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THE ROLE OF REFLECTION AND SELF-ANALYSIS IN DEVELOPING STUDENTS' PRESENTATION SKILLS

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Abstract || This research endeavors to investigate the impact of reflection and self-analysis on the cultivation of academic presentation skills among students enrolled in Indonesian language study programs. Pedagogical approaches integrating reflection and self-analysis are integrated into the curriculum to enhance students' presentation competencies. Data were gathered through self-reflection forms and presentation performance assessments from a cohort of 110 students before and after the intervention. The findings evince a notable enhancement in students' presentation skills subsequent to the intervention, characterized by a discernible augmentation in self-confidence, proficiency in presentation structuring, and adeptness in addressing queries. The ensuing discourse on the interpretation of the results underscores the pivotal role of reflection and self-analysis in fostering presentation skills development, while also delineating a research lacuna pertaining to comprehending this role within an intercultural context. These findings yield pragmatic implications for facilitating comprehensive and enduring learning outcomes for students within higher education environments.

Keywords || Presentation skills; Self-reflection; Self-analysis; Student development

Abstrak || Penelitian ini bertujuan untuk mengkaji peran refleksi dan analisis diri dalam pengembangan keterampilan presentasi akademik mahasiswa program studi Bahasa Indonesia. Metode pengajaran yang melibatkan refleksi dan analisis diri diimplementasikan dalam kurikulum untuk membantu mahasiswa meningkatkan keterampilan presentasi mereka. Data dikumpulkan melalui formulir refleksi diri dan penilaian kinerja presentasi dari 110 mahasiswa sebelum dan sesudah intervensi. Hasil menunjukkan adanya peningkatan signifikan dalam keterampilan presentasi mahasiswa setelah intervensi, dengan peningkatan rata-rata pada aspek kepercayaan diri, kemampuan struktur presentasi, dan kemampuan menanggapi pertanyaan. Diskusi interpretasi hasil menunjukkan pentingnya refleksi dan analisis diri dalam pengembangan keterampilan presentasi, serta gap penelitian dalam memahami peran ini dalam konteks interkultural. Temuan ini memiliki implikasi praktis dalam mendukung pembelajaran holistik dan berkelanjutan bagi mahasiswa di lingkungan pendidikan tinggi.

Katakunci || Keterampilan presentasi; Refleksi diri; Analisis diri; Pengembangan mahasiswa

Introduction

In the context of higher education, proficiency in academic presentation skills assumes a significant role, not only impacting students' scholastic accomplishments but also their readiness for professional endeavors. Such skills empower students to articulate their thoughts, ideas, and discoveries cogently to both peers and instructors. Nonetheless, numerous students encounter hurdles in honing satisfactory presentation skills. The principal issue addressed in this inquiry is the deficiency in understanding how to effectively cultivate students' academic presentation skills within the higher education milieu. Furthermore, conventional pedagogical methods often neglect the vital components of reflection and self-analysis, which are integral facets of reflective learning.

The primary objective of this study is to scrutinize and assess the influence of reflection and self-analysis on the enhancement of students' academic presentation skills within the context of higher education. The aim is to furnish a deeper comprehension of how these elements can serve as efficacious instruments in augmenting the caliber of students' academic presentations. It is envisaged that this investigation will yield advantages for various stakeholders. For students, it offers the opportunity to refine their presentation abilities, furnishing them with a competitive advantage in both academic and professional spheres. For educators and institutions of higher learning, it furnishes valuable insights into more effective pedagogical strategies for fostering students' presentation skills.

The study will concentrate on the realm of higher education, particularly within Indonesian language study programs, and will scrutinize various facets of presentation skills encompassing verbal and non-verbal aptitudes as well as presentation structure. Additionally, attention will be devoted to discrepancies in students' levels of presentation experience. Although this inquiry promises novel perspectives, it is imperative to acknowledge certain limitations. Primarily, the focus will be confined to a singular higher education institution, thus necessitating caution in generalizing the findings. Furthermore, while reflection and self-analysis will be utilized as a means to develop presentation skills, they will be studied in conjunction with diverse learning methodologies rather than exclusively.

The Importance of Presentation Skills in the Higher Education Context

Academic presentation skills denote an individual's proficiency in organizing, elaborating, and delivering content proficiently to an audience within an academic setting. This encompasses the capacity to devise a coherent structure for presentations, articulate thoughts with assurance, employ suitable body language, and adeptly respond to inquiries (Dolan, 2017). Furthermore, academic presentation skills entail the ability to present ideas cogently and persuasively, alongside proficient time management during presentations (Mahdi, 2022). The significance of these competencies, not only within academic realms but also in professional spheres (Yalçın & Yalçın, 2010), underscores their pivotal role in the educational curriculum of higher institutions.

Presentation skills assume paramount importance in the domain of higher education. Primarily, they facilitate students in disseminating their research findings, ideas, and comprehension to peers and educators, thereby fostering the exchange of ideas and knowledge advancement within the academic milieu (Fauzi, 2016). Moreover, presentation skills play a pivotal role in equipping students for the exigencies of the professional world, where adept communication often serves as the linchpin of success (Mehta & Mehta, 2019; Min & Wang, 2018). College students endowed with robust presentation skills are predisposed to excel in job presentations, interviews, and various communication scenarios encountered in their careers. Consequently, higher education institutions must accord due attention to nurturing students' presentation skills to ensure their readiness in confronting the communication challenges of the future.

The Role of Reflection and Self-Analysis in Developing Presentation Skills

Reflection and self-analysis play a pivotal role in the development of students' presentation skills within the higher education environment. Reflection enables students to consciously evaluate and critique their presentations upon completion, scrutinizing both the process and outcomes with a critical eye (Grež et al., 2012). This entails assessing the strengths and weaknesses of their presentations, as well as gaining profound insights into avenues for enhancing quality in the future (Tsang, 2020). Self-analysis involves deeper reflection on specific aspects of presentations, such as speaking style, presentation structure, or body language. It empowers students to identify areas of excellence

and areas needing improvement, and to devise concrete steps for skill enhancement (Babaii et al., 2016). Thus, reflection and self-analysis afford students the opportunity to learn from their own experiences, take responsibility for their personal development, and proactively enhance their presentation skills (Léger, 2009).

Moreover, reflection and self-analysis facilitate effective reflective learning. Students can correlate their presentation experiences with relevant learning theories, identify patterns or trends in their performance, and comprehend factors influencing their presentation skills (Ritchie, 2016). Consequently, they not only learn from their mistakes but also from their successes, developing a more comprehensive understanding of presentation skills. The role of reflection and self-analysis in developing presentation skills is critical. They enable students to become active learners, take control of their own development, and progressively enhance the quality of their presentations. Therefore, integrating reflection and self-analysis into presentation teaching programs at universities can be an effective strategy in supporting holistic and sustainable student learning.

Previous Research

Previous research has elucidated the significance of reflection, self-analysis, and self-assessment in the enhancement of presentation skills, both within higher education contexts and engineering environments. For instance, a study conducted by Benraghda et al. (2022) underscored a growing interest in alternative assessment methods, particularly self-assessment, in the domain of oral communication studies. Through their research, they discerned that engineering students exhibited favorable perceptions toward the utilization of self-assessment as a facilitator in honing their oral presentation aptitude.

Conversely, within the Finnish context, a study conducted by Tuomainen (2022) delved into the anticipations and reflections of Master's level students concerning their English academic presentation skills. The findings revealed that prior to presentations, students often harbored concerns regarding various aspects such as nervousness, pronunciation proficiency, and the formal demeanor of their presentations. Nonetheless, following the presentations, a majority of students perceived that they had effectively managed the presentations, exceeding their initial expectations.

Additionally, research conducted by Alek et al. (2020) in Indonesia emphasized the importance of employing self-assessment as a means of

appraising students' performance in English speaking. In this study, a significant proportion of students articulated their view that self-assessment serves as a valuable tool in comprehending and refining their English-speaking abilities. However, it is imperative to acknowledge that some students exhibit reluctance toward engaging in these self-assessment tasks, indicating variances in student preferences and perceptions of assessment methodologies.

Additionally, research conducted by Dutta et al. (2023) delved into the utilization of reflection and peer assessment within the framework of group projects to enhance students' presentation and learning competencies at the university level. The findings of this study indicate that self-reflection and peer assessment wield a significant influence on students' learning encounters, as well as on the overall performance of the groups. The incorporation of self-reflection enables students to scrutinize their own performance critically, while peer assessment furnishes valuable supplementary perspectives and feedback explicitly from their peers' standpoint.

The findings of this research underscore the pivotal role of reflection, self-analysis, and self-assessment in cultivating students' presentation skills, both within local and international settings. The favorable reception of this approach and the observed enhancement in presentation quality suggest that the integration of reflection and self-assessment can serve as an efficacious strategy in higher education.

While most of the cited studies concentrate on the higher education context within specific countries such as Finland or Indonesia, or within the domain of engineering study programs, there exists a dearth of research exploring the role of reflection and self-assessment in the development of presentation skills within intercultural environments, where students from diverse cultural and linguistic backgrounds interact. This is of paramount importance as the challenges and requirements for enhancing presentation skills may vary across cultures. Consequently, this research endeavors to scrutinize how reflection and self-analysis can be leveraged as potent tools in ameliorating the quality of academic presentations for students enrolled in Indonesian language study programs.

Methodology

This study employs a qualitative research design to investigate the perceptions of Indonesian language study program students regarding self-assessment in the enhancement of their oral presentation skills.

This methodology facilitates researchers in obtaining a comprehensive understanding of the efficacy of self-assessment. The research cohort comprises 110 Indonesian language study program students who were selected as samples. The selection process ensured random representation to achieve broad inclusivity. Inclusion criteria encompassed students actively engaged in courses mandating oral presentations as part of the curriculum. The research instrument utilized comprised a pre- and post-questionnaire tailored to elucidate students' viewpoints on self-assessment strategies for refining their presentation skills. The pre- and post-questionnaires encompassed a series of inquiries designed to gauge students' attitudes, comprehension, and experiences concerning self-assessment before and after its implementation.

Data collection commenced with the dissemination of a pre-assessment questionnaire to all participants. Subsequently, students received guidance and instructional materials elucidating the concept of self-assessment and its application in fostering presentation skills development. Following this, students delivered technical oral presentations and conducted self-assessments. Post-presentation, participants received a post-assessment questionnaire to assess their experience. Data acquired from the pre- and post-questionnaires will undergo analysis using a qualitative approach. The analysis will employ descriptive statistical techniques to delineate the distribution and frequency of student responses to questionnaire items. Furthermore, it will encompass coding and categorizing qualitative findings from student responses, thereby furnishing deeper insights into their perceptions of self-assessment in enhancing oral presentation skills.

Results

The presentation skills development program, which serves as the focal point of this research, has been meticulously crafted to incorporate reflection and self-analysis methodologies. Participants not only receive comprehensive guidance but also undergo structured training on the concept of self-assessment and strategies conducive to substantial enhancement of their presentation skills. This intervention unfolds through two distinct and continuous phases: the pre-assessment stage and the post-assessment stage.

Post-Intervention Presentation Skills

In the pre-assessment phase, participants are afforded the opportunity to formulate their presentations while receiving explicit guidance on the pertinent assessment criteria. They are tasked not only with planning and organizing presentation materials but also with critically evaluating elements such as structure, content, presentation style, and oral proficiency. Furthermore, they engage in practice sessions where they present before small groups or mentors, who furnish invaluable feedback to aid in skill refinement ahead of the actual presentation. Upon the culmination of the pre-assessment phase, participants transition to the post-assessment stage, wherein they undertake self-reflection on their presentations. This entails a meticulous analysis of their performance, identification of strengths and weaknesses, and formulation of improvement strategies. Throughout this phase, participants are encouraged to adopt a proactive stance toward the feedback received, utilizing it as a springboard for their ongoing self-development.

The implementation of this program commenced with a meticulously planned series of steps, commencing with the dissemination of a pre-assessment questionnaire to each participant. This questionnaire is meticulously designed to thoroughly evaluate participants' presentation skills before the intervention, thereby offering a comprehensive depiction of areas necessitating improvement and latent potential. Subsequently, participants receive detailed guidance and meticulously structured training materials elucidating the concept of self-assessment. This material not only expounds on the theoretical underpinnings of self-assessment in presentation skills development but also furnishes concrete examples and practical exercises to enhance participants' understanding of the concept. Following the assimilation of the self-assessment concept, participants are invited to deliver an oral presentation on a predetermined topic, while employing the self-assessment techniques acquired. During the presentation session, participants are prompted to actively reflect on their performance, discerning key moments and identifying strengths and weaknesses that surfaced during the presentation.

The post-assessment stage represents a crucial continuation in this process, wherein participants are tasked with completing an additional questionnaire to assess their experience and the evolution of their presentation skills subsequent to the intervention. This phase offers participants an opportunity for deeper introspection into their journey

of presentation skills development, while furnishing researchers with invaluable data for evaluating the program's efficacy.

Throughout all stages of implementation, participants are encouraged to engage in continuous self-reflection, identifying areas of strength ripe for enhancement and weaknesses necessitating rectification, and devising precise, targeted corrective measures. Furthermore, facilitators play a pivotal role in providing constructive feedback to participants, aiding in their comprehension of areas requiring improvement and furnishing requisite support in their presentation skills development journey.

The program's success is evaluated through a comprehensive lens, encompassing pre- and post-intervention data collection and participant feedback. Data gleaned from pre- and post-assessment questionnaires serves as a primary platform for gauging shifts in participants' presentation skills. Additionally, participants' responses and experiences are meticulously scrutinized to garner a deeper understanding of the program's effectiveness.

The findings of this evaluation are instrumental in appraising the program's efficacy and pinpointing areas warranting refinement or further development in subsequent iterations. Consequently, this program is not merely perceived as an initial step in fostering participants' presentation skills but also as a robust cornerstone for the cultivation of more efficacious and sustainable initiatives in the future.

Following the implementation of structured reflection and self-analysis methodologies, a discernible enhancement in students' presentation skills across various domains was observed. The amassed data evinced positive alterations in multiple indicators, including heightened levels of self-assurance, enhanced presentation structuring acumen, and increased adeptness in addressing queries with greater responsiveness and persuasiveness post-intervention. This substantiates that the approach adopted in this program yields tangible and advantageous outcomes for participants, thereby underscoring the pivotal role of reflection and self-analysis as indispensable tools in the development of proficient presentation skills.

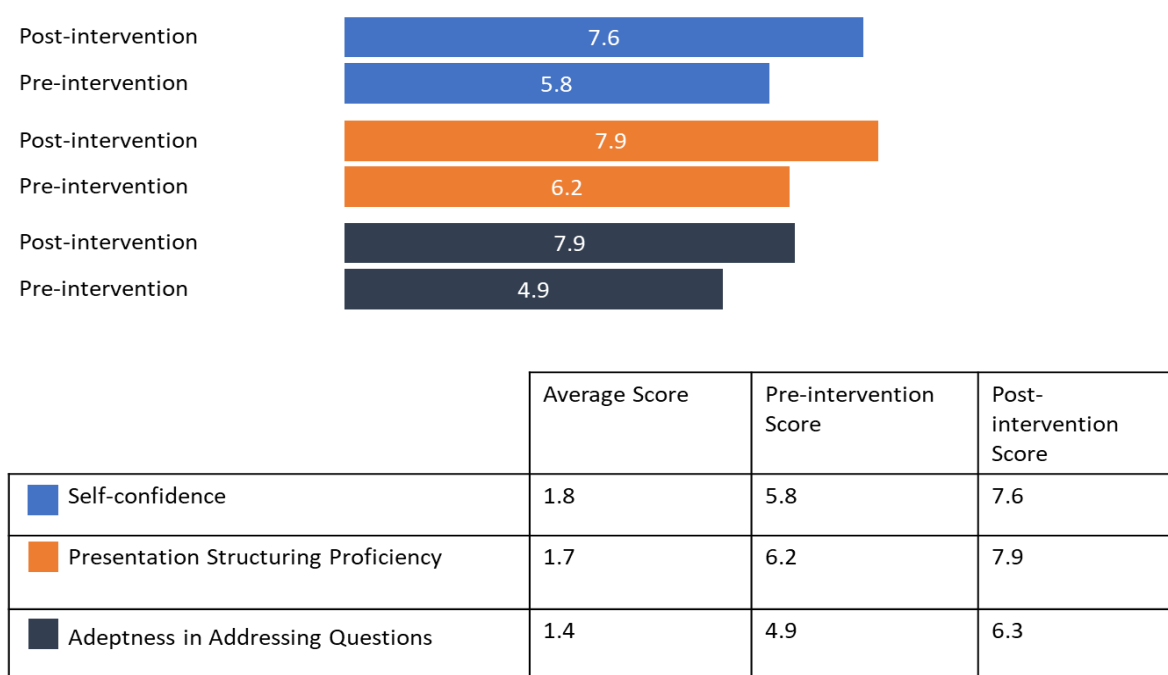


Figure 1. Indicators of Presentation Skills

Firstly, regarding self-confidence, the average score before the intervention stood at 5.8, which subsequently rose to 7.6 post-intervention. This denotes a notable increase of 1.8 points in students' confidence levels when delivering presentations. Hence, the intervention has proven successful in bolstering students' confidence in confronting presentation scenarios.

Secondly, in terms of presentation structuring proficiency, the average score prior to the intervention was 6.2, ascending to 7.9 post-intervention. This uptick of 1.7 points signifies the intervention's effectiveness in enhancing students' capability to organize and articulate presentation content in a more systematic and coherent manner.

Thirdly, with regard to adeptness in addressing questions, there was a progression from an average pre-intervention score of 4.9 to 6.3 post-intervention. This increment of 1.4 points underscores the intervention's success in augmenting students' capacity to furnish pertinent and proficient responses to audience queries.

Collectively, the research findings evince that interventions employing reflection and self-analysis methodologies are efficacious in ameliorating students' presentation skills. The substantial enhancement in self-confidence, presentation structuring proficiency, and question-response ability provides compelling evidence that this approach can serve as a viable strategy for enhancing the caliber of student presentations within an academic setting.

Self-Reflection In Evolving Presentation Skills

In this study, a self-reflection form was utilized to gather data from 110 students who participated in the presentation session. The outcomes of the reflection and self-analysis from the form present a compelling depiction of the shifts in students' presentation skills pre- and post-intervention.

Table 1. Self-Reflection Form

Advantages in Presentation	Deficiencies in Presentation	Corrective Action
1. What do you consider to be the strengths of your presentation?	1. What do you perceive as the shortcomings of your presentation?	1. Based on your reflection, what actions do you intend to take to enhance your presentation skills?
2. Are there any parts of your presentation that were deemed successful? If yes, please elaborate.	2. Are there any aspects of your presentation that you would like to improve? If yes, please elaborate.	2. Do you plan to seek additional assistance or support to improve your presentation? If yes, please elaborate.
3. Did you feel confident while delivering the presentation material? If so, why?	3. Did you feel nervous or uncomfortable during the presentation? If so, why?	3. Are there specific steps you intend to take to address the weaknesses in your presentation?

1) Advantages in Presentation

Following the intervention, evaluation results indicated a significant enhancement in students' awareness of their strengths in presentations. A majority of students consistently remarked that they now feel notably more confident when delivering presentation material, expressing a heightened ability to address the audience with greater assurance and poise. Furthermore, there was a notable surge in the positive reception they garnered from their audience, contributing to a more gratifying experience and fostering a stronger sense of confidence. Moreover, the evaluation results underscored a marked improvement in students' proficiency in elucidating complex concepts in a manner that resonated with the audience. Many successfully conveyed intricate ideas with enhanced clarity and structure, presenting information systematically to ensure comprehension by the listeners.

These findings collectively signify that the intervention was not only efficacious in enhancing students' technical prowess in presentations but also in fortifying psychological aspects such as self-assurance and receptiveness to feedback. This underscores the affirmative impact of the approach adopted in the presentation skills development program, aimed at empowering students to emerge as more adept and persuasive communicators across diverse contexts.

2) Deficiencies in Presentation

Nevertheless, a majority of students also acknowledged several shortcomings in their presentations prior to the intervention. However, upon engaging in the intervention program, they exhibited a heightened capacity to identify and articulate these deficiencies with greater clarity and depth. The predominant concerns often centered around the prevalent sensation of public nervousness and a perceived inadequacy in fostering meaningful interaction with the audience.

While these concerns remained focal points for most students, evaluation results post-intervention revealed a notable increase in the number of students who could devise concrete corrective measures to address these weaknesses. They began formulating more targeted and efficacious strategies to mitigate nervousness and enhance audience engagement, such as engaging in deep breathing exercises and visualization techniques to bolster self-assurance, as well as adopting a proactive approach to fostering rapport with the audience during presentations.

This underscores that the intervention not only engenders awareness of existing weaknesses but also furnishes the encouragement and guidance necessary for students to actively surmount these challenges. Consequently, they commence viewing weaknesses as opportunities for personal advancement and refinement, rather than insurmountable obstacles. This underscores the efficacy of a comprehensive and thorough approach in presentation skills development programs.

3) Corrective Action

The data collected revealed that following participation in the intervention, students exhibited a heightened level of proactivity in devising corrective measures to enhance their presentation skills. Many of them actively crafted concrete and measurable action plans, such as undergoing more comprehensive public speaking training, seeking

additional guidance or support from mentors or facilitators, and scheduling regular presentation practice sessions to fortify their skills.

This proactive approach underscores students' steadfast commitment to continual enhancement of their presentation abilities and underscores their comprehension of the significance of an ongoing personal development journey. Through these endeavors, they evince readiness to invest the requisite time and effort to attain a standard of excellence in effective communication across diverse academic and professional contexts.

The findings of this study furnish tangible evidence that interventions incorporating self-reflection play a pivotal role in aiding students in recognizing strengths and weaknesses in their presentations, as well as formulating pertinent and actionable corrective measures. This reaffirms the paramount importance of the processes of reflection and self-analysis in cultivating students' presentation skills within the academic milieu, thereby laying a robust groundwork for analogous approaches in the future development of communication skills.

Discussion

The findings of this research indicate that students possess a heightened understanding of the strengths and weaknesses inherent in their presentations and are better equipped to undertake requisite corrective measures. Noteworthy enhancements in self-confidence, presentation structuring proficiency, and adeptness in addressing questions underscore the efficacy of this approach in augmenting overall presentation skills.

Academic presentation skills constitute a pivotal facet of an individual's capacity to organize, deliver, and communicate material effectively to an audience (Dolan, 2017). This entails the ability to articulate ideas with clarity and persuasiveness, coupled with the confidence and adeptness to engage with the audience in a compelling manner (Mahdi, 2022). This paradigm rests not solely on a comprehensive grasp of the subject matter being presented but also on the capacity to render that material in an engaging and pertinent manner to the audience.

The significance of presentation skills within the realm of higher education is underscored by the findings of this research, affirming that these skills serve as more than mere conduits for communication within an academic milieu—they constitute a fundamental bedrock for success in the professional sphere (Yalçın & Yalçın, 2010). With proficient

communication skills, individuals can efficaciously advocate for their ideas, fostering collaboration and the exchange of ideas across diverse platforms.

These findings are congruent with prior studies that has delineated the key components of proficient academic presentation skills. Previous research has underscored the pivotal role that presentation skills play in attaining academic and professional accomplishments, demonstrating that individuals with adept communication skills are predisposed to greater success in realizing their objectives (Fauzi, 2016; Min & Wang, 2018).

Thus, presentation skills serve not only to facilitate the exchange of ideas and the cultivation of knowledge within academic settings but also to equip individuals for triumph in their professional endeavors, wherein the capacity to communicate clearly, persuasively, and convincingly holds significant currency (Mehta & Mehta, 2019). This substantiates the assertion that presentation skills constitute a crucial and indispensable facet of personal and professional advancement.

The findings of this study lend robust credence to the pivotal role that reflection and self-analysis assume in the refinement of students' presentation skills. Through reflection, students are afforded the opportunity to undertake a critical appraisal of their own presentations, scrutinizing strengths and weaknesses in delivery, structure, and audience interaction. This iterative process enables them to delve deeper into their experiences, discerning effective strategies and areas necessitating improvement.

Simultaneously, self-analysis furnishes students with a structured framework to identify areas warranting enhancement in their presentation skills. This entails deconstructing the presentation into discrete components, such as body language, linguistic proficiency, or narrative coherence, to garner a nuanced understanding of avenues for refinement (Ritchie, 2016; Tsang, 2020).

The incorporation of reflection and self-analysis into presentation teaching programs fosters a conducive and experiential learning milieu. Through regular analysis and reflection on their own presentations, students not only glean insights from their missteps but also uncover latent strengths hitherto unrecognized. This iterative process enables them to progressively refine the caliber of their presentations over time, thereby bolstering their confidence and efficacy in communicating adeptly across diverse contexts.

Hence, the findings of this research yield a substantial contribution elucidating the pivotal role of reflection and self-analysis in nurturing

students' academic presentation skills. The ramifications extend beyond the confines of higher education in Indonesia, encompassing intercultural milieus and the global dissemination of effective communication competencies. Consequently, the integration of reflection and self-analysis into presentation skills pedagogy emerges as a pivotal stride towards fostering comprehensive and enduring learning outcomes for students.

The implications of the research findings underscore the imperative of integrating reflection and self-analysis into presentation skills development initiatives within higher education environments. By affording students opportunities to introspect on their own presentations and devise pertinent corrective measures, educational institutions can furnish them with the requisite skills for success in academic and professional communication endeavors.

Moreover, the study's outcomes underscore the significance of supplemental support and resources for students in honing their presentation skills. Initiatives such as public speaking training, workshops on presentation skills, and individualized mentoring emerge as efficacious measures to enhance the overall caliber of student presentations.

While the results of this study illustrate the beneficial impact of an intervention employing reflection and self-analysis, it is imperative to acknowledge several limitations. Primarily, this research was conducted solely within one higher education institution and with a specific student cohort, thus potentially limiting the generalizability of the findings to broader contexts. Furthermore, the utilization of self-assessment methodologies in this study may compromise the data's validity, as students may exhibit a propensity to furnish anticipated responses rather than genuine ones.

For future research endeavors, it is recommended to undertake longitudinal studies encompassing a more expansive array of higher education institutions and larger student cohorts. Such an approach would serve to corroborate the findings of this study while augmenting the breadth of their applicability. Moreover, future research initiatives could delve deeper into elucidating the mechanisms underpinning effective reflection and self-analysis in the cultivation of presentation skills, as well as scrutinizing the impact of contextual variables, such as organizational culture and social support, on this process.

Conclusion

This research elucidates the utilization of reflection and self-analysis in fostering student presentation skills within a higher education milieu. The findings underscore the efficacy of interventions employing reflection and self-analysis methodologies in augmenting students' self-assurance, proficiency in presentation structuring, and adeptness in responding to inquiries. Moreover, the results underscore the imperative of affording students' opportunities for introspection and analysis of their own presentations, thereby facilitating the formulation of pertinent corrective measures.

The practical implications of this research underscore the significance of integrating reflection and self-analysis into presentation skills development initiatives within higher education institutions. Educators can leverage this approach to equip students with the communication competencies requisite for success in both academic and professional domains. Additionally, the research outcomes suggest that initiatives such as public speaking training, presentation skills workshops, and individualized guidance can serve as efficacious supplementary measures for enhancing the overall quality of student presentations.

Drawing upon the findings of this research, several recommendations emerge for higher education institutions and educational practitioners: 1) Higher education institutions ought to bolster student-centered learning approaches that foster active engagement in self-reflection and analysis. 2) Curriculum development initiatives should integrate reflection and analysis methodologies to empower students in mastering presentation skills. 3) Educational practitioners should furnish additional training and support for lecturers and instructors to facilitate the integration of self-reflection and analysis approaches into their pedagogical practices. 4) Higher education institutions must allocate requisite resources and facilities to support the development of students' presentation skills, encompassing workshops, individual mentorship programs, and access to cutting-edge presentation technologies.

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