapolated to similar demographic contexts regarding socioeconomic status and educational attainment.

Study materials consist of an organized oral health education program with multimedia tools, including visual aids, textual information, and interactive workshops. This multimedia approach is particularly important, as previous research has shown that the use of a variety of materials can increase participant engagement and understanding (Elyousfi et al., 2022). In addition, pre- and post-intervention questionnaires will be created to evaluate participants' knowledge, attitudes, and practices regarding oral health (KAP). This questionnaire will go through evaluation by experts and preliminary testing to guarantee the reliability and validity of the construct, thus allowing for precise measurements of the construct being studied (Dieng et al., 2020).

The study will utilize audiovisual technology for workshops, ensuring that the presentation material is accessible and engaging. For data management and analysis, computer systems and software will be used. For example, SPSS or R will be used to process survey responses and draw useful conclusions from the data. Digital platforms can also be used to hold virtual workshops, especially if participants want or need to join remotely due to physical barriers (Kwak & Lee, 2022).

Data collection will use quantitative and qualitative methodologies in a mixed approach. Prior to the intervention, participants will receive a survey with closed-ended and open-ended questions to find out how much they already know about their dental health KAP. Baseline data is crucial because it describes participants' initial knowledge and behavior, facilitating comparative analysis after intervention (Amanvermez İncirkuş, 2023). In addition, qualitative interviews or focus group discussions will be conducted after the intervention to gain deeper insights into participants' experiences and perceptions of the program and its impact on their understanding of oral health issues. Including qualitative data is helpful because it provides depth to statistical results and helps explain why behavior is changing (Dieng et al., 2020).

The analysis method that will be applied will be adjusted to the type of data collected. To summarize the quantitative data from the survey, descriptive statistics such as mean, median, and standard deviation will be used. In addition, inferential statistics, such as t-tests or



ANOVAs, will be applied to assess the significance of differences between treatment and control groups before and after the intervention (Swe et al., 2020). Effect size calculations will be performed to assess the practical significance of the impact of the educational program, resulting in a more refined understanding of the effectiveness of the intervention.

Qualitative data obtained from interviews and focus groups will be analyzed using thematic analysis. This method helps find patterns and themes in what participants express (Desiajeva et al., 2020) The coding process will follow the guidelines set by Braun and Clarke, which emphasize the importance of understanding the data, developing initial codes, identifying themes, assessing themes, as well as defining and naming themes finally compiling a final report. This methodical approach ensures that the qualitative aspect of the study enhances the quantitative findings, so offering a holistic perspective on the intervention's impacts (Alyousef, 2021).

FINDINGS AND DISCUSSION

In this research, we concentrated on the efficacy of oral presentation techniques in enhancing students' communication abilities. The findings of the study showed that the oral presentation method significantly improved participants' confidence, speaking skills, material mastery, and collaborative abilities. These findings are consistent with previous research, in which Sahan et al. showed that oral presentations improve understanding of topics and facilitate the development of effective communication skills among students (Sahan et al., 2022).

Oral presentations are significant not only for disseminating knowledge but also for cultivating social and collaborative skills. (Suardika et al., 2023) talk on how presentations might help students work together, get more involved, and make the learning experience better. In our study, participants exhibited substantial enhancements in those areas, fostering beneficial synergies among the group throughout presentation preparation.

Table 1. of Results of Quantitative Data Analysis

Aspect	Before Intervention	After Invention	P-value
Confidence	2.5 ± 0.8	4.2 ± 0.6	≤ 0.0001
Material Understanding	2.8 ± 0.7	4.0 ± 0.5	≤ 0.0001
Speaking Ability	3.0 ± 0.9	4.3 ± 0.4	≤ 0.000.1

Data were adopted from this study and analyzed using SPSS.

Statistical analysis shows that these improvements are not only statistically significant but also show strong practical effects, as noted by Fitriana, which emphasizes the relationship between material comprehension and speaking ability (Fitriana, 2023). These findings are in line with the results of another study, where Qaiser et al. showed that feedback between peers can help reduce anxiety and improve oral presentation skills among college students (Qaiser et al., 2022).

One of the main challenges that participants face is anxiety when making presentations. This reason is the main focus of this study, in line with a study by Grieve et al. It said that a lot of students have trouble with public speaking, especially during the epidemic when they were learning online (Grieve et al., 2021). The coping techniques employed by participants, including meticulous preparation and peer support, substantially enhanced the comfort and confidence of their presentation experience. Mardiningrum and Ramadhani discussed the frequency of coping strategies, asserting that enough preparation might mitigate anxiety (Mardiningrum & Ramadhani, 2022). Also, research shows that having more help from classmates during practice is associated to better performance in presentations (Indriyani et al., 2024). This shows that the social aspect of the presentation cannot be ignored and can improve overall academic performance.

The enhancement of speaking skills via oral presentation emphasizes both cognitive and emotional dimensions. Khalid et al. stress how important it is to teach students how to handle their emotions when giving oral presentations, where they should feel free to speak up (Taylor



& Swanberg, 2020). Our findings indicated that college students with superior emotional support compared to their counterparts exhibited more significant enhancements in confidence and speaking abilities.

When we compare our results to those of previous studies, we see that the conclusions are consistent about how successful oral presentations are at improving speaking skills. Alam et al. assert that the experience of instructing peers enhances subject mastery among students, facilitating a more profound comprehension of the content presented (Alam et al., 2023). With this method, students not only get information, but they also take part in the learning process.

We also note that technology plays an important role in the delivery of presentation materials, as revealed by Xu et al., who show that video-based feedback allows students to improve their presentations through re-observation (Xu et al., 2021). In our study, 72% of participants reported feeling more prepared after practicing their presentations using technology. This is consistent with Taylor and Swanberg's findings, which show that feedback from peers improves presentation delivery competence (Taylor & Swanberg, 2020).

Overall, the study shows that a combination of social support, good preparation, and the use of technology can significantly improve students' speaking skills through oral presentations. These findings underscore the significance of a comprehensive educational strategy that addresses cognitive, emotional, and social dimensions. Our research shows that online learning during the COVID-19 epidemic has yielded certain beneficial outcomes. Kustrin et al. affirm that despite the challenges, technology facilitates effective connections and collaboration among students, even in the absence of face-to-face settings (Kusrin et al., 2021). This supports our finding that despite the challenges faced, students were able to adapt well, using online tools to improve their presentations.

On the other hand, challenges such as inadequate devices, slow internet connections, and lack of feedback from teachers became significant obstacles for some participants, as noted by Gula in her research that discussed the challenges of student groups facing online learning (Louie P. Gula, 2022). However, despite these challenges, adaptation and innovation in presentation teaching still allow students to grow. The findings of this study not only illustrate practical results in improving students' presentation skills but also emphasize the importance of collaboration and social support in the learning process. This corroborates the perspective that



immersive and interactive instructional methods are more efficacious in enhancing speaking abilities, similar to the findings of Lee and Liu, which indicate that drama-based assignments can serve as an effective tool for cultivating communication skills (Lee & Liu, 2022).

CONCLUSION

The results of this study show that the use of oral presentation methods can significantly improve students' communication skills, confidence, and overall interest in learning. An in-depth review of the results showed that participants made significant progress in key areas including speaking confidently, mastering the subject matter, and working closely with others. This is in line with the findings of Wiyono et al., who emphasized the importance of learning motivation in academic achievement, showing that methods to strengthen this motivation are very important in the context of education (Wiyono et al., 2023). The study also shows that emotional intelligence can improve students' cognitive strategies and vocabulary acquisition, in line with the findings of Tilwani et al., who describe the relationship between emotional intelligence and academic achievement in the context of language learning (Tilwani et al., 2022). The implications of these findings go beyond individual student achievement; They have the capacity to change pedagogical approaches in the educational environment. For example, the findings of this study demonstrate the effectiveness of integrating peer feedback and collaborative practice into pedagogical approaches. This method encourages a supportive and growth-oriented environment among students, based on research by Okano and Nomura, which shows that social comparisons can significantly affect learning experiences and outcomes (Okano & Nomura, 2023). To further improve the effectiveness of oral presentations, educators may consider integrating regular peer assessments and reflective practices, as data show that these tactics reduce anxiety and improve performance. As education moves more towards a hybrid learning model, the use of technology in oral presentations can help students be more engaged, especially in rural or hard-to-reach areas. However, there are not many good references that discuss how technology can improve oral presentation results. Therefore, educators must be motivated to use a wide range of instructional technologies thoroughly, promoting conventional and new teaching methodologies to meet unique learning needs and preferences. Further research can build on these findings by examining the long-term effects



of oral presentation training on students' future academic and professional endeavors, recognizing the significant experience gained through such practical applications. It is important to investigate in depth the specific aspects of how and why students believe that their confidence and communication skills are increased through scheduled presentations. Recommendations for further research include a comparative investigation of various teaching approaches, with a particular emphasis on the durability of skill acquisition in various educational contexts; However, no relevant studies have been found to support specific references to this statement. Additionally, examining specific demographic variables, such as age, gender, and cultural background, can provide a deeper understanding of the different impacts of these presentations on different groups of students. These kinds of findings can help teachers design personalized teaching plans that consider the different needs of multicultural classrooms (Goodman et al., 2021).

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