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Using Presentation Skills to Increase Political Science Students' Participation

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Abstract: The current action research aims to use oral presentation skills to help university students to improve their communication skills, its concentrate in the performance of providing 19 International Crisis Management course in the Political Science Department students with utilizing oral presentation skills to improve the students participation in the classroom. Three procedures were used during the three cycles of the research. They are Pre-Cycle, Cycle 1 and Cycle 2. Questionnaires, observations and tests (exams) provided evidences on the significantly positive impact received on oral presentation skills and on the students' attitudes toward using oral presentations skill to increase their participations in International Crises Management course. Moreover, the findings suggested students' predilection of mini training and practicing on presentation to improve the students' oral presentation skills in the classroom. Oral presentations are becoming an important part of developing teaching skills, especially in the university environment.
Keywords: Presentation Skills, increase, Political Science Students', participation.

1 Introduction

Oral presentation is important for improving political science students' participation. Studies of Zimbardo and Radl (1999) indicated that some students suffer from a lack of self-confidence in the classroom. Through teaching the course of the International Crisis Management in the current semester, I observed the reluctance of students in class participation. The reluctance of students in participating and doing oral presentations is due to several reasons, the weakness and shyness of students. To give a good presentation and meeting this challenge, I explored the efficacy of learning techniques use to improve their success on oral presentation. The key presentation under supervision and set one up by themselves. Accordingly, I provided mini training and practice on presentation to improve students' oral presentation skills. Based on their practice, they received feedback. White (2016, pp. 116) indicated that the lecturer should use direct and indirect oral presentation in the classroom. Then after the students will allowed to do their presentation under their own supervision. Later the student will participate in oral discussion. Henry and Weber (2010, pp. 105) point out that students can lead and set one up themselves, and students can do presentations only to their classmates, with the presence of the staff members. These skills improve students need to succeed in their future workplace.

Students of the Department of Political Science must deliver an oral presentation in their subjects' researches and 5% marks will be added to their final results. I have conducted this study in the International Crisis Management field and this support the current research with significance, because its contributions could seek to do some practical implication.

2 Research Question

This research to answer the following question:
-To what extent using Presentation Skills is effective in increasing students' class participation?

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-What are students' attitudes towards using the presentation skills strategy as a teaching method for International Crisis Management course?

Zivkovic (2014) her study aimed to the importance of designing oral presentation for University students. The study utilized questionnaire method. Her study reached to the results that the students perceive the significance of preparing and delivering oral presentation for successful communication in the future professional surrounding.

Another study conducted by Dbeis (2013) indicated that the importance of body language during the delivered of oral presentation, the importance of crossed arms, gesture has shown that when attending lectures, the group that had their arms folded retained 38% less information than the group that their arms unfolded.

Some gaps have been established in the previous studies, during the literature review, on oral presentation skills. The previous related literature reviewed points to some of the aspects of using oral presentation skills, previous studies have concentrated on the importance of designing oral presentations as well as on body language of the presenters. The current research will be addressed the problem by using triangulation methods. The current research tried to fill the gap, which has been found in literature reviews, to shape the theoretical framework that be described in this section.

4.3 Research Procedures

The current research was based on three shapes: The following sub-sections explain the procedures utilized in each shape.

First: An Analysis Finding the Reluctance of Students

During the beginning of the first semester academic year, I observed the reluctance of students in class presentation during the International Crises Management Course. I decided to investigate students' oral presentation skills and test their attitudes toward oral presentations. During the October, I started to observe the performance of the students toward oral presentation in an International Crisis Management Course. A number of significant findings were obtained from the, test and observation. The first observation was that student's reluctance to participate in oral presentation. This reluctance may be due to several reasons such as weakness of the students, feel shy or the lack of self-confidence in their abilities, the findings in Pre-Cycle shows the percentage of the students' participation in oral presentation in the classroom.

Table 4.4.1.1

Marks	PREIEST	Statistics
Mean		1.684211
Std. Deviation		1.15723

Table 4.4.1.2

Pte-Obs						
NO.		Q1	Q2	Q3	Q4	Q5
Mean		1.3158	1.3684	1.3158	1.4211	1.3158
Std. Deviation		0.47757	0.49559	0.47757	0.60698	0.47757

The evident in the tables 4.4.1.1 and 4.4.1.2 showed the results of students pre-test and pre-observation. The pre-test (mean = 1.68, Std: 1.15), the pre-observation the most of mean results are =1.31, and the greatest one is Q4=1.42, moreover most of

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Std results are: 0.47, and the greatest one is Q2=0.49. Then the current research is used as a test in order to find out if there was any weakness of study among students with their connections to the oral presentation skills. Moreover, the current research is used pre-observation in order to find out if there was any shyness or any other reason to prevent them to do oral presentation in the classroom toward the Political Science Courses. The findings made me more enthusiastic to start Cycle 1 by requesting students to prepare the subject then they do training and practicing oral presentations. Palmer (2014, pp2-3) points out that the specific lessons that teach before giving the presentations. Most of the students from the International Crises Management course expressed their lack of self confidence in their oral presentation skills.

Second: Analysis Findings of Quick Training and Practicing on Presentation

During the cycle 1, I aimed at providing students with training in the classroom and practicing their presentations the cycle lasted for two weeks during (16th -30th November). The first week was used to train and practice presentation skills with the students. The second week was used to ask students to present about certain topics in the chapter according to the instructor's decision on which parts of the chapter the students should do their presentation upon (Eley & Murray, 2009, pp 207).

Table 4.4.2.1

MARK	Test 1	Statistics
Mean		2.411765
Std. Deviation		0.939336

Table 4.4.2.2

Obs01						
NO.		Q1	Q2	Q3	Q4	Q5
Mean		1.789474	2.105263	2.105263	1.789474	1.894737
Std. Deviation		0.630604	0.737468	0.809303	0.713283	0.657836

Table 4.4.2.3

Statistics									
NO.		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Mean		3.166667	3	3.333333	2.722222	3.666667	2.555556	3.055556	2.944444
Std. Deviation		0.857493	0.594089	0.685994	0.751904	0.485071	0.983524	0.802366	0.639137

The findings obtained from the Cycle 1, as evident in tables 4.4.2.1, 4.4.2.2 and 4.4.2.3 demonstrated the results of students test, observation and questionnaire. Moreover, in the table 2.1 the test (mean = 2.41, Std: 0.93), and the table 2.2 showed the greatest observation mean result is Q2=2.10, and the smallest observation mean result is Q2 & 4= 1.78, moreover the greatest of the observation Std result is: Q3= 0.80, and the smallest of the of the observation Std result is Q1=0.63. Moreover, the table showed the results of the questionnaire. The greatest questionnaire mean result is Q5=3.66, and smallest of the questionnaire mean result is Q6= 2.55. Therefore, the greatest questionnaire Std result is Q6=0.98, and less of the questionnaire Std result is Q5= 0.48. Analysis of the data concerning general impacts of participation revealed number of significant findings. The findings of Cycle 1 encouraged me to continue with motivation of the students to improve their oral presentations skills in the classroom, then initiate the Cycle 2.

Third: Doing their Presentation without Supervision

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After I see the positive impact of Cycle I, I got encouraged to build upon its findings and introduce the components of students' oral presentation without supervision. Its significant effect on students' performance (Eley & Jennings, 2005 pp172-173). Students were asked to do another oral presentations between 1st December and 21st December. All the students in the International Crises Management course asked to coordinate with oral presentations group. Finally, the cycles were completed. Students were doing their presentations in the classroom during the period that allowed to them.

Table 4.4.3.1

Mark	Test2	statistics
Mean		3.277778
Std. Deviation		0.95828

Table 4.4.3.2

Statistics	Obs02					
		Q1	Q2	Q3	Q4	Q5
Mean		2.789474	3.473684	3.368421	3.263158	3.210526
Std. Deviation		0.787327	0.696692	0.597265	0.805682	0.630604

Table 4.4.3.3

Statistics	Quest2								
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Mean		3.473684	3.315789	3.315789	3.157895	3.421053	3.263158	3.315789	3.526316
Std. Deviation		0.611775	0.671038	0.582393	0.688247	0.901591	0.991189	0.582393	0.772328

Tables 4.4.3.1, 4.4.3.2 and 4.4.3.3 shows the results of students test, observation and questionnaire. In table 3.1 the test (mean = 3.27, Std: 0.95), and table 4.4.3.2 show the greatest observation mean result is Q2=3.47, and the smallest observation mean result is Q1= 2.78. Moreover, the greatest of the observation Std result is: Q4= 0.80, and the smallest ofthe of the observation Std result is Q3=0.59. Therefore, the table 3.3 shows the results of the questionnaire. The greatest questionnaire mean result is Q8=3.52, and smallest of the questionnaire mean result is Q4 = 3.15. The greatest questionnaire Std result is Q6=0.99, and smallest of the questionnaire Std result is Q3 & 7= 0.58. The findings demonstrated that the students started enjoying and become more interested oral presentation skills. The findings in the tables above display change in the students attitudes toward oral presentations compare to the negative attitudes and performed in the Pre-Cycle tools.

Moreover, students reluctance was lowered as evident the findings in the figure above as compared to students' attitudes in the Cycle 1. The above progress figure shows that the progress achieved as reported by international crises management students. It also shows the improvement among the students in oral presentation skills and their participations in the classroom. There are clear improvements between two questionnaires, category in Questionnaire 2 compared to Questionnaire 1. Item 1 vs item2 reported (3.2) while the item 2 reported (3.5), that means there is an enhance in the oral presentation among the international crises management students in the political science department.

The second item in two the questionnaires reported improvement (3.0 to 3.3). Moreover, item 3 in Questionnaire 2 compared to Questionnaire 1 reported as equivalence (3.3 to 3.3). Item number 4 reported as (2.7 to 3.2) that means increase the participation and oral presentation. Item 5 in the two questionnaires reported (3.7 to 3.4). In item 6, there is improvement as reported by students (2.6 to 3.3), while item 7 also witnessed increasing in the students' participations and reported as (3.1 to 3.3). Finally, item 8 also reported increasing and improvement among the students' oral presentation and their participation in the classroom. Palmer (2014, pp10) indicated that presentations and participations are skills, and like all skills, they can be improved significantly with more training and practicing.

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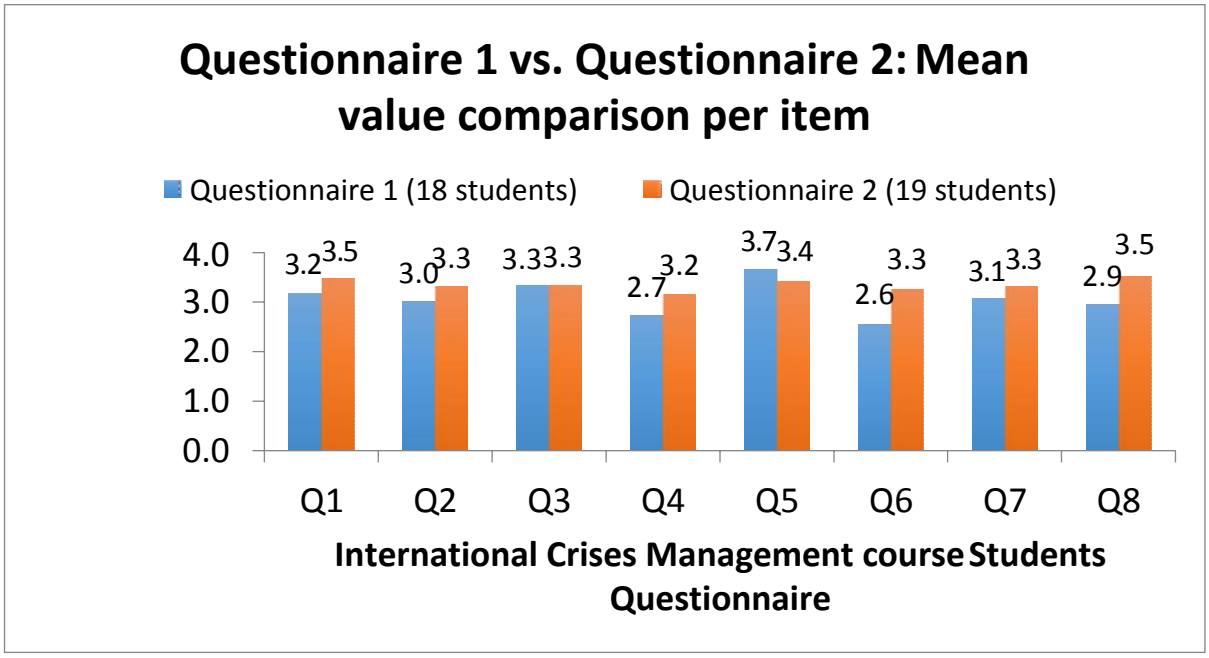


Fig. 4.4.3.1: comparison between two questionnaires.

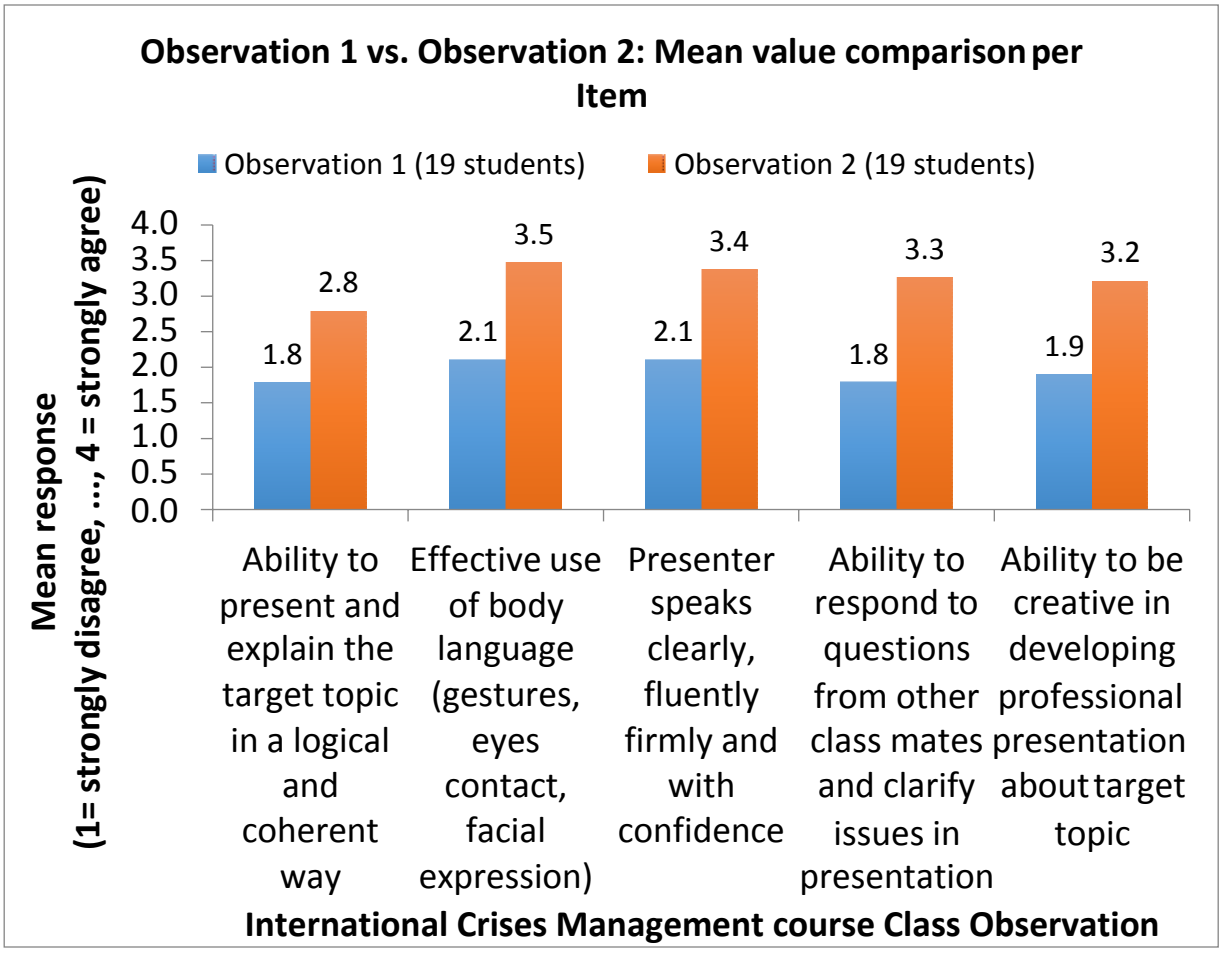


Fig. 4.4.3.2: comparison between two observations**.**

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As shown in the progress figure above, the reduction in 'Not Applicable' category was evident in all 5 items. The reduction ranged from -83% in item 1 (Ability to present and explain the target topic in a logical and coherent way) to -100% in all other remaining 4 items. On the other hand, the improvement progress in 'Very Good' category was evident in all 5 items except item 2 which had the same level in the two time periods. The improvement in this category ranged from 43% in item 3 (Presenter speaks clearly, fluently, firmly and with confidence) to 400% in item 1 (Ability to present and explain the target topic in a logical and coherent way). Similarly, the improvement progress in 'Excellent' category was evident in all 5 items. The improvement ranged from 16% in item 1 (Ability to present and explain the target topic in a logical and coherent way) to58% in item 2 (Effective use of body language (gestures, eyes contact, facial expression).

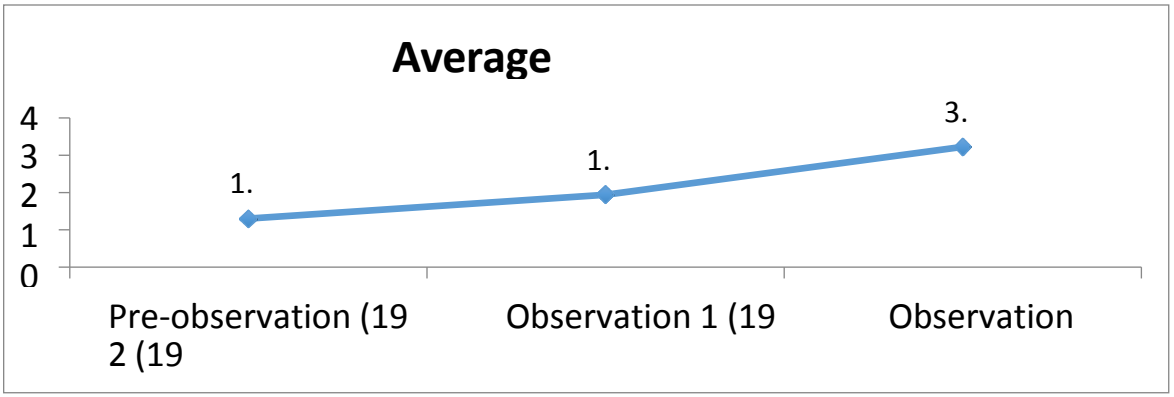


Fig. 4.4.3.3 comparison of average grades before and after action research.

The findings also were supported with observation statistical analysis of the average presentation score. The average ranged between 1.9 and 1.3. The oral presentation average was around 3.2, which mean that significant enhancement as demonstrated in figure 4.4.3.3. It also appears that students initiated enjoying presenting presentations, as figure up shows. The result demonstrates the strong changed in students' attitudes toward oral presentations, as compared to the negative attitudes in the Pre-Cycle observation.

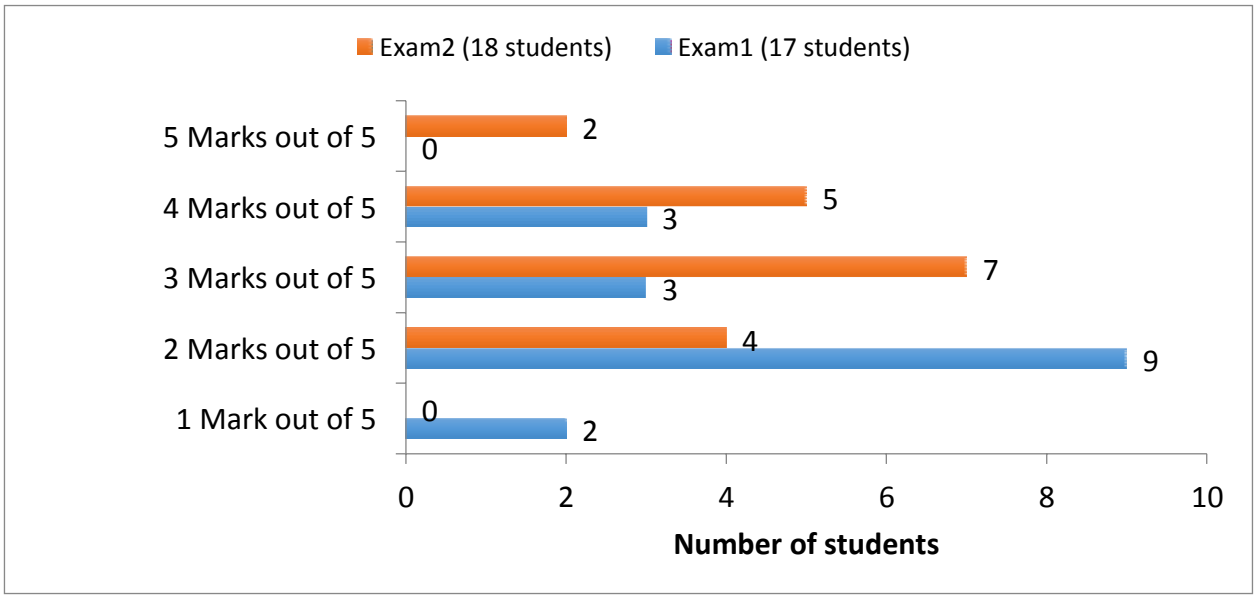


Fig. 4.4.3.4: comparison between two exams.

The above figure shows the two exams marks. Exam 1 marks were lower comparison to Exam 2 marks. In Exam 1, no student achieved full marks. Calculating the progress in Exam 2 compared to Exam 1 was made and represented in the below graph.

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Progress was calculated as the difference between Exam 2 from Exam 1, then divided by Exam 1.

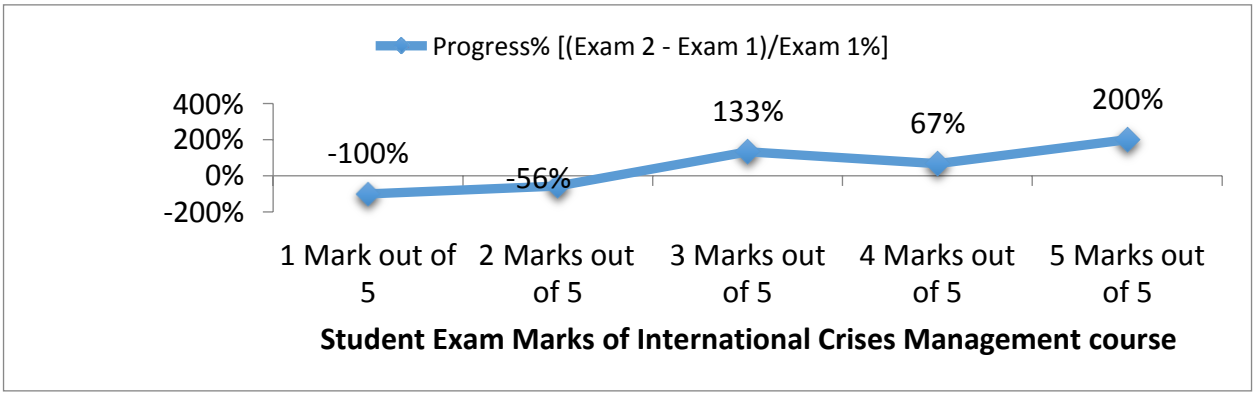


Fig. 4.4.3.5: progress students' exams.

As shown in the above figure, the reduction was -100% for the low mark (1 mark) in Exam 2 as no student scored at this low mark. The reduction was -56% for those who achieved only 2 marks out of 5. Those who achieved 3 marks out of 5 improved by 133%. Students who achieved 4 marks out of 5 improved by 67%. Two students achieved the full marks (5 out of 5) which is 200% improvement.

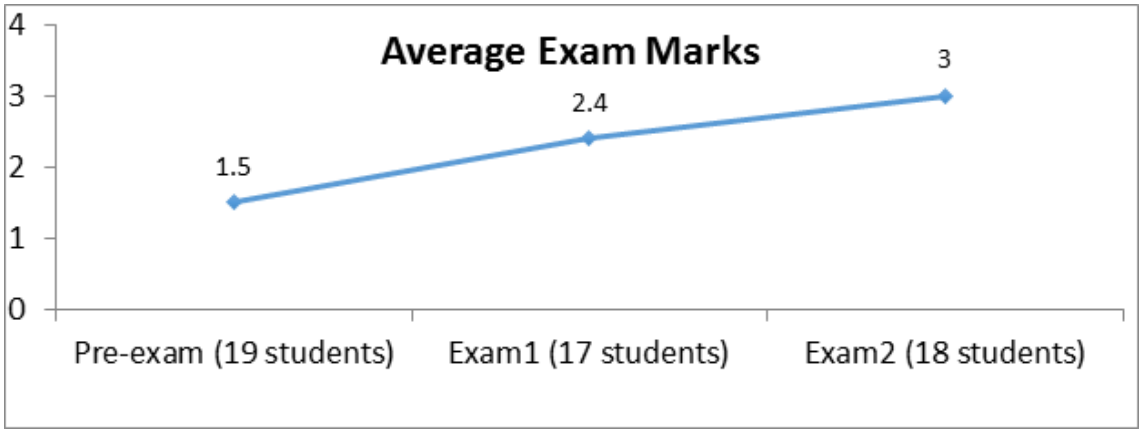


Fig. 4.4.3.6 comparison of average exam grades before and after action research.

The findings also were supported with exams statistical analysis of the average presentation score. The average ranged between and 1.5, the preparation of the exam average was around 3, which mean significant enhancement as demonstrated in figure. It also appears that students initiated enjoying preparation if they want to give a good oral presentations, as figure up shows. The result demonstrates the strong changed in students' preparation toward the course, as compared to the negative readiness in the Pre-Cycle test. I have set down the research objectives and questions; and I have described the instruments that I used in the research such as: the questionnaire/observation and test.

Concluding with three instruments findings were used in action research, they were evident that students' comments highly supported by the three tools each other findings. Students mentioned how training and practicing, lead to improve oral presentation skills and their participation in the classroom has enhanced their self-confidence.

5 Discussions

The findings gained seem to be appropriate answer to the current research questions. It is evident that presentation positively impacted students' oral presentation skills, who perceived mini training and practicing on presentation and allowed them to do their presentation is under their own supervision. Presentation and participation in the classroom significantly useful in improving students' oral skills and increasing their self-confidence during the final presentation. Have positive attitudes about

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the oral presentations skills after their training and practicing on making presentation.

The first question was asked on the presentation skills effective and increasing the students' participation in the classroom based on their attitudes and knowledge that the students obtained it from the preparation for the test preceded the oral presentation skills, I joined the study of Payne & Embi (2014, pp23) the practice of knowledge driven from activities. The analysis was based on a four point Likert scale ranging from 1 = Strongly Disagree to 4 = Strongly Agree, observation chick list and the test (exam) in the classroom. The analysis also represented the attitudes of the students about the oral presentation skills and how it linked with students' participation. The findings showed a positive correlation between the knowledge the students gained from the preparation for the test or (exam) and attitudes of the students based on their oral presentations skills. Ward (2015, pp 15) indicated that success always comes when preparation encounter opportunity and preparation for the exams take a lot of work.

The second question was about the students attitudes toward the use of oral presentation. The analysis was based on three instruments such as: test, observation and questionnaire. For this question, the analysis has exposed the relations between students' attitudes and the oral presentation skills. This correlation was positive and explore that the connection between students attitudes and using oral presentation. I also join Zivkovic (2014) for successful oral presentation students need a full in-depth training and practice.
After the students' readiness and increase is their knowledge about the subject and how the oral presentation is, my professional experience influenced various levels. Dbeis (2013) the lecturer highlighted the fundamentals of giving a good oral presentation, dividing it into three simple parts: preparation, presentation and feedback. This study agrees with my study. I introduce the same training and practice in this semester to make the students have the same obtains. I will convey the findings to my Department colleagues who expressed willingness to give oral presentation and enhance the students' participation in Political Science Courses. This enhanced me to decide as one of the courses coordinators in the Political Science Department to develop some of the courses descriptions to provide training and practicing the oral presentations skills before using final assessment for oral presentations skills. Moreover, after the training in the second cycle, the findings showed that the level of the presentation increased and improved more than before.

6 Conclusions

In general, the combination of the findings of questionnaires, observations and test (exam) exposed that the results of the current research showed the existence of significant improvement in the oral presentation skills. Political Science students must ability to communicate in order to be able to activate efficiently in the real world. Political Science students need a lot of chances to improve their oral presentation skills. Communication skills and oral presentation skills are essential by students whether they are expected to give presentations at conferences, symposia or other meetings. I also join Dunlosky (2013) in utilizing learning techniques that could help students achieve their learning goals. Oral presentations have become a beneficial and active way to increase students' awareness of communication skills. Thus, students' oral presentations become a significant element in providing positive learning experiences.

A number of remarkable and convenient recommendations could be derived from the current research findings. While the oral presentation skills and participation in the classroom need to be performed in the courses, appropriate training and practicing must be performed by the students. The future studies should test the reliability and validity of oral presentation skills implemented by training and practicing of the oral presentation.

The current research has significant contributions as it fills the gap existed in the literature reviews in the oral presentation skills with beneficial implications that should assist to outdo students weakness or feel shyness.

- This research is limited in that different time, which was limited due to public holidays during the first semester.
- Another limitation is the midterm examinations took place around two weeks.

The research questions were built around a set of attitudes of the students in the International Crisis Management Course to examine the improvement in oral presentation and increase their participation in the classroom. The contribution of research has found that there were improvements in the students' participations after they were doing oral presentation skills.

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