

## **HOW CAN STUDENTS IMPROVE THEIR PRESENTATION SKILLS IN SPEAKING CLASS BY INTEGRATING ANALYTICAL AND EVALUATION QUESTIONS?**

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**Abstract:** In order to improve students' presentation abilities in a speaking class, this article tries to discuss the integration of analytical and assessment questions. Students improve their capacity to organize cogent arguments, express their ideas clearly, and effectively engage their audience by implementing questions that stimulate critical thinking and analysis. This article provides the advantages of employing analytical and evaluative questions to promote deeper learning and enhance students' presentation abilities through reflective practice and observation. It is believed that this strategy may result in presenters who are more competent and self-assured and who are better able to express their thoughts and viewpoints in an understandable and convincing way. For teachers looking to improve their students' presentation abilities and foster critical thinking in the classroom, this article provides useful insights.

**Keywords:** analytical; evaluation; presentation; speaking; questions.

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## **INTRODUCTION**

Presentation skill is one of the important skills taught in speaking class and students need to improve and develop this skill. (Rao 2018; Pfeifer & Neger, 2022; Suroto, et.al, 2023; TeachingEnglish,n.d). By having this skill, students can deliver the message to the audience clear, effective and efficient. More recent researches show that the importance of the presentation skill is needed either in academic field or in business because this skill can be useful for carrier advancement, effective communication, and engaging audience (Rao, 2018; Blace, 2022; Huckle, 2023)

In academic context, the common problems faced by students in doing a presentation in class are anxiety, confidence, organization and delivery, fear of making mistakes, and time management. (Mardiningrum & Ramadhani, 2022; Grieve, Woodley, Hunt, & McKay, 2021). Specifically, delivering content, organizing thought and structuring presentation are more challenging for students in doing a presentation. In content

delivery, for an example, the students need to use proportional body language, use verbal and nonverbal language, eyes contact, and body movement. (Collins, 2020) All of them influence the performance quality of the speaker while doing a presentation.

Next, how students can organize their thought or ideas while doing presentation is another issue that students need to master. Some suggest to use mind mapping (Shi, Yang, Dou, & Zeng, 2022; Mento, A.J., Martinelli, P., and Jones, R.M., 1999), outline, or use simple structure: clear beginning, middle, and end, focusing on main point and supporting details, to help structure your thought (Starret, 2024).

However, in this article, the writer would like to propose ways to help students improve their presentation skills by incorporating analytical and evaluation questions in doing presentation.

### **What is Analytical Question and Evaluation Question?**

#### **Definition of Analytical Question**

Analytical questions are intended to evaluate a student's critical thinking, problem-solving, and data-analysis skills (Brandies University, 2025). They assess abilities such as the capacity for inference from data, pattern identification, and logical thinking. In essence, they assess a person's capacity to deconstruct difficult issues, evaluate data, and reach reasoned conclusions.

#### **Analytical Question Examples:**

- a. "How would you approach a situation where a project is behind schedule and resources are limited?" is an example of a scenario-based query.
- b. Question for data analysis: "If you see a drop in sales, what are some potential reasons and how would you investigate them?"
- c. Logic puzzles: "Is A greater than C if A is greater than B and B is greater than C?"

#### **Why is it important to ask analytical questions?**

Many sectors place a high emphasis on analytical skills because they show that a person can think effectively, solve problems, and make judgments based on evidence (Bray, 2025; Fox, 2024). To determine whether a candidate has these essential abilities and can successfully contribute to a team or organization, employers employ analytical questioning. To sum up, analytical questions usually answer "How" and "Why" question which need more analysis than other questions such as "what, when, who, where" questions. (Harvard University, 2025)

#### **Definition of Evaluation Question**

Evaluation questions, based on research, are designed to assess the merit, worth, or significance of a program, policy, or service by examining its effectiveness, efficiency, and impact. They give direction for data collecting and analysis and drive the evaluation process by determining what needs to be looked into. However, in this context, evaluation questions refer to how good students are doing presentation in class, what need to do to improve student's presentation skills in speaking class. Also, evaluation questions here

mean students evaluate the articles they read to get more comprehension about the article before they present the article in class. To put it another way, evaluation asks about an object's quality or where it stands on a scale from terrible to good, depending on whatever factors we determine are significant for that object (Donker, 2023)

Examples of Evaluation Questions:

1. To what extent did the program succeed in attaining its goals
2. To what extent were the stakeholders involved?
3. What effects did the program have on the intended audience?
4. Is the program accomplishing its goals?
5. How successfully was the program put into action?

### **How Analytical and Evaluation Question Benefits for Presentation Skills in Speaking Class**

Through the encouragement of critical thinking, evidence-based decision-making, and more audience engagement, analytical questions can greatly improve presentation abilities. Presenters can show that they can evaluate data, spot trends, and offer well-informed suggestions by using analytical questions in their presentations. This will increase their credibility and have an impact on the audience.

Evaluation questions, on the other hand, are essential for evaluating and enhancing presenting abilities since they offer input on a number of topics, including audience engagement, content clarity, delivery, and overall impact. Presenters can discover their strengths and shortcomings, learn more about the audience, and improve their communication tactics by posing focused questions (Rao, 2018)

**Analytical questions improve presentation abilities in the following ways:**

#### **1. Involving the Viewers:**

- Encourages Active Listening: By requiring critical thinking and active listening from the audience, analytical questions make presentations more interesting and less passive.
- Promotes Discussion: The presenter can promote a livelier exchange of ideas and insights by asking questions that make the audience stop and think.
- Content Tailoring: By asking insightful questions, the presenter can gain insight into the viewpoint of the audience and adjust the material accordingly.

#### **2. Improving Understanding and Clarity:**

- Testing Comprehension: The presenter can assess audience comprehension and clear up any misunderstandings by posing questions that call for analysis.
- Dividing Complicated Information: By dividing difficult ideas into smaller, easier-to-understand components, analytical questions can enhance

understanding.

- **Finding Knowledge Gaps:** The presenter can pinpoint places where the audience needs more information by posing queries that delve into particular knowledge domains.

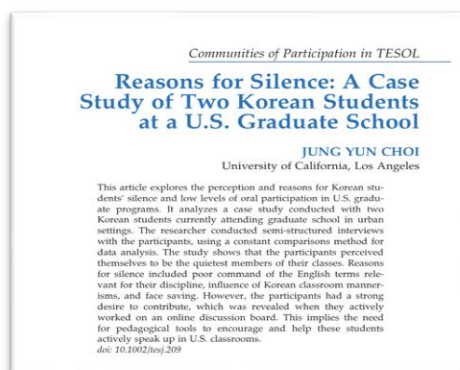
### 3. Exhibiting Mastery of Analysis:

- **Demonstrates Critical Thinking:** The capacity to evaluate data and reach well-informed conclusions is demonstrated by the presenter's presentation and response to analytical questions.
- **Establishes Credibility:** Skillfully handling analytical inquiries increases trust in the presenter's knowledge and problem-solving abilities.
- **Offers Priceless Insights:** The presenter can employ analytical inquiries to help the audience gain a deeper comprehension and spot priceless insights.

## Steps for implementing Analytical Question and Evaluation Question in Speaking Class

### Stage 1. Before Presentation

In order to use those questions in presentations, teachers must first define analytical and evaluation questions and help students become accustomed to them during class presentation practice. Teachers then give the students the task of searching other websites for articles or other pertinent data to use as the presentation's primary source. Teachers must then advise their students to utilize their own analytical and evaluation skills when reading articles or presenting information in front of an audience. Here the example of analytical and evaluation question when the students read the articles as the material sources for the presentation



Source : <https://onlinelibrary.wiley.com/doi/abs/10.1002/tesj.209>

Taken from Choi's (2015) article "Reasons for Silence: A Case Study of Two Korean Students at a U.S. Graduate School." The article's potential analytical and evaluation questions are

**Analytical questions:**

1. What cultural elements played a role in the two Korean students' quiet in graduate classes in the United States?
2. What effects do the students' educational backgrounds and personal histories have on their engagement in class?
3. How does the study compare the educational expectations in Korea with the classroom environment in the United States?
4. In what ways does the paper analyze the students' experiences using qualitative research methods?
5. How does the kids' quiet relate to their language skills, and how is it distinct from cultural influences?

**Evaluation Questions:**

1. What are the advantages and disadvantages of the case study methodology employed in this research?
2. How well does the article distinguish between communicative incompetence and cultural silence?
3. Do the authors offer solid evidence to back up their conclusions regarding Korean students' silence in American classrooms?
4. How broadly can the results of this case study be applied to other international students?
5. How well does the article address the implications of student silence for teachers and classroom practices?

Students will find those sample questions helpful in understanding the article's core theme and in structuring the ideas on the presentation's slides. By answering the questions on their own, students can at least create a summary of the content. Of course, to choose the right articles for students, it is one of the main responsibilities of the teachers. The teachers should be able to find an appropriate article for students to present in class. However, if the teachers think that the students can choose for themselves, then it would be much better.

**Stage 2. During presentation**

Analytical and evaluation questions in the preparation phase are meant to help the speaker understand the main points of the articles; in the presentation phase, however, the analytical and evaluation questions will be used to help the audience achieve certain goals, such as encouraging the audience to analyze the information presented, find patterns, and draw their own conclusions. How to use these questions in the preparation phase can have different goals than when the speaker creates them during the presentation step. These are some instances of analytical questions that are tailored to the audience.

### Analytical Questions

No	Purpose	Type of questions for Audience
1	To motivate the audience to examine the data being given, spot trends, and make their own judgments	Based on this data, what patterns do you see? What effects do these results have on our present approach? What inquiries are raised by these findings?
2	To urge the audience to think about the advantages and disadvantages of suggested solutions and to promote a proactive attitude to problem-solving.	What possible dangers are connected to this plan? What opportunities could these emerging trends present? How might these possible risks be reduced?
3	To encourage the audience to critically assess the information before adopting it and to support evidence-based decision-making	What proof does this assertion have? In what ways does this choice support the objectives of our organization? What possible repercussions might this conduct have?
4	To urge the audience to reflect on the topic and actively engage them in the presentation.	What inquiries do you have regarding this data? What impact do you think this will have on your work? How do you feel about this strategy?

The presenter can adjust the analytical questions from the above table according to the presentation's subject and create the questions using the goals that are already in place. Naturally, the teacher must review the questions to ensure they are pertinent to the subjects being covered.

### Stage 3. At the End of Presentation

Following the completion of the students' presentation. They can use the evaluation questions listed below as a guide. Naturally, the instructor or speaker is free to change any of the questions provided, try to understand the goals, and develop their own evaluation questions. Examining the objectives of the evaluation questions.

## Evaluation Questions

No	Purpose	Type of questions for Audience
1	To determine if the content was effectively communicated and understood by the audience	Did you comprehend the key ideas? Was there anything unclear or confusing? Could you summarize the main conclusions in your own words?
2	To evaluate the presenter's excitement, nonverbal communication, and audience-connection skills	Was the speaker interesting? Was there good eye contact made by the speaker? Was there a good tempo to the presentation?
3	To assess the presentation's efficacy in terms of audience participation, behavioral modification, and information retention	Will you put what you have learned into practice? Were you inspired to act by the presentation? What perspective did this presentation alter for you?
4	To give information about the presenter's areas of strength and potential areas for improvement	What aspect of the presentation did you find most appealing? What could be made better?

The need to have confidence in evaluation (peer evaluation, for example) when other students present their materials in speaking class is inline with the suggestion proposed by Al-khresheh, Al-Dmour, & Alzubi (2025) who argue that as long as evaluation criteria are definitely established, the evaluations (questions) above can empower students' performance.

## CONCLUSION

It can be concluded that by incorporating analytical and evaluation questions can help improve students speaking skill specifically their presentation skills. Those analytical and evaluations questions can be used by students either in pre activity of doing presentation (when students are reading materials they can use those analytical and evaluation question to get comprehensive understanding about the materials), while presentation (they can propose some analytical and evaluation questions to engage with their audience or students), and et the end of presentation (students can get feedback on their whole performance during presentation through analytical and evaluation questions given to their peers to improve their weak points of their presentation). What is needed by teacher to implement this strategy is introducing this analytical and evaluations for students so that they get used to it while doing presentation in class.



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