

Improving Students' Level of Confidence in Oral Presentation via Video Recording Task

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Abstract

Anxiety has significantly impacted students' speaking performance in classrooms. Implementing a video recording task as a teaching and learning option, not only reduces anxiety, but would also positively influence students' speaking abilities. Therefore, this research aimed to explore how employing a video recording task could alleviate students' anxiety in oral presentation. The informants were Universiti Tun Hussein Onn Malaysia (UTHM) Kor SUKSIS trainees attending UTHM Kor SUKSIS Public Speaking Course 2023. The research implemented a descriptive qualitative approach, and the data were gathered through interview sessions. Interview sessions revealed that students felt notably more confident during task presentations. In conclusion, incorporating video recording tasks could effectively mitigate students' anxiety in oral presentation performances.

1. Introduction

In today's world of technological progression, students in higher learning institutions with good communication and presentation skills benefit greatly, especially in their career prospects and job promotions. These undergraduates should be able to interact with people and present good oral presentations to succeed in the global, competitive, and fast evolving world today (Belaman et al., 2022). According to Grieve, Woodley, Hunt and McKay (2021), oral presentation skills are fundamental to university-level English language preparation courses because of its frequent use in professional contexts and as a form of assessments that calls for verbal interaction between students in both small and large group settings to improve learning. Within the English language course (English for Academic Purposes, English for Occupational Purposes, or English for Specific Purposes) and discipline-based courses offered at universities, the oral presentations have been used as part of the assessments, present research projects, and socialize university students into the academic discourse community (Singh, Ali, Chan & Tan, 2019). Salem (2019) further added that oral presentations are among the most frequently spoken genres among English language learners in academic and professional contexts and one of the important skills that help students to succeed in the upcoming professional surroundings and receive better academic careers.

In Malaysian context, an oral presentation is a standard assessment tool at all levels of education as the students are required to present their work with or without visual aids in front of an audience (Kho & Ting, 2021). At the tertiary level of education, an oral presentation is an academic discourse conducted in the university to present information and the undergraduates' understanding of a subject to the audience (Salem, 2019). Based on Tailab and Marsh (2020) oral presentations are prepared talks given in front of an audience with the intention of expressing opinions, delivering information and persuading them to respond to queries. Educators or lecturers at the universities usually encourage their students to fully utilise oral presentations when delivering their

information of any given assignments or projects in front of the class. Based on Belaman et al. (2022) it is through oral presentations that the students can develop their speaking skills and boost their confidence when speaking to the audience in which enable them to learn how to communicate better. According to Kho and Ting (2021) good oral presentation skills are crucial for achieving high scores on tests and facilitating communication between students and teachers in higher education.

There are a variety of definitions of the term oral presentation and according to Nausa (2019), oral presentation is seen as a partially spoken and partly visual forms of communication that are typically taking place in organizational contexts with a time constraint. Based on Nguyen (2019), the term oral presentation refers to any oral presentation where the undergraduates present a given topic clearly, convincingly and expressively in their classrooms. In addition, Nouairia (2019) asserted that oral presentation is a typical activity in English classrooms where students prepare and give information in front of the entire class and a formal way or delivery as well as writing-like since the presenter can read from his or her notes. Salem (2019) further added that oral presentations are speeches in a business, technical, professional, or scientific environment and a spoken discourse that deals with knowledge transfer and has informal and conversational expressions of seminars. Presenters can incorporate visual aids into their presentations; ultimately, they will respond to audience queries (Tailab & Marsh, 2020).

Better exposure to oral communication techniques may contribute to developing future graduates' presentation skills in the professional setting. By developing oral presentation skills, the university students can enhance their professionalism in the working environment. Zaitseva (2020) claimed that oral presentation skills are research-based presentations and essential professional competencies. Thus, effective oral presentation skills are necessary for undergraduates to be productive employees in the workplace. Future undergraduates will encounter numerous situations at their new workplace, such as presenting ongoing investigations of projects or product proposals to vendors, providing oral briefings, and attending meetings (Salem, 2019). Therefore, using effective techniques such as PowerPoint, posters, product presentations and video recording are helpful in improving the students' communication skills and provide persuasive oral presentations (Miskam & Saidalvi, 2019). Based on Nasir and Isa (2021), oral presentation skills are crucial in many job interviews and are primarily needed at work as the future graduates with employability skills, values, and attitudes really match the industry demands.

However, Malaysian university students may face challenges when giving oral presentations, such as the inability to articulate their thoughts, which may lead to mumbling (Soomro et al., 2019). Moreover, students might be meek and feel awkward in front of an audience (Kho & Ting, 2019). Likewise, low level of English proficiency among university students is often the issue that is being discussed by education policy makers (An, Ravindan & Al-Shaibani, 2022), thus contributing to speaking anxiety among university students as they might consistently experience worries and are anxious in their learning and thinking in the learning environment (Taly & Paramasivam, 2020).

Therefore, in this study, the main issue that influences students' level of confidence in oral presentation is anxiety. In order to curb this problem, it is suggested that the students are to be asked to practice their oral presentation through video recording tasks. The objective of this study was to highlight ways video recording tasks improve the students' level of confidence.

2. Literature Review

Speaking skills play an important role as it helps us to communicate our ideas clearly to others. One of the ways to develop students' speaking skills are by providing students' opportunities to practise and deliver information by delivering oral presentation, however there is a challenge that most of them experience and one of it is related to anxiety.

Speaking anxiety during presentation is a common scenario happens among students regardless ages, levels of proficiency and personalities. This problem arises especially on special situations and circumstances, especially when students must deliver oral presentations in front of a larger group or people (Nurilahi and Suhartono, 2021). This occurrence is mostly related to feelings of nervousness and lack of confidence in which most of the time happened due to fear of negative evaluation.

Nowadays, technology is embedded into our parts of lives as it provides a wealth of benefits and in education, thus, it is worth used in any process of teaching and learning (Pham, 2022) Technology may seem to provide students with instant access to a vast information and resources and students to prepare content for their presentations. In an oral presentation, technology can provide valuable insights into audience engagement and help speakers to refine message and delivery. These can be a reason why video recording can be a special tool for presenters.

According to Nguyen and Pham (2022), the use of technology i.e. YouTube helped students to upload products of making conversation or dialogue where they can see comments or feedback on the spot and able to

repeat recording for improvement. This was based on the feedback by students themselves through questionnaires given and interviews conducted among teachers.

In addition, Gyeltshen (2021) highlighted a case study in Mongar District. It was identified that the use of videos had literally reduced speaking anxiety among students. Through a pre and post survey among 92 Grade 5 ESL Bhutanese students, it was found out that the used of videos in practising speaking activities had shown an improvement of their confidence levels. Moreover, through observation, motivation of students was seen improved. The students also showed positive perceptions towards using media as compared to before.

Research by Bayu and Iswahyuni (2019) was done to explore the effectiveness of video projects among non-English students. The findings showed positive feedback by the participants, where most of them claimed that the most preferred activity compared to other speaking activities was the video recording as it was less threatening. The researchers also found out that video project learning not only enhanced good quality videos but also increased the cooperative learning among them. Looking at these positive responses and the curiosity of what other benefits of video recordings could offer, this research aims to answer this question:

- i. How does video recording task curb oral presentation anxiety among students?

3. Methodology

The research design used in this study was a descriptive qualitative method in which it described how the video documentary task can decrease anxiety in students' oral presentation skills qualitatively. The data for qualitative design is collected based on the characteristics of descriptive qualitative research through observation, field notes, and interviews (Creswell, 2013). The term qualitative research encompasses any study that yields results that are not derived from statistical analysis or other quantitative methods. This can include studies on people's lives, experiences, behaviours, emotions, and feelings, as well as on social movements, cultural phenomena, organisational operations, and cross-national contacts (Rahman, 2020). The use of qualitative research methods has some advantages. First, a qualitative research approach evaluates the meanings of participants' activities and generates a detailed and deep description of their feelings, opinions, and experiences (Rahman, 2020). Apart from that, Dawadi, Shrestha, and Giri (2021) highlighted that qualitative methods are used to gain a greater understanding of problems pertaining to the designing, administering, and interpreting of language assessments.

In this study, the descriptive qualitative method was used to support and obtain a complete picture of the research. The data instrument used in this study was interviews which allow for the analysis of a person's real-world experiences with anxiety by trying to understand the person from the inside out (Setiyo Astuti, 2020). The subject of this study involved 44 UTHM Kor SUKSIS trainees attending the UTHM Kor SUKSIS Public Speaking Course 2023. The students were assigned to produce a 10-minute video documentary. The video documentary topics were current issues, such as gambling, bullying, illegal racing, smoking and scamming. The students were then divided into 6 groups. They were asked to find information on the topic chosen, prepare scripts and record the video documentary using a handphone camera. Constant observations were conducted to observe the performance of Kor SUKSIS trainees in utilizing their communication skills. Interviews were also administered to Kor SUKSIS trainees to investigate their self-confidence when speaking in front of their classmates in their Public Speaking Course 2023.

4. Results and Discussion

Reviewing the videos submitted by the students, it could be determined that most of the students completed the tasks given with a high level of effort, as the quality was rather good in terms of images and audios. From the responses given by most of the informants in the interview sessions, the video recording task had assisted them to overcome anxiety of speaking English. It was because they were given ample time to edit the videos before unveiling the end products. While editing their work, indirectly, they were able to conduct self-assessments. At the same time, they were only required to present the videos to their lecturers and course mates instead of standing and speaking in front of the public. This aspect is line with the findings obtained by Kho & Ting (2019), where students might be meek and feel awkward to present in front of an audience. Hence, through video producing task, their level of confidence in speaking English could be boosted.

Looking at the feedback given by the respondents, video recording task can be considered as one of the options in the process of teaching and learning English. At the same time, as most of the students are aware that they have anxiety to have oral presentation using English, it is suggested that the students keep on practising on conducting presentation in the language to overcome their anxiety. This finding is similar to the findings obtained by Bayu and Iswahyuni (2019), where most of the participants preferred video recording task as compared to other activities, because it was considered as a less intimidating activity.

5. Conclusion

Anxiety can be regarded as one of the main factors that had influenced the students' oral presentation performance in English. Based on the outcome of this research, video recording task could be considered as one of the activities that can curb this problem among students. The students did not have to stand in front of the public and present their work. They were also given a chance to edit their work prior to the presentation session. Therefore, the video recording task had given a positive impact on the students.

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Conflict of Interest

We declare that there is no conflict of interest regarding the publication of the paper.

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