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Do Communication and Critical Thinking Skills Influence Oral Presentation? Evidence from University Students

Vivi Indriyani[1], Herlin Triana[2], Hanifah Yulia Sari[3], Jasmienti[4]
Indonesian Language and Literature Education, Universitas Negeri Padang, Indonesia[1,2,3]
Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi Indonesia[4]
Email: viviindriyani@fbs.unp.ac.id[1]
herlin_Triana@fbs.unp.ac.id[2], yuliahanny@fbs.unp.ac.id[3], jasmienti@uinbukittinggi.ac.id[4]

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ABSTRACT: Presentation skills are rarely explored, despite their importance for students in both academic and real-life contexts. Presentations serve as a means of conveying learning outcomes, particularly in project-based learning, which is widely used in higher education. These skills are complex and can be developed through language learning, as they involve support from other skills. The purpose of this research is to determine the relationship between communication skills and critical thinking skills on students' oral presentation skills. Using a quantitative approach, specifically causal associative research, this research investigates the relationship between the independent variables (communication and critical thinking) and the dependent variable (oral presentation). The research was conducted on Universitas Negeri Padang students taking Indonesian language courses in 2024, with a sample of 40 students selected through purposive sampling. Data collection involves performance tests (projects) and observation sheets, assessed using a predetermined rubric. Data were analyzed using multiple linear regression with the assistance of SPSS. The results revealed that communication skills and critical thinking skills jointly have a significant effect on students' oral presentation abilities ($F = 38.554$, $p < 0.05$, $R^2 = 0.676$). However, when examined individually, only communication skills have a significant positive influence on students' oral presentation performance ($B = 0.637$, $p < 0.001$), while critical thinking skills do not show a significant effect ($B = 0.025$, $p = 0.881$). These findings suggest that communication skills play a more dominant role in enhancing students' oral presentation abilities, whereas critical thinking skills contribute indirectly to students' overall learning development.

Keywords: critical thinking skill, communication skills, language learning, presentation ability.

***ABSTRAK**: Keterampilan presentasi jarang diteliti, meskipun memiliki peran penting bagi mahasiswa baik dalam konteks akademik maupun kehidupan nyata. Presentasi berfungsi sebagai sarana penyampaian capaian pembelajaran, khususnya dalam pembelajaran berbasis proyek yang banyak diterapkan di pendidikan tinggi. Keterampilan ini bersifat kompleks dan dapat dikembangkan melalui pembelajaran bahasa karena melibatkan dukungan dari berbagai keterampilan lainnya. Tujuan penelitian ini adalah untuk mengetahui hubungan antara keterampilan komunikasi dan keterampilan berpikir kritis terhadap keterampilan presentasi lisan mahasiswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian asosiatif kausal untuk mengkaji hubungan antara variabel bebas (keterampilan komunikasi dan keterampilan berpikir kritis) dan variabel terikat (keterampilan presentasi lisan). Penelitian dilakukan pada mahasiswa Universitas Negeri Padang yang mengikuti mata kuliah Bahasa Indonesia pada tahun 2024, dengan sampel sebanyak 40 mahasiswa yang dipilih melalui teknik*

purposive sampling. Pengumpulan data dilakukan melalui tes kinerja (proyek) dan lembar observasi yang dinilai menggunakan rubrik yang telah ditetapkan. Data dianalisis menggunakan regresi linear berganda dengan bantuan perangkat lunak SPSS. Hasil penelitian menunjukkan bahwa keterampilan komunikasi dan keterampilan berpikir kritis secara simultan berpengaruh signifikan terhadap keterampilan presentasi lisan mahasiswa ($F = 38,554$; $p < 0,05$; $R^2 = 0,676$). Namun, secara parsial hanya keterampilan komunikasi yang berpengaruh positif dan signifikan terhadap keterampilan presentasi lisan mahasiswa ($B = 0,637$; $p < 0,001$), sedangkan keterampilan berpikir kritis tidak menunjukkan pengaruh yang signifikan ($B = 0,025$; $p = 0,881$). Temuan ini menunjukkan bahwa keterampilan komunikasi memiliki peran yang lebih dominan dalam meningkatkan keterampilan presentasi lisan mahasiswa, sementara keterampilan berpikir kritis berkontribusi secara tidak langsung terhadap perkembangan belajar mahasiswa secara keseluruhan.

Kata kunci: *keterampilan berpikir kritis, keterampilan komunikasi, keterampilan presentasi, pembelajaran bahasa.*

INTRODUCTION

Proficiency in public speaking is a crucial attribute in both academic and professional settings (Ginkel et al., 2017; Murillo-Zamoranoa & Montanero, 2018). Oral presentation skills are seen as a fundamental requirement for students in the educational setting (Al-Nouh et al., 2015; Aziz et al., 2022).. Consequently, educational institutions worldwide are placing greater emphasis on the significance of cultivating abilities in written and spoken communication (Kerby & Jeff, 2009; Tailab & Marsh, 2019). Possessing strong presentation abilities is crucial not only for achieving academic success but also for effectively navigating career problems. Oral presentations have become a crucial component in academic settings, as they allow students to successfully communicate their ideas to an audience across various areas (Zakaria & Razak, 2016; Tareen et al., 2023). Consequently, the university setting provides an optimal opportunity for students to hone their oral presentation abilities, with the guidance of teachers who can assist them in effectively preparing and giving presentations (Panggabean & Triassanti, 2020).

An oral presentation is a genuine activity in which the speaker and listener can engage and comprehend language and material in real-time (Morgan, 2012). In this particular scenario, the speaker imparts knowledge, provides a detailed account, or elucidates a subject matter to a collective audience (Widyastuti & Mahaputri, 2015; Ati & Parmawati, 2022). Typically, presentations can be conducted either with or without the use of visual aids (Ahmad & Lidadun, 2017). The action mentioned by Robillos is crucial for gathering information, enhancing academic experiences, and promoting student engagement in the classroom (Robillos, 2022). Proficiency in skills is necessary for students to captivate the audience and elicit enthusiasm through the presenter's thoughts or appearance (Sahan et al., 2022). Moreover, oral presentation is a frequently employed assessment approach across diverse academic disciplines such as Science, History, Psychology, and Literature.

In contemporary times, the acquisition of proficient oral presentation abilities has become significantly crucial as it is widely regarded as the primary determinant of achievement in many domains of an individual's life, professional

Corresponding author: Vivi Indriyani (viviindriyani@fbs.unp.ac.id)

trajectory, and interpersonal connections (Phan et al., 2022). These talents not only enhance accomplishments in the academic and professional domains (Tailab & Marsh, 2019; Aryadoust, 2015; Gokgoz-kurt, 2023), but also bolster the job prospects of graduates (Murillo-Zamoranoa & Montanero, 2018).. Oral presenting abilities continue to be crucial even after starting a career, particularly in scenarios like employment interviews and workplace tasks (Blegur et al., 2023). Having the skill to successfully deliver presentations in the workplace can greatly enhance one's ability to sway and persuade colleagues (Sukitkanaporn & Phoocharoensil, 2014; Thienpermpool, 2021). Oral presentations play a crucial role in personal development by enhancing individual abilities and confidence in effectively communicating information, capturing the interest of listeners, and creating prospects for career progression (Phan et al., 2022; Alwi & Sidhu, 2013). Oral presentation skills have a significant influence on both professional performance and personal growth, leading to success in various aspects of life.

Aside from acquiring proficiency in the four primary language abilities - hearing, speaking, reading, and writing - the development of presentation skills is also crucial for pupils (Phan et al., 2022). Creating presentations enables students to bridge the divide between language acquisition and practical language application, thus enhancing their proficiency in gathering, analyzing, and structuring material in a suitable manner (Thi et al., 2022). Hence, oral presentations can enhance students' capacity to memorize and deliver texts verbally, while also enabling them to articulate them with fluency, accuracy, and great enthusiasm (Sahan et al., 2022). This positively influences the emotional part of the language learning process by boosting students' self-assurance and alleviating their anxiety through assistance in delivering oral presentations in front of their peers (Sirisrimangkorn, 2021).

Oral presentations require students to actively employ several elements of language (Ati & Parmawati, 2022). The manner in which children conduct themselves throughout this activity has a substantial influence on their language development, encompassing grammar, vocabulary, replies, and word selection in communication (Riadil, 2020). Proficiently delivering a presentation involves more than just linguistic precision. It also entails the skill of crafting a coherent and captivating storyline, conveying a powerful message, and enhancing the presentation with visually appealing aids (Kongkeo, 2023). Oral presentations serve as a valuable tool for inspiring students to actively engage in language usage, enhancing their speaking abilities, fostering critical thinking through the offered information, and cultivating self-confidence by requiring them to speak in front of their peers (Ati & Parmawati, 2022).

Oral presentations are classified as formal talks that require organization, readiness, and direction to assist students in communicating their tasks (Sahan et al., 2022), so aiding them in developing proficiency in everyday language usage (Al-Hebaish, 2012). Hence, it is strongly advised to incorporate presentation projects in the classroom to enhance students' proficiency in interpersonal communication, bolster self-assurance, and foster teamwork (Karim & Shah,

Corresponding author: Vivi Indriyani (viviindriyani@fbs.unp.ac.id)

2012). In addition, oral presentations might facilitate the cultivation of critical analysis and problem-solving abilities among students (Solmaz, 2019).

Similar to other forms of learning, language acquisition also involves cognitive processes. Thinking and reasoning are fundamental abilities for comprehending new information and establishing patterns, such as critical and strategic thinking, which enhance students' learning efficacy (Altay & Saracaloglu, 2017). Critical thinking skills encompass the capacity to examine facts, formulate and arrange ideas, justify viewpoints, establish comparisons, draw conclusions, assess arguments, and resolve difficulties (Dehghayedi & Bagheri, 2018). Critical thinking involves the identification of relationships, evaluation of the credibility of statements, and recognition of the essential ingredients required to make logical conclusions. In addition, critical thinking effectively communicates the outcomes of reflection, which eventually fosters the formation of thinking patterns (Bahatheg, 2019).

Critical thinking is considered a crucial talent for navigating the challenges of the 21st century and is therefore extensively advocated in education (Lin & Luk, 2015; Veliz, 2021). Critical thinking is of utmost importance in education, as it is closely intertwined with and inseparable from the educational process (Aghajani & Gholamrezapour, 2019). Amidst the constantly evolving educational environment, critical thinking is widely regarded as the foremost and essential talent that needs to be acquired and honed (Cakici, 2018). The human capacity for thinking enables the resolution of challenging tasks and the emergence of fresh discoveries (Yuldasheva, 2019). Studies have demonstrated that students' critical thinking skills can only be enhanced if teachers take the initiative to cultivate them (Yuldasheva, 2019; Zhou & Lin, 2019).

Language education philosophers have shown scant attention to critical thinking in their research (Cakici, 2018). The significance of excellent language skills in encouraging critical thinking is highly important (Grosser & Nel, 2013). At times, language training excessively prioritizes the structure of the language and overly emphasizes the acquisition of language knowledge and abilities solely through memorization and understanding approaches (Zhou & Lin, 2019). Pupils can enhance their language skills by cultivating critical thinking abilities (Irawati, 2014). Critical thinking is acknowledged as a crucial aspect of the learning process due to its role in enhancing students' knowledge, problem-solving abilities, content evaluation, reading comprehension, and overall learning awareness. This is particularly relevant in the context of language skill acquisition (Wafa' A & Moath Khalaf, 2023). It is essential for all language learners, regardless of their language competence level, to actively practice critical thinking, as it is an ongoing and necessary process. Furthermore, language learners who have cultivated their critical thinking abilities are often capable of participating in tasks that are beyond the capabilities of other learners (Dehghayedi & Bagheri, 2018).

Proficiency in critical thinking is crucial for mastering oral presentations (Benjelloun & El Kirat El Allame, 2019).. The reason for this is that the presentation process necessitates linguistic abilities that involve critical thinking (Grosser & Nel, 2013). During a presentation, the presenter is required to actively and objectively

Corresponding author: Vivi Indriyani (viviindriyani@fbs.unp.ac.id)

assess information, arguments, or data in order to make judgments or solve problems connected to decision making (Memisevic et al., 2023). Furthermore, students' acquisition of knowledge and improvement of critical thinking skills can be augmented by posing a sequence of probing inquiries to students, followed by prompting them to articulate the rationale behind their answers (Sahamid, 2014). Furthermore, it is crucial to provide a conducive atmosphere that fosters students' willingness to engage actively in conversations and exchange ideas, as this might enhance their educational experience.

Prior research substantiates the robust correlation between presentation skills and critical thinking capabilities. Multiple studies have demonstrated that students who possess expertise in delivering presentations generally have superior critical thinking abilities. An illustrative instance is a research conducted by Nel and Nel (Sahamid, 2014) which emphasized the necessity of employing critical analysis in formulating persuasive arguments within the realm of verbal presentations. Other studies (Grosser & Nel, 2013) have also discovered similar results, confirming that the act of preparing and delivering oral presentations drives students to thoroughly assess information, enhance their evaluation skills, and refine their abilities in constructing and defending arguments. In addition, several studies have demonstrated that engaging in oral presenting exercises can enhance students' proficiency in verbal communication, boost their self-assurance in public speaking, and enhance their capacity to effectively articulate ideas in a convincing manner (Bailey et al., 2021; Lee & Liu, 2022). This demonstrates that by engaging in regular practice of oral presentations, students can acquire the ability to not only speak confidently in public, but also effectively structure and communicate ideas, as well as refine their critical thinking skills (Suardika et al., 2023). Presentation skills enhance pupils' verbal communication and critical thinking ability.

Proficiency in communication abilities is a crucial requirement for students, in addition to their mastery of critical thinking skills. Oral presenting skills are regarded as a potent method to enhance their communication talents in this particular scenario (Thi et al., 2022). Students' communication skills refer to their capacity to deliver captivating oral presentations tailored to a specific audience (Yusoff, 2010; Sahan et al., 2022). The study conducted by (Ahmad & Lidadun, 2017) demonstrates that oral presentations can effectively enhance students' communication skills. Furthermore, oral presentations contribute to the development of crucial components of communication skill in pupils (Munby, 2011). Oral presenting serves as both a learning tool and a means of combining language training with its practical use in daily life (Sirisrimangkorn, 2021). Oral presentation skills play a crucial role in enhancing students' communication abilities and bridging the gap between language acquisition and its practical use in real-world situations.

The purpose of this research is to examine the correlation between critical thinking and communicative skills in relation to students' presentation abilities in language acquisition. The focus on critical thinking and communication skills is expected to provide deeper insight into how these abilities mutually influence and

Corresponding author: Vivi Indriyani (viviindriyani@fbs.unp.ac.id)

contribute to students' language learning processes, especially in the context of oral presentations. By understanding this relationship, it is hoped that this research can provide useful recommendations for the development of more effective teaching methods in helping students acquire better language skills, especially oral presentation skills for students in higher education.

RESEARCH METHOD

This research uses quantitative research methods using causal associative research, namely research that looks for the influence between one variable (independent) and another variable (dependent). This research looks at the relationship between communication skills and critical thinking on oral presentation skills. The population of this research is Padang State University students who are taking Indonesian language courses in 2024. Based on this, it is necessary to draw samples. The sample selection technique uses purposive sampling by determining sampling by determining certain characteristics. The number of samples obtained was 40 students. The research instruments are tests and observation sheets. The research instruments consisted of a performance test and an observation sheet. The performance test was designed to measure students' oral presentation abilities, focusing on four key aspects: content organization, language accuracy, delivery technique, and audience engagement. Meanwhile, the observation sheet was employed to assess students' communication skills and critical thinking skills during classroom activities. The content and construct validity of the instruments were reviewed and confirmed by experts in language education and assessment to ensure that all items accurately represented the intended constructs. The reliability test using Cronbach's Alpha resulted in a coefficient of 0.873, indicating high internal consistency of the instrument. Inter-rater reliability was also established through a calibration process among assessors to ensure consistency in scoring.

Assessment is carried out with the help of an assessment rubric. The data analysis method uses SPSS with the Regression analysis method with the following order of analysis, namely Normality Test, Linearity Test, Multicollinearity Test, Heteroscedasticity Test, Hypothesis Test (T Test, F Test, R2). The hypothesis of this research is as follows.

- H_0 = There is no influence of communication skills on students' oral presentation abilities
- H_1 = There is an influence of communication skills on students' oral presentation abilities
- H_0 = There is no influence of critical thinking skills on students' oral presentation abilities
- H_1 = There is an influence of critical thinking skills on students' oral presentation abilities
- H_0 = There is no joint influence between communication skills and critical thinking on students' oral presentation abilities
- H_1 = There is a joint influence between communication skills and critical thinking on students' oral presentation abilities

Corresponding author: Vivi Indriyani (viviindriyani@fbs.unp.ac.id)

RESULT AND DISCUSSION

In the first stage, a normality test was conducted to determine the statistical tests that would be conducted in the next stage. The normality test in this study used the Shapiro-Wilk statistical test because the sample size was <50. Variables are normally distributed if Asymp.sig (2-tailed) > 0.05. Based on the analysis using SPSS, the results of the Normality Test can be seen in Table 1 below.

Table 1. Data Normality Test

Shapiro-Wilk				
		Presentation Skill	**Communication Skill**	**Critical Thinking Skill**
N		40	40	40
Normal Parameters[a,,b]	Mean	83.9250	85.7000	87.8500
	Std. Deviation	5.19560	6.58748	4.16056
Sig.		**.085**	**.076**	**.065**

As previously elaborated, based on the data derived from the Normality Test outcomes presented in the table, it can be inferred that the three variables exhibit a normal distribution with Sig. > 0.05. Moving on to the subsequent examination, the linearity test is conducted to ascertain the linearity of a regression model, aiming to assure researchers of its adherence to the linearity assumption. One approach for conducting such a test is employing the Deviation From Linearity test. Should the obtained value prove significant (p>0.05), it indicates the linearity of our model. The results of the data linearity test, analyzed through SPSS, are depicted in table 2 below.

Table 2. Data LinearityTest

ANOVA Table							
			Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Presentation Skill * Communication Skill	Between Groups	(Combined)	779.626	6	129.938	15.698	.000
		Linearity	711.196	1	711.196	85.922	.000
		Deviation from Linearity	68.430	5	13.686	1.653	**.174**
	Within Groups		273.149	33	8.277		
	Total		1052.775	39			
Presentation Skill * Critical Thinking Skill	Between Groups	(Combined)	482.156	8	60.269	3.274	.008
		Linearity	381.583	1	381.583	20.730	.000
		Deviation from Linearity	100.572	7	14.367	.781	**.608**
	Within Groups		570.619	31	18.407		
	Total		1052.775	39			

The results of the Deviation From Linearity indicate significant values (p > 0.05), specifically 0.174 and 0.608, suggesting a linear relationship among the

Corresponding author: Vivi Indriyani (viviindriyani@fbs.unp.ac.id)

variables under scrutiny in this study. The subsequent phase involves conducting the multicollinearity test, aimed at identifying any correlations among independent variables within the regression model. One approach utilized to detect multicollinearity in regression analysis involves examining the Variance Inflation Factor (VIF) value. If the VIF value falls within the range of 1-10, it indicates the absence of multicollinearity in the regression model. The outcomes of the Multicollinearity Test, analyzed through SPSS, are detailed in table 3 below.

The VIF results indicate that the analyzed data regression model is devoid of multicollinearity, as the VIF value is < 10. The subsequent analysis involves the autocorrelation test, designed to ascertain any correlation between the residual error in period t (year of observation) and the residual error in t-1 (previous year). One method employed for this test is utilizing the Durbin Watson value. The outcomes of the Autocorrelation test, conducted through SPSS analysis, are displayed in table 4 below.

Table 3. Data Multicollinearity Test

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	27.126	10.397		2.609	.013		
	Communication Skill	.637	.106	.807	5.979	.000	.481	**2.080**
	Critical Thinking Skill	.025	.169	.020	.151	.881	.481	**2.080**
a. Dependent Variable: Presentation Skill								

Next, the analysis continues with the Heteroscedasticity Test. This test aims to find out whether there are differences in variance between residuals in different observations in one regression model. One method used for this purpose is the Glejser Test. Heteroscedasticity test results are detailed in table 4 below.

Table 4. Data Heteroscedasticity Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.502	5.422		2.121	.041
	Communication Skill	-.094	.056	-.368	-1.684	**.101**
	Critical Thinking Skill	-.012	.088	-.031	-.140	**.890**
a. Dependent Variable: AbsUT						

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The heteroscedasticity test was conducted using the Glejser method, which regresses the absolute residual value (AbsUT) against the independent variables. The test results are shown in Table 4. Based on these results, the significance value for the Communication Skills variable is 0.101 and for Critical Thinking Skills is 0.890. Both values are greater than 0.05, so it can be concluded that there is no significant influence between the two independent variables on the absolute residual value. Thus, this regression model is free from heteroscedasticity symptoms, and the classical assumptions are met.

The next stage is the Regression Equation Test for examining heteroscedasticity. The general multiple linear regression model used in this test is:

$$Y = a + B1X1 + B2X2 + e$$

Information:

Y = Dependent variable (profitability)
A = Constant
b1, b2 = Regression Coefficients for independent variables 1 and 2
X1, X2 = Independent variables

Based on the analysis results, the regression model for the heteroscedasticity test is as follows:

$$AbsUT = 11.502-0.368X1-0.031X2+e$$

The heteroscedasticity test was conducted using the Glejser method by regressing the absolute residual values (AbsUT) on the independent variables. The purpose of this analysis was to determine whether the residual variance of the regression model is constant or varies across the range of predictor variables. As presented in Table 4, the significance values for Communication Skill (Sig. = 0.101) and Critical Thinking Skill (Sig. = 0.890) are both greater than the 0.05 threshold. These results indicate that neither of the independent variables has a statistically significant effect on the residuals. In other words, the residual variance does not depend on the predictor variables. Therefore, it can be concluded that the regression model is free from heteroscedasticity problems, implying that the assumption of homoscedasticity is met. This finding supports the reliability of the regression model, as the residuals are distributed with constant variance and do not exhibit systematic patterns of dispersion.

Hypothesis Testing

Partial Testing (T Test)

Hypothesis formulation

- H0 = There is no influence between the independent variable (X) on the dependent variable (Y)
- H1 = There is an influence between the independent variable (X) on the dependent variable (Y)

Corresponding author: Vivi Indriyani (viviindriyani@fbs.unp.ac.id)

Decision making by looking at the p-value in the t test with the following conditions:

If P-Value> 0.05 then H0 is accepted
If P-Value <0.05 then H0 is rejected

From the results of the analysis the following results were obtained:

Table 5. T Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.126	10.397		2.609	.013
	Communication Skill	.637	.106	.807	5.979	**.000**
	Critical Thinking Skill	.025	.169	.020	.151	**.881**
a. Dependent Variable: Presentation Skill						

Table 5 presents the results of the partial t-test used to examine the effect of each independent variable on students' presentation skills. The regression equation obtained is as follows:

Presentation Skill = 27.126 + 0.637 (Communication) + 0.025 (Critical Thinking) + e

The results show that the Communication Skill variable has a significance value of 0.000 ($p < 0.05$) and a positive regression coefficient ($B = 0.637$, $t = 5.979$). This indicates that Communication Skill has a statistically significant positive effect on students' presentation skills. In other words, an increase in communication skill scores tends to increase students' oral presentation performance. In contrast, the Critical Thinking Skill variable has a significance value of 0.881 ($p > 0.05$) and a regression coefficient of $B = 0.025$ ($t = 0.151$). This finding indicates that Critical Thinking Skill does not have a statistically significant effect on students' presentation skills. Overall, the results suggest that students' ability to communicate effectively plays a crucial role in enhancing their oral presentation performance, while critical thinking skills do not significantly contribute to this aspect within the scope of this study.

Simultaneous Testing (F Test)

The F-test was conducted to determine whether Communication Skill and Critical Thinking Skill jointly have a significant effect on students' oral presentation abilities.

Hypothesis Formulation

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- H0 = There is no simultaneous influence of communication skill and critical thinking skill on oral presentation abilities.
- H1 = There is a simultaneous influence of communication skill and critical thinking skill on oral presentation abilities.

Decision making by looking at the p-value in the F test with the following conditions:

If p-Value> 0.05 then H_0 is accepted
If p-Value <0.05 then H_0 is rejected

Based on the test results, the following results were obtained.

Table 6. F Test

ANOVA[b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	711.407	2	355.703	38.554	**.000[a]**
	Residual	341.368	37	9.226		
	Total	1052.775	39			
a. Predictors: (Constant), Critical Thinking Skill, Communication Skill						
b. Dependent Variable: Presentation Skill						

As shown in Table 6, the F value is 38.554 with a significance value of 0.000 ($p < 0.05$). This result indicates that the null hypothesis (H_o) is rejected, and the alternative hypothesis (H_1) is accepted. Therefore, it can be concluded that communication skill and critical thinking skill jointly have a significant effect on students' oral presentation abilities. This means that when considered together, both variables contribute meaningfully to explaining variations in students' oral presentation performance.

Coefficient of Determination (R2)

The coefficient of determination (R^2) indicates the proportion of variance in the dependent variable that can be explained by the independent variables in the regression model. Meanwhile, the correlation coefficient (R) reflects the strength and direction of the linear relationship between the observed and predicted values of the dependent variable, ranging from –1 to +1.

Table 7. R2

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.822[a]	**.676**	.658	3.03746	1.357
a. Predictors: (Constant), Critical Thinking Skill, Communication Skill					
b. Dependent Variable: Presentation Skill					

Corresponding author: Vivi Indriyani (viviindriyani@fbs.unp.ac.id)

As shown in Table 7, the analysis produced an R value of 0.822 and an R^2 value of 0.676. This means that approximately 67.6% of the variance in students' oral presentation skills can be explained by communication skill and critical thinking skill, while the remaining 32.4% is influenced by other factors not included in this model. The adjusted R^2 value of 0.658 further confirms the stability of the model, indicating that it remains a good fit even after adjusting for the number of predictors. In addition, the Durbin–Watson statistic of 1.357 suggests that there is no indication of serious autocorrelation in the residuals, meaning that the model satisfies the assumption of independence.

Discussion

Speaking skills are one of the important skills in education and the world of work (Atmazaki et al., 2023a; Atmazaki et al., 2021a). This skill is one of the language skills so it needs to be developed and fostered in language learning (Atmazaki et al., 2021b, 2023b; Rahayu et al., 2020). To determine the level of speaking skills, this can be done through oral presentation activities which are continuously trained in each learning process (Indriyani et al., 2024). Oral presentation skills are not a single competency, but are supported by other competencies so that presentation activities can be carried out well. Based on this, this research looks at the relationship between students' communication skills and critical thinking skills and their oral presentation skills. Based on the research results, it was found that together these two skills have a big influence on the success of students' oral presentation skills. However, separately, only communication skills influence the success of students' oral presentations, while critical thinking skills do not have a significant influence.

Communication skills are important skills for students to master (Ismail et al., 2023). Communication skills are related to critical thinking skills because students who have strong communication skills will integrate various concepts or ideas and identify and propose solutions or answers to a problem (Irawan et al., 2023). So, if students have these two skills, it is possible for them to be able to present the results of their thoughts well. Therefore, strengthening communication skills and critical thinking skills in an educational environment can provide a solid foundation for students to succeed in various aspects of their lives (Febliza et al., 2023; Fitria et al., 2019; Kavrayici, 2020; Sari et al., 2019).

Critical thinking skills can only be conveyed to others through communication skills; One's collaboration skills with other people can only be realized through communication skills (Hikamah et al., 2021). Communication skills help students to express themselves freely by sharing ideas with others. This can help create a positive atmosphere in the learning environment, both verbal and nonverbal communication (Kafadar, 2022). So, in verbal skills, students' communication skills can be trained and assessed through oral presentation activities. Through this activity, you will see the manifestation of student communication activities, both when conveying information to listeners. Through communication skills,

Corresponding author: Vivi Indriyani (viviindriyani@fbs.unp.ac.id)

presenters can convey this information with the help of visuals, body movements, or behavior (Kiong et al., 2022).

CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that communication skills and critical thinking skills jointly have a significant effect on students' oral presentation abilities ($F = 38.554$, $p < 0.05$). However, when examined partially, only communication skills have a statistically significant positive effect on students' oral presentation performance ($B = 0.637$, $t = 5.979$, $p < 0.001$), while critical thinking skills do not show a significant effect ($B = 0.025$, $t = 0.151$, $p = 0.881$). These findings indicate that students' ability to communicate effectively plays a dominant role in improving oral presentation performance. Therefore, the development of communication skills should be prioritized, particularly through learning strategies that integrate speaking practice and active interaction, such as group discussions, peer feedback sessions, debates, and project-based presentations.

Although critical thinking skills were not found to have a direct influence on oral presentation performance in this study, their indirect contribution to learning processes and cognitive development remains essential. Critical thinking supports students' ability to organize ideas, evaluate arguments, and make reasoned decisions—competencies that are valuable in broader academic and real-world contexts. In light of these findings, this study suggests the importance of designing holistic and competency-based learning programs that simultaneously cultivate communication and critical thinking skills. Such programs will not only enhance students' oral presentation abilities but also better prepare them to face complex challenges in academic and professional.

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Corresponding author: Vivi Indriyani (viviindriyani@fbs.unp.ac.id)