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An investigation of the quality of presentation slide design and oral communication in higher education

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Abstract: Oral presentation methods utilizing presentation slides are prevalent learning activities in higher education. The workplace also frequently employs presentations to report project outcomes, disseminate new regulations, or convey ideas. This research aims to (a) investigate the evaluation of presentation slide design and text by lecturers and peers; (b) determine the perceived importance of oral presentations and the use of presentation slides in the workplace. This study employs a mixed-methods approach, combining quantitative and qualitative descriptive methods. Data collection involved questionnaires distributed to 222 active students in the 2023-2024 even-semester. Additionally, data were gathered through interviews with two students and four private company leaders in Jakarta and Bekasi, West Java. The results indicate that peer evaluations of presentation design are higher than those of lecturers. Peers assigned lower scores to visual aspects, while lecturers focused on text size. This research does not fully align with communication theory, emphasizing the 7-line pattern with seven words per line on a single presentation slide. Oral presentations in the workplace are considered crucial for career advancement. However, practical shortcomings persist, including poorly structured presentation slides, presenters' insufficient attention to the audience, presentation content lacking supporting data and facts, and presenters resorting to verbatim reading.

Keywords: Oral communication, presentation, presentation slides, soft skill, workplace

Abstrak: Metode presentasi lisan menggunakan slide presentasi merupakan aktivitas pembelajaran yang banyak digunakan di pendidikan tinggi. Dunia kerja juga tidak luput dari aktivitas presentasi untuk melaporkan hasil proyek, menyosialisasikan aturan baru, atau menyampaikan ide. Tujuan penelitian ini adalah (a) menginvestigasi penilaian desain dan teks slide presentasi oleh dosen dan teman sejawat; (b) mengetahui pentingnya presentasi lisan dan penggunaan slide presentasi dalam lingkup pekerjaan. Metode penelitian ini adalah deskriptif kuantitatif dan deskriptif kualitatif. Pengumpulan data menggunakan kuesioner yang dibagikan kepada 222 mahasiswa aktif pada semester genap 2023-2024. Selain itu, pengumpulan data melalui wawancara terhadap dua mahasiswa dan empat pimpinan perusahaan swasta di Jakarta dan Bekasi, Jawa Barat. Hasil penelitian ini menunjukkan bahwa penilaian teman sejawat terhadap desain presentasi lebih tinggi daripada penilaian dosen. Teman sejawat memberi skor kurang pada aspek visual, sedangkan dosen pada aspek ukuran teks. Penelitian ini juga tidak sepenuhnya sejalan dengan teori komunikasi yang menekankan pola 7 baris dengan 7 kata per baris dalam satu slide presentasi. Presentasi lisan dalam dunia kerja sangat penting untuk meningkatkan karier. Namun, di lapangan masih ditemukan kelemahan, yaitu penggunaan slide presentasi kurang terstruktur, presenter kurang memperhatikan audiens, materi presentasi kurang didukung data dan fakta, dan presenter menggunakan teknik membaca.

Kata kunci: komunikasi lisan, presentasi, slide presentasi, soft skill, dunia kerja

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INTRODUCTION

Hard skills are not the sole determinant of an individual's success. Soft skills play a more important role than hard skills. They are essential for career success and promotional opportunities in the workplace (Seetha, 2014). Communication is one of the soft skills required in life as a social being. In particular, oral communication is a key soft skill for

competing globally. This skill contributes to employability (Ong et al., 2022). It thus warrants attention in higher education to prepare graduates adequately for the workplace. The education and business sectors must communicate information effectively and efficiently (Krämer et al., 2021). One form of oral communication that needs to be honed is public speaking. The scope of public speaking includes, among others, orators, masters of ceremony, presenters, and speakers.

Efforts to hone oral communication skills include designing learning strategies that are no longer teacher-centered but learner-centered. Therefore, active learning in higher education employs student-centered learning approaches based on projects (project-based coursework) and teams (team-based coursework), for instance, through presentation performances (Garner & Alley, 2016), particularly group presentations, which are frequently implemented in higher education learning (Oren, 2018). Group presentations involve hard and soft skills as part of project-based learning. Here, leadership, collaboration, time management, responsibility, creativity, and communication itself are honed. Project-based learning can enhance skills, creativity, and learning outcomes (Saputra et al., 2024).

As a component of oral communication, presentations are to inform, entertain, persuade, or convey information (Zayapragassarazan & Mohapatra, 2021). In higher education, presentations are conducted to deliver lecture material or disseminate research findings and ideas in seminars or conferences. Oral presentations in higher education as part of the assessment (Ting, 2023). However, the ability to deliver material orally in front of an audience is insufficient. Oral presentations in educational and professional settings require presentation software (Google Slides, Microsoft PowerPoint, or Prezi) that utilizes visual content, such as text, images, scripts (point outlines), and videos to highlight the concepts and structure of the presentation (Castelló et al., 2020; Peng et al., 2021; Wolfe et al., 2024). Kim et al. (2017) refer to presentation slides as computerized presentation slides.

Effective presentation slide design applies the principles of the CTML (cognitive theory of multimedia learning), a learning theory focused on the multimedia effect of words and images (Mayer, 2024).This model emphasizes that structured information delivery can enhance comprehension and retention of complex concepts. This is achieved by using images relevant to the content that support inter-idea understanding, employing text-based slides for concepts challenging to visualize, avoiding verbatim reading, and utilizing paraphrasing techniques (Wolfe et al., 2024). Using images and graphics in presentation design is more conducive to comprehension and learning than text alone (Krämer et al., 2021; Mayer, 2024). Slides enhance audience focus more effectively than solely relying on the presenter's explanation (Castelló et al., 2020). Presenters' visual readability should consider CARP principles (contrast, alignment, repetition, and proximity) (Zayapragassarazan & Mohapatra, 2021). These theories collectively demonstrate the indispensable role of presentation slides in creating effectiveness and readability.

Presentation slides created using Canva, an application commonly used in education to create Microsoft PowerPoint presentations, are frequently employed in educational settings. Student presentations in class, with peers and lecturers as the audience, often exhibit weaknesses in the quality of the presentation slides. Students tend to make minimal adjustments to the available templates and elements in Canva. While images, elements, background colors, font types, and font sizes adhere to the template's default settings, readability is often neglected. This includes excessive text on a single slide, irrelevant

images, and disharmonious color combinations between images and text. Consequently, the quality of these presentation slides is often unengaging, monotonous, difficult to understand, and challenging to read.

Several experts categorize presentation assessment into aspects of content and delivery (Xu et al., 2021); visual attraction (animations, neat design, color scheme, and default font color), representational clarity (the use of key points and terms, writing style, image or photo resolution, font size, spacing), and informativeness (the amount of text, images, tables, graphs, formulas, and the number of slides) (Kim et al., 2017). These classifications become criteria for lecturers' assessment of oral presentation skills (lecturer assessment), self-assessment, and peer assessment. Lecturer assessment is used to evaluate the presenter; self-assessment to measure personal learning achievements and outcomes (Tait-McCutcheon & Knewstubb, 2018); peer assessment to identify the strengths and weaknesses of peers (Oren, 2018).

Previous research explains that presentations using Microsoft PowerPoint play a significant role in classroom learning (Ruado & Cortez, 2024) and create visually engaging and interactive learning with the audience. The combination of visual mode (images in slides) and auditory mode (spoken text) can enhance learning (Mayer, 2024), and also facilitate material comprehension (Herting et al., 2020; Roberts, 2018). These research findings indicate that multimedia presentation slides have an impact on supporting the audience's understanding of the material. However, other researchers reveal that presenters often fail to explain the visual content within the slides, thus reducing audience comprehension (Peng et al., 2021).

The utilization of Microsoft PowerPoint slides by lecturers across various disciplines (social sciences, medical sciences, and natural sciences) reveals that 24% of lecturers employ text-based slides centered on textual information to recall key concepts (Herting et al., 2020). Research conducted by Peng et al. (2021) examining 90 presentation videos (269 slides, 610 visual elements) across diverse settings (TED Talks, seminars, and lectures), demonstrated that presenters only explained 28% of the slide elements. Further research observed that lecturer feedback on students' delivery styles (visual aids, presentation skills, speaking, technology use, timing, teamwork) reached 56.4%, surpassing feedback on presentation content components (evaluation, analysis, vocabulary, introduction) at 48.4%. Lecturers tend to provide feedback on the use of visual aids (24.2%) (Xu et al., 2021) or on messenger aspects qualitatively (Baker & Baker, 2019).

A survey of 106 lecturers indicated that natural and medical sciences exhibited significantly higher usage of visual or combined presentation styles. In contrast, social sciences relied predominantly on textual slides (Herting et al., 2020). Textual slides are associated with rote memorization, whereas natural and medical sciences emphasize visual imagery (Herting et al., 2020; Hertz et al., 2015). Observations of 36 student presentation slides also identified improved quality and variety of visual presentations. However, substantial text usage within slides and suboptimal slide design persisted (Barrett & Liu, 2019).

As outlined above, previous research has primarily concentrated on using presentation slides with Microsoft PowerPoint, with a relative lack of scholarly investigation into the quality of presentation slides created using the Canva application. Consequently, this study examines the utilization of Canva presentation slides, commonly

employed by students at a private university. The Canva application has gained considerable popularity due to its appealing features and user-friendly templates, facilitating ease of use and effortless sharing across social media platforms (Howell et al., 2023; Rajendran et al., 2023).

Canva provides numerous free designs suitable for education, such as posters, infographics, certificates, videos, presentations, and logos. It is supported by various elements, design styles, backgrounds, videos, and audio that are available and can be selected according to the material being presented. Canva facilitates the incorporation of animations, music, and visuals and encourages user creativity, resulting in more interactive, engaging, and organized presentations (Moldovan, 2023). Through Canva, ideas, notions, and thoughts can be expressed in text or a combination of text and visuals. Canva has been reported to enhance student motivation, engagement, and creativity (Sofiah & Abidin, 2024).

The study on presentation slides in this research differs from previous studies. Firstly, the observed presentation slides originate from social sciences and natural sciences. Secondly, the presentation tool observed is the Canva application, which students commonly use. Thirdly, this research involves companies in reinforcing the importance of oral presentation skills and presentation slides in the professional setting.

This research aims to (a) explore the design assessment of presentation slides by lecturers and peers and (b) determine the importance of oral presentations and the use of presentation slides in the workplace. Consequently, a link-match between oral presentations and presentation slides between higher education and the professional world will be evident. This research contributes to the development of pedagogy in higher education, particularly oral presentation skills and the utilization of presentation slides, to prepare students for entering the workplace.

METHOD

The respondents of this study comprised 222 active students (112 males and 110 females) enrolled in 2023/2024 even-semester from the faculty of economics and business (160 students), the Faculty of Engineering (21 students), and the faculty of biotechnology (41 students) at a private university in Jakarta, Indonesia. They participated in Indonesian language, economic philosophy, business communication and negotiation, audit practice, and auditing practice 2 courses. Data collection was conducted from April to July 2024.

This study employed a mixed-methods approach, combining qualitative and quantitative methods. Qualitative information complemented and expanded the quantitative findings, thereby achieving a comprehensive understanding of the research (Creswell, 2018). Data were collected through questionnaires containing six statements, which were assessed by the audience during in-class presentations. Students collaborated in groups of two to four to deliver presentations lasting a maximum of fifteen minutes.

The assessment components of the presentation slides encompassed the dimensions of clarity and visual appeal (Kim et al., 2017); slide design, font, readability, and visuals or images (Liang & Kelsen, 2018); audiovisual aids (content per slide, contrast, and color, letter size, use of figures, tables, graphs) (Harrison, 2021); visual aids categories (font size, font style, amount of text, figures and tables, slide background, use of colors, and use of animation), and presentation skill categories (background information, presentation of

results, conclusion, timing, time per slide, gestures, audience engagement) (Steverding et al., 2016).

Specifically, the readability dimension encompasses font size and the number of lines and words within a single slide, following a 7x7 rule, meaning one slide consists of seven lines, and each line consists of a maximum of seven words (Bovée & Thill, 2018; Lehman & Dufrene, 2011). Based on expert assessment components and theory, in this study, the authors condensed and focused the assessment components in the questionnaire to only six statements, i.e., slide design, visual aids (animations, images, photographs, graphics, or tables), letter size, the number of lines within a single slide, template usage, and the use of transitions between slides. Both peers and lecturers completed the questionnaire. Presentation assessment scores include Poor (50-69), Fair (70-79), Good (80-89), and Excellent (90-100) (Riduwan & Sunarto, 2017).

As shown in Table 1, the six statements in the questionnaire have a reliability (Cronbach's Alpha) of 0.928, meaning these items can be stated as reliable. Item validity testing can be seen in the Corrected Item-Total Correlation column, which is the correlation of the statement item with the total items. The correlation value is compared with the table correlation value. From the R Table (correlation table) with a significance level of 0.05 and degrees of freedom (DF) = 222-2 = 220, a value of 0.138 is obtained (the comparison value for whether an item is valid or invalid). If the item-total correlation is ≥ 0.138, the item is declared valid; if it is less than 0.138, it is declared invalid. Based on the item-total correlation values, it is concluded that all six statements are valid.

Table 1. Validity and reliability

Statement/item	Corrected Item-Total Correlation	Explanation	Interpretation
Design	0.828	≥ 0.138	Valid
Visual aids (images, graphs, etc.)	0.792	≥ 0.138	Valid
Font size	0.817	≥ 0.138	Valid
Number of rows	0.762	≥ 0.138	Valid
Template	0.771	≥ 0.138	Valid
Interslide transition	0.780	≥ 0.138	Valid
Cronbach's Alpha		**N of Items**	
0.928		6	

Other data collection techniques included semi-structured interviews with two students and HRD managers at four companies in Jakarta and Bekasi, West Java. The two students were randomly selected to explore the use of presentation slides and to confirm and support the questionnaire data regarding presentation slide quality. The four HRD managers participated based on accessibility to ascertain the importance of presentations and the utilization of presentation slides within their respective companies.

Data analysis techniques employed both descriptive quantitative and descriptive qualitative methods. Following verbatim transcription of the interview data, the author conducted qualitative data analysis through the reduction, categorization, and conclusion drawing (Miles et al., 2014). Meanwhile, the questionnaire results were analyzed

descriptively by calculating the average score of the presentation slide assessment components using SPSS version 25 software.

RESULTS AND DISCUSSION

Assessment for the design and text of presentation slides

Presentations in this study are related to students' academic assignments to obtain evaluations from lecturers. The purpose of these presentations is to present research proposals or papers, analyze cases, or discuss a topic from required readings. All presentation slides in this study employed a linear presentation format using the Canva application.

The presentations appeared engaging due to the supportive designs. These attention-grabbing designs facilitated the audience's focus on the presentation content. The design of the presentation slides in this study encompassed not only templates and visuals (images, photographs, tables, graphs, videos) but also font sizes, the number of lines per slide, templates, and transitions. The audience assessed all evaluation criteria, i.e., lecturers and peer students.

This study found that the average peer evaluation scores for all criteria were higher than for lecturer evaluations (Figure 1). Peers rated in the 'Good' category, while lecturers rated in the 'Fair' category. Despite differing research disciplines, these results align with previous research findings (Oren, 2018).

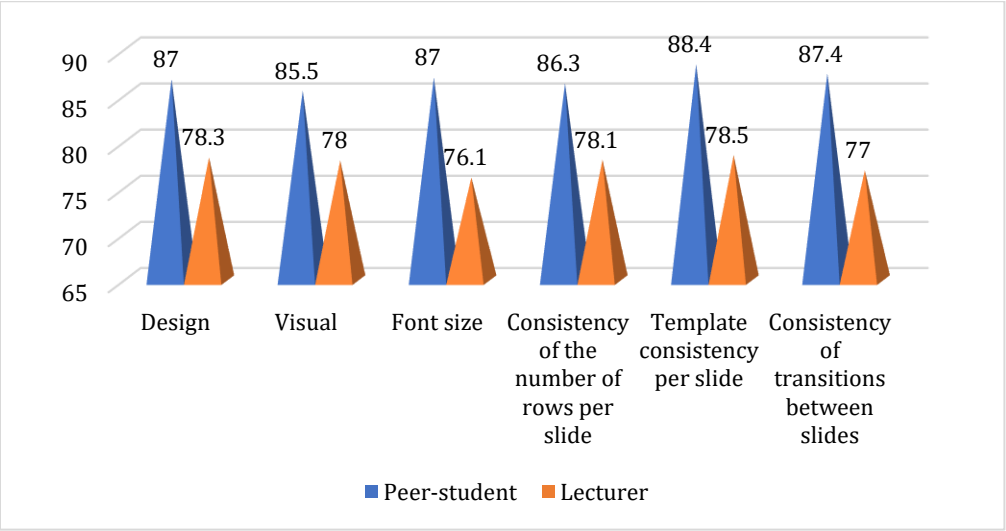

Fig 1. Average presentation slide assessment

Figure 1 shows that both peers and lecturers gave the highest ratings to the consistency of template usage across all slides (88.4 vs. 78.5). The use of Canva allows presenters to choose and use them directly according to the presentation topic. Presenters tend not to modify the design of the selected templates; they feel they do not have to change the font, color, or elements as long as they like the design. The following are the reasons student presenters use Canva (from this point on, every statement from the interview results from the respondents is a translation from Indonesian):

> It's probably outdated now, everyone's now using Canva, and its templates are unique. The designs from laptops using Microsoft PowerPoint are just the

> same old thing, you know, ma'am, what I see is uninteresting. Canva has a lot of cute ones. (R, female)
>
> There are many designs, also elements, like the small designs that we can change. We can open Canva on several devices, so it's great for group work. Also, we can share. (L, female)

The highest score awarded by peers was observed in the assessment of transition consistency between slides, reaching 87.4, while the lecturer's assessment for the same aspect was 76.9 (Figure 1). Few respondents utilized transitions, whether within or between slides. Among all components of the presentation slide assessment, the lowest average score given by peers was for visuals (85.5), whereas the lowest score given by the lecturer was for font size (76.1).

The visual aids employed by respondents consisted of animations, images, graphs, and tables. This finding contrasts with Xu et al. (2021) who found that visual aids, such as images and photographs, were rarely used. Consistent with Xu et al. (2021), no videos were used in the presentations in this study. The absence of videos in the presentation slides in this study is attributed to the fact that the presented topics did not require video support. Text and images were deemed sufficient as visual presentation elements. Furthermore, video usage was precluded by the short presentation duration.

The differing ratings or scores between peers and the lecturer may be attributed to relational closeness or friendship factors. Respondents from the same class were undoubtedly acquainted, fostering a sense of solidarity and camaraderie in the learning process, thereby providing support for peer presentations. The use of designs they perceived as engaging likely contributed to peer support and attention toward their classmates. Other factors contributing to higher peer scores include the tendency to conform to the assessments of classmates sitting nearby or a lack of concentration among peers during the assessment process. Some even completed the questionnaires after the presentations concluded, relying solely on recollection for each assessment item. These research findings are consistent with previous studies that have found that peers tend to rate their classmates higher than lecturers (de Grez et al., 2012; Gwee & Toh-Heng, 2015; Okereke, 2015). In agreement with prior research, peer assessment or feedback has the potential "to save each other face," thus causing reluctance to give low scores (Shannon et al., 2016).

Peers perceived visuals as a weakness in presentation slides, while lecturers focused on the clarity (informativeness) aspect, specifically using fonts and sizes. The font types used varied greatly, generally following the default settings of templates, such as DM Sans, Tenor Sans, Luducudu, and The Seasons. Respondents paid little attention to fonts, as stated by the following respondent:

> I use the default font, I don't need to change it because it already suits me. It suits the template. (R, female)

Similar to fonts, regarding font sizes, if they felt suitable with the template, respondents did not change them. They adjusted the font size by enlarging or reducing the letters according to the text's position as a title, subtitle, or body text. The presentation

slides showed that the font size used in the text was 18-21 points, while subtitles and titles were 30-90. This range of font sizes was confirmed from the following interview result, which was 25-40 points:

> We follow the ready-to-use template in Canva, so we don't think about it too much. We focus more on the elements, ma'am. But usually use a minimum of 25 and a maximum of around 40 points of font size. (L, female)

By examining the font sizes employed in presentation slides, a discrepancy emerges between the findings of this study and business communication theory, which advises presenters to avoid font sizes smaller than 18 points (Bovée & Thill, 2018; Lehman & Dufrene, 2011), to refrain from using all capital letters for entire texts, and to opt for font sizes larger than 24 points (Zayapragassarazan & Mohapatra, 2021). Prioritizing readability through appropriate font size indicates that each slide should only contain essential key ideas from the discussion.

A single slide may contain a lengthy sentence, one or more paragraphs, several bullet points or numbered lists comprising words, phrases, or sentences (Figure 2), a subheading, or an image. The practice of densely packing text is typically employed to accommodate a large amount of information intended for simultaneous delivery and to aid respondents in recalling the content being discussed, as reliance on memory alone is deemed insufficient. This abundance of text with minimal white space results in slides that do not effectively engage the audience. Furthermore, information-heavy slides necessitate smaller font sizes, prompting respondents to focus on reading the slide content rather than actively listening to the presentation.A balance in text density is crucial to maintaining optimal readability and avoiding excessive and insufficient text (Zayapragassarazan & Mohapatra, 2021).

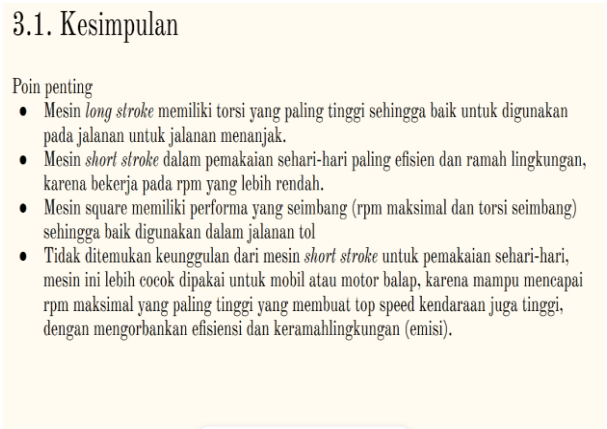

Fig 2. Full Text in Presentation Slides

Text placement within slides exhibits considerable variation, including centered, justified, or left-aligned formatting, employing either sentence case or full capitalization (Figure 3).A two-column slide layout is utilized to position images adjacent to text. Consistent with prior research, deficiencies in presentation slide quality are observed in text size, the excessive use of capitalization, and overly dense text (Ting, 2023).

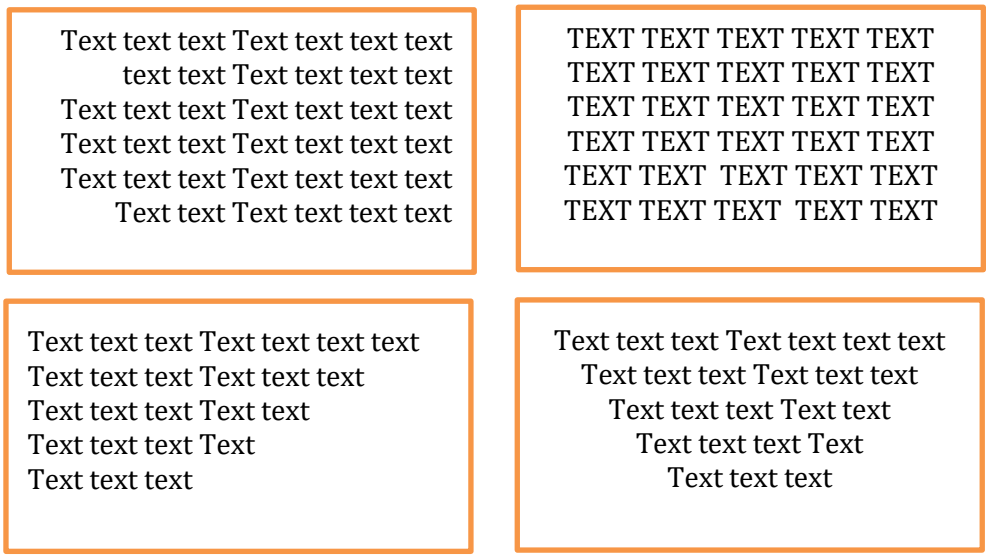

Fig. 3 Text in a Single Column of Presentation Slides

This study found that each slide contained 1-14 lines, each containing 1-20 words. This finding is inconsistent with business communication theory, which proposes a 7x7 rule, meaning one slide should contain seven lines with a maximum of seven words per line to enhance message readability (Bovée & Thill, 2018; Lehman & Dufrene, 2011). Respondents admitted to using paragraph format when the text contained definitions or statements that were difficult to memorize or recall, as expressed in the following excerpt:

> I rarely include paragraphs, except if there's a definition. Sometimes if there's a definition and an example, I put it in paragraph form. Mostly I use points or images that fit the material I'm explaining. (L, female)

Respondents admitted to paying little attention to the number of lines per slide from the interviews. They focused on the keywords to be elaborated, as stated in the excerpt below:

> Regarding how many words are in each line, I don't really pay attention. I sometimes put in as much as, I mean, if one slide is about benefits, then it's just about the benefits, however many there are. For example, if there are three, I write three on the slide. (R, female)

Oral presentation and use of presentation slides

Interviews with HRD managers revealed that employees considered for promotion to managerial levels must demonstrate proficiency in oral presentations before senior leadership.This competency is a determining factor in career advancement.This observation confirms the importance of presentation skills, which rank among the top ten essential communication skills (Ong, 2022). However, in practice, presentation skills in the workplace remain unsatisfactory. The following excerpt illustrates the perspective of an HRD manager:

> Generally, the projects are successful, [but] it's very contradictory to the presentations. Because it's a promotion, not at the entry level. It's managerial level. (M, female)

The purpose of presentations in the professional world is not different from presentations in higher education, which is to present information that will be an assessment or consideration for other parties. In addition, presentations help know the extent to which the presenter's understanding or ideas can be distributed to others so that others understand and obtain necessary information. The following interview excerpt reinforces the purpose of presentations in the professional world that are routinely carried out:

> …first, presentations are for communicating future work plans. Secondly, for updating work progress. Then, also related to information sharing, for example, if there is something new that all employees need to know. The work progress mentioned earlier includes reviews, monitoring, results, and achievements every month; if not every month, then quarterly.... (M, female)

> Certain cases need to be explained, the purpose is to elaborate on what has been done. Our proposal is like this, then what is the response from the bosses, is it possible to implement, is it approved, or maybe what they conveyed is also wrong. (D, male)

As one of the objectives of presentations is to sell ideas to higher management, employees must be receptive to feedback. Here, it is evident that presentations in the workplace also serve as a learning process for presenters to improve their performance. The following statement expresses this sentiment:

> …in a presentation, we are not only being reviewed, we are also selling ideas in our work. When selling ideas, the audience will definitely challenge. When challenged, we should be more humble to receive feedback…(M, female)

This research also reveals that employees' presentation styles in the workplace are sometimes unstructured, as stated by one of the managers:

> …it's sometimes not in a structured sequence, and maybe they also don't master the knowledge. That's their weakness… (B, male)

Furthermore, audiences (particularly the chairpersons) with limited time available sometimes only want to understand and hear the results of the work quickly. Therefore, the expected presentation slides should not be too lengthy or verbose:

> A presentation is not about the number of slides, but rather a few slides containing only phrases, from which further elaboration can be developed. (B, male)

This respondent's statement indicates that some employees in the company still lack the skill to package material in a more concise and structured manner. In addition to the excessive and unsystematic use of presentation slides, the presentation style still employs the technique of verbatim reading. The following respondent's statement evidences this:

> …many consider it simple, presenting by including everything and conveying it just by reading. Maybe they don't know the technique or are afraid they forgot the technique while presenting, so they inevitably do that. (C, female)

According to the respondent, a good presentation technique is not verbatim reading but somewhat elaborating on the keywords within the slides. The following respondent's statement proves that verbatim reading is not an engaging presentation technique:

> An interesting presentation is not by reading, but by knowing the idea [elaboration – author note]. (B, laki-laki)

Another important thing in a presentation is knowing and adapting to the audience. For example, the presenter uses concepts or terms of a field of science that are foreign or less known by the audience, basically from other fields of science. This is revealed in the following excerpt:

> … when presenting, the audience is not just accounting people, as I said earlier, his weakness is that he doesn't think about who his audience is, he's just having fun on his own. So he has to understand who his audience is, and he can talk about his knowledge, but he also explains what the analogy is; if we have the same knowledge there is no need for analogy. (B, male)

Presentation slides are a means of oral communication and help visualize complex information or data. However, presentation slides are not the primary focus of a presentation; instead, the ability to construct arguments, maintain a receptive demeanor and demonstrate openness to feedback are of greater importance. The following respondents stated this:

> The use of PowerPoint is not the main focus, but it is still important to present material with attractive and easy-to-understand visuals. (D, male)

> In my opinion, self-mastery, humility, and openness to feedback are more crucial… however, if one is confident in their data, facts, and opinions, and can argue effectively without emotional outbursts, it signifies that emotional control must be maintained during the presentation. (M, female)

Interviews conducted with Human Resource Department (HRD) managers indicate a correlation between oral presentations and presentation slides in achieving information readability and clarity. Audience-oriented presentations supported by effective presentation slides are crucial for career success. This research supports the importance of considering understanding, readability, engagement, and audience factors in oral presentations (Zayapragassarazan & Mohapatra, 2021).

CONCLUSION AND RECOMMENDATION

Group presentation as a learning method is a suitable technique for honing oral communication and collaboration skills in higher education. This research focuses specifically on the use of presentation slides and accompanying text. Peer evaluations yielded higher scores than those of lecturers for all assessed aspects of slide design. Peers

rated the visual aspect as the lowest (85.5), while lecturers identified font size as the weakest area (76.1). The text within student presentation slides did not consistently adhere to the 7x7 rule per slide, as stipulated in business communication theory.

This study also concludes that in the professional environment, oral presentation skills and the utilization of presentation slides still exhibit weaknesses. These deficiencies are evident in the continued prevalence of presenters who rely on verbatim reading techniques, demonstrate a lack of audience awareness, present material lacking sufficient supporting data and facts, exhibit resistance to feedback, and utilize poorly structured presentation slides. Consequently, mastery of oral communication through delivery style and effective slide creation requires cultivation, as these skills serve as crucial conduits for career advancement in the professional setting.

Based on these findings, the authors recommend that future research incorporate evaluations from peers who are not acquainted, thereby potentially enhancing the objectivity of assessments. Subsequent studies could also investigate the characteristics of effective presentation slides from both lecturer and student perspectives. Furthermore, it is recommended that greater emphasis be placed on developing effective oral presentation and slide composition skills within higher education curricula. This recommendation stems from the findings of this study, which reveal persistent weaknesses in student-created presentation slides and a general lack of presentation competency among employees.

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