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Students' Perceptions on the Implementation of Recorded Oral Presentation

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Abstract

Nowadays, lecturers are integrating numerous technologies in their classrooms due to the Covid-19 outbreak. Hence, it has allowed the widespread use of recorded videos in English classrooms. Thus, this study has been conducted to find out the students' perceptions on the implementation of oral presentation through recorded video. 164 semester 1 Diploma students of Politeknik Kota Bharu were selected as respondents. The questionnaires were devised to collect data and tested for reliability with the result of Cronbach's Alpha=0.896. The findings show the Recorded Oral Presentation helps to increase students' confidence and eventually improves their speaking skills.

***Keywords**: Recorded Oral, Recorded Videos*

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INTRODUCTION

Parallel to the tremendous growth and expansion of technology, lecturers all around the world are now applying and integrating technology into the teaching and learning process in their classrooms. Furthermore, the inability of students and lecturers to navigate face-to-face classes as a result of the Covid-19 pandemic has greatly increased the use of technology for lecturers in evaluating students' oral presentation abilities. Lecturers continue to do their utmost to provide lessons that are both impactful and comprehensible to their students, as well as for evaluation purposes, by incorporating technology into their teaching and learning processes. One of the ways is by using recorded video to speak English comfortably, this condition has made the use of documented videos in English classrooms to test their oral presentation skills.

The previous survey has demonstrated that students could be using replication techniques to improve English and reduce their learning difficulties in the English language. Assimilating digital video offers students a realistic or regular chance to practise the English language (Passey, 2006). The recorded videos broaden the learning if the student seems to have a chance of self-assessment and responding (Paul, Dawson, Lanphear, & Cheema, 1998). The filmed video has the benefit of enhancing students'

understandings of their learning experience (Swaffar & Vlatten, 1997; McNulty & Lazarevic, 2012; Murphy & Barry, 2016), as well as the possible downside of misperception caused by too much physical knowledge (McNulty & Lazarevic, 2012; Murphy & Barry, 2016).

In terms of reducing uncertainty, lecturers created the environment for students on areas of oral presentation that needed immediate improvement rather than emphasising detailed criteria and components for their evaluation. Students can capture, review, and evaluate their success on their own or by seeking their peers' views by using captured videos to assess their oral speaking abilities. Numerous scholars recognised the importance of developing speech abilities, which culminated in experiments that used video-recorded demonstrations to enable students to assess and compare their performances. Shortly after Charlie Ginsburg invented the video recorder in 1951 (Fukkink, Trienekens, & Kramer, 2011), the captured video was used in education to encourage students to test their presentations (Ritchie, 2016). As exposure to technology has evolved, literature has shown that the use of video during conversation has been shown in multiple disciplines to be an effective way to help students' acceptance and absorb from the viewpoint of the viewers (Hamilton, 2012; Guo, 2013; Nikolic, Stirling, & Ros, 2018).

LITERATURE REVIEW

Teachers must concern with their students' abilities to know and convey definitions for accuracy interactively while evaluating speaking. It is advised that lecturers carry out evaluation assignments that are acceptable in their classroom phase. According to Rukmini & Saputri (2017), authentic evaluation allows students to use authentic language in communicating, practising real-world assignments, and giving students chances to use the language in a situation based on everyday routine. The teachers will carry out some stages of authentic evaluation. Koc (2010), describes multimedia video that includes graphs, audio, and nonverbal gestures. The video projects created by students are excellent examples of the value of experiential learning (Huang, 2015). It was discovered that project-based learning is a useful learning mechanism that includes appropriate learning objectives of self-assessment, adjustment, and responsible involvement (Barron, 1998). Furthermore, with easily available online outlets and video apps, technologically enhanced initiatives include activity during a

eISSN 2600-9374

learning experience that can facilitate learning, encourage independent learning, minimise anxiety, and increase students' passion for learning (Hung, Hwang,& Huang, 2012).

Shrosbree (2008) suggested several measures for making a multimedia video for appraisal. First, the recording video is taken, and at this stage, the students take the video with a camera or a cell phone camera. Second, the video will be edited; the producer will use any editing software available, such as Movie-Maker, Filmora, and others. Third, the video is transmitted and stored inside the drive, disc, flash disc, or social media platforms such as YouTube, Instagram, and Facebook. Kumar (2010) argued that the method of doing such responsiveness or acceptance of physical knowledge is not a phenomenon of experience. Ekalestari (2018) suggested that perception is characterised as a person's primary cognitive interaction with the people or environment surrounding him or her. Perception is often understood in terms of two dimensions: cognitive and psychological (Nursanti, 2016). She mentioned the cognitive element elaborate balanced, ideas or perceptions, judgement, and awareness.

RESEARCH METHODOLOGY

Respondents for this study were 164 students who were selected based on the convenience sampling. All of them enrolled in the Diploma in Civil Engineering (DKA), Diploma in Accountancy (DAT), Diploma in Marketing (DPM), and Diploma in Electrical and Electronics Engineering (DEE) programmes at Politeknik Kota Bharu (PKB) in Kelantan. They were between the ages of 18 and 21, and their English language proficiency ranged from beginner to intermediate. The students were in their first semester and took DUE10012: Communicative English 1 course. In this course, the students are being assessed on three components specifically delivery, language and content. Due to the extreme Covid-19 pandemic and the Malaysian government's Movement Control Order (MCO), students are asked to produce the recorded oral presentation on a chosen subject to replace the face-to-face oral presentation session. The students supplied with the elements of a good presentation during the lecture hours as preparation before recording their oral presentation video. However, all of them must propose a draft of their oral presentation to the lecturer before recording their presentation. The students sent their finalized recorded oral presentation to class google drive for the lecturer’s evaluating purpose.

eISSN 2600-9374

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RESEARCH QUESTIONS

This study seeks to answer the following research questions:

i. What are the students' perceptions on the implementation of a Recorded Oral Presentation (ROP) to improve their speaking skills?
ii. Does Recorded Oral Presentation (ROP) develop students' motivation in English language learning?

Instruments of the Questionnaire

A 24-item questionnaire was created and distributed to 164 respondents. The questionnaire was modified prior to delivery from Norazrina Ag-Ahmad (2017). It was distributed to all respondents through Google Form and found to have a high level of internal stability, with a Cronbach's Alpha reliability coefficient of 0.896. There were no instruments discovered to have a weak internal stability. The questionnaire was intended to elicit input from participants on their interpretations of the oral recorded oral presentation video submitted. The questionnaire was designed with a 5-point Likert scale. The measuring range is from 5=strongly agree to 1=strongly disagree.

Recorded Video for Oral Presentation Guidelines

Respondents in this study were asked to create a Recorded Oral Presentation (ROP) using their electronic tools, such as a smartphone and a digital camera. A collection of instructions was given to the participants for them to be able to deliver this oral presentation using recorded video. The guides were to assist the respondents in meeting the task's specifications, which included delivery, language and content. The lecturer directed the students by emphasising areas of oral presentation that needed immediate improvement rather than stressing specific conditions and components for their evaluation. A calming and stress-free environment provided to the respondents since they were given 2 weeks to complete the task and a personal evaluation process conducted without the presence of the audience or their classmates. However, they are no specific guidance provided to the respondents related to video editing neither any training.

eISSN 2600-9374

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Data Analysis

The IBM Statistical Package for Social Sciences (SPSS) application version 26 was used to statistically interpret the quantitative data collected in this analysis. For this study, a questionnaire with 24 instruments, including a demographic profile, was developed. Students were asked to respond to the questionnaire through the Google Form link provided by the lecturer after submitting their Recorded Oral Presentation (ROP) to class google drive. To determine the students' interpretation, the questionnaire scores were evaluated and presented using descriptive numbers, frequency, and percentage. In the section on results and findings, the students' responses in making the recorded oral presentation are identified.

RESULTS AND DISCUSSION

The outcomes of the study and the results of the data analysis are presented in this section. Table 1 shows an overview of the demographic profile of 164 respondents.

Table 1: *Gender and Study Programs of Respondents*

		Frequency(n)	Percent(%)	Cumulative Percentage(%)
Gender	Male	61	37.2	37.2
	Female	103	62.8	100
	Total	164	100	
Programme	DKA 1C	23	14.0	14.0
	DKA 1D	32	19.5	33.5
	DAT 1C	31	18.9	52.4
	DAT 1D	25	15.2	67.7
	DPM 1C	22	13.4	81.1
	DPM 1D	18	11.0	92.1
	DEE 1B	13	7.9	100
	Total	164	100.0	

According with analysis, 62.8 % (n=103) of the respondents are female students, while 37.2 % (n=61) are male students. The Diploma of Accountancy has the highest percentage of respondents (34.1%) (n=56). Diploma in Civil Engineering students accounted for 33.5 % (n=55), followed by Diploma in Marketing students at 24.4 % (n=40) and Diploma in Electrical and Electronics students at 7.9 % (n=13) for each programme. In brief, the majority of respondents were female students studying a

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Available online at *http:jas.uitm.edu.my*

Diploma of Accountancy. Table 2 below indicates the estimated number of hours expended by the students to create the Recorded Oral Presentation (ROP) are specified.

Table 2: *The Estimated Number of Hours Spent*

Hours	Frequency (n)	Percent(%)	Cumulative Percentage(%)
<1	14	8.5	8.5
1-5	110	67.1	75.6
6-10	23	14.0	89.6
>10	17	10.4	100
Total	164	100.0	

The majority of respondents (67 %, n=110) spent between 1 and 5 hours creating their ROP. Only 8.5 %(n=14) of those surveyed spent less than an hour on the task. 17 respondents (10.4%) spent more than 10 hours producing the recorded presentation, while half (n=23) spent 6 to 10 hours. Hence, the respondents didn't even spend too many hours per day completing the recorded oral presentation.

Recorded Oral Presentation (ROP) Improves Students' Oral Presentation Skills

Table 3 below presents a summary of feedback on students' perceptions on the implementation of Recorded Oral Presentation (ROP) in enhancing oral presentation skills.

Table 3: *The Summary of Feedback on Students' Perceptions in Enhancing Their Oral Presentation Skills*

	n	Min	Max	Mean	Std Deviation	Frequency	Agree Percent
I can produce a Recorded Video for Oral Presentation without any assistance.	164	1	5	3.93	.880	112	68.3
I prefer to present my oral presentation in a recorded video form rather than a verbal presentation in the classroom.	164	2	5	4.12	.839	127	77.4
I can overcome my language anxiety whenever presenting through the recorded video form.	164	3	5	4.07	.727	126	76.9
Recorded Video for Oral Presentation is an excellent option to practice English speaking skills.	164	2	5	4.26	.706	143	87.2

eISSN 2600-9374

Speaking in the Recorded Video for Oral Presentation helps me to function well when I become a professional.	164	3	5	4.13	.747	128	78
Speaking in the Recorded Video for Oral Presentation helps me to develop my speaking abilities.	164	3	5	4.23	.714	127	83.5
I apply what I have learnt during lecture classes when producing a Recorded Video for Oral Presentation.	164	2	5	4.20	.700	139	84.8
Valid N (listwise)	164						

There were seven instruments mentioned under this theme in table 3 above. First and foremost, 87.2 % (n=143) of respondents strongly agree that ROP is an ideal choice for developing English speaking skills (mean value: 4.26) and 84.8 % (n=139) strongly agree that ROP helped them improve their speaking abilities (mean value: 4.23). This may be because they were provided with the time, versatility, and freedom to accomplish their mission at their speed and in their own space in the scene (Norazrina,2017). Teachers should ensure students' progress by assigning assignments that are neither too straightforward nor too challenging, according to Aryadoust (2015), to inspire students to become self-motivated autonomous learners. Asking the student to show their experience as a PowerPoint demonstration is one such chance.

Furthermore, 84.8 % (n=139) reported that when generating ROP with a mean value of 4.23, they have the opportunity to apply what they have learned in lecture courses. Despite the lack of adequate video recording classes and training provided for them, 68.3% (n=112) of the respondents were able to create an ROP without any assistance. Students, on the other hand, were given a briefing and instructions to follow before starting the ROP task. Completing the task, with proper approach and creativity, could be a good platform for students to showcase their abilities in delivering not just an enjoyable mode of presentation but also a rewarding and meaningful form of learning that improves their overall language skills.

Aside from that, 77.4 % (n=127) of students chose a recorded form for an oral presentation in the classroom, while % (n=128) reported that speaking in the ROP lets them perform better when they become professionals. Employers insisted that graduates receive instruction in topics such as speech and listening (Maes et al., 1997), and these were identified as the most essential skills for entry-level industry work and career

eISSN 2600-9374

performance (Curtis et al., 1989). Language anxiety is considered to be a very common psychological concern (Botella, Hofmann, & Moscovitch, 2004; Ginkel et al., 2017). As a result, 76.9% (n=126) of respondents said they were able to resolve their language anxiety while presenting through the recorded video. Respondents who were afraid of public speaking understood and paid special attention to the fact that video monitoring was used to raise their understanding of the requirements and improve their communication skills.

Table 4: *The Cumulative Mean for ROP to Improve Students' Oral Presentation Skills*

	N	Mean	Std. Deviation
Mean	164	4.1333	.57430

As per table 4, the cumulative mean for all instruments relevant to improving oral speaking abilities is 4.13, with a standard deviation of 0.57. To summarise, the respondents are agreed in their belief that using ROP to test their oral presentation skills is extremely helpful in improving their oral presentation skills.

Recorded Oral Presentation (ROP) Enhances Students' Delivery Skills

The items that evaluate on delivery skills are presented in Table 5. It's not shocking that 86.6 % (n=143) of the respondents in this study felt more secure giving a presentation in self-recorded video format, while 89.7 % (n=147) said the ROP gave them more time to prepare their materials for public speaking. This meant that if they had the opportunity to have the recorded video, they felt more secure and open. A learning session that they went through while making the video is thought to potentially engage students to create information about themselves, become consciously engaged, and thereby figure out how to find out while they're learning. The respondents not only learned certain skills through the design and presentation process, but they also enjoyed experimenting on their own.

In addition, 80.5 % (n=132) of respondents acknowledged that the ROP requires them to have a clear structure for what they are about to say. This enables them to have a well-structured public speaking and comprehension structure before beginning their recording. As a result, students have opportunities to improve their delivery capabilities for roles other than public speaking. Students who are used to the use of technology have writing and directing output in terms of content, coordination, creativity, and

eISSN 2600-9374

general writing mechanics, (Botella, Hofmann, & Moscovitch, 2004; Ginkel et al., 2017). Such an experience will usually elicit vigorous discussion, discourse, and reconstruction among academics.

The ROP has aided students in improving their pronunciation with 74.4 % of the respondents (n=122) agreed. They were able to have a well-comprehensible utterance because of the feeling they needed about their better grammar and how it allowed them to overcome anxiety while speaking in English. Besides, the lecturers' assistance with their grammar would be extremely beneficial to them, with 71.3 % (n=117) agreeing. According to the survey, 68.3% (n=112) of the participants accepted that they had more chances to use good visual contact signals during the ROP when communicating with their materials. The students were enthusiastic about the ROP. Certain delivery skills, such as strong planning, self-confidence, eye contact, and voice quality, were mentioned by students as areas that needed to be strengthened and should not be overlooked.

Table 5: *The Respondent Feedback on the Delivery Skills Improvement*

	n	Min	Max	Mean	Std. Deviation	Frequency	Agree with per cent
I will be more confident to do my oral presentation through a recorded video form.	164	2	5	4.25	.713	143	86.6
Recorded Video for Oral Presentation gives me more time to prepare the materials for my presentation.	164	3	5	4.51	.678	147	89.7
I had applied good body language signs during the Recorded Video for Oral Presentation to engage my content and the listener.	164	2	5	3.91	.771	112	68.3
Recorded Video for Oral Presentation helps my pronunciation development.	164	2	5	4.02	.767	122	74.4

eISSN 2600-9374

Lecturers must help me with the pronunciation to produce a comprehensible Recorded Video for Oral Presentation.	164	2	5	3.97	.787	117	71.3
I need to acquire the editing skills to produce an excellent Recorded Video for Oral Presentation.	164	2	5	4.05	.785	120	73.1
Recorded Video for Oral Presentation needs me to have a clear structure with regards to what I am going to say.	164	2	5	4.10	.711	132	80.5
Valid N (listwise)	164						

Recorded Oral Presentation (ROP) Develops Students' Motivations in Speaking the English Language

The study found that using a recorded video for an oral introduction allows students to learn new terminology, with 71.7 % (n=134) agreeing. Vocabulary mastery is required to precise our thoughts and can understand other people's sayings, according to (Norazrina,2017). As a result, the greatest challenge in terms of growing knowledge is the students themselves. Their inspiration and confidence in the words of a language are needed for progress in expanding their vocabulary mastery (Mofareh AlQahtani,2015). Vocabulary mastery is an individual's exceptional ability to use words from a language that they have learned to support their desires, wishes, and inspiration.

A large number of respondents acknowledged that recorded footage for oral presentations allows them to articulate themselves accurately during their performance, with 84.8 % (n=139) agreeing. Furthermore, 82.9 % (n=136) said it allows them to express themselves. They developed positive morale and language output rate as a result of their learning experience, which gradually cultivated a comfortable feeling in completing the tasks.

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RECOMMENDATIONS AND CONCLUSION

The research implication is that by using the recorded video for oral presentation, students start to speak and discover more insights as they reside in the video. This research is significant for teachers or lecturers to use recorded video as a method for reliably measuring students' oral presentation skills. It is recommended that the future study can be expanded on a wider aspect of ROP, especially as a method for students' self-assessments related to their learning and achievement. This research further demonstrates that ROP is an effective and convenient means of evaluation in the production of short video presentations. Without a question, there is a clear opportunity to use recorded videos for oral presentations in English language classes, as well as other language courses, to provide many benefits to students in their language learning.

The use of recorded video of an oral presentation is a useful method in providing learning opportunities for English language students to improve their oral presentation skills, delivery skills and also their motivation in English Language learning. It creates opportunities for students to become more personally engaged in their learning and to improve their drive to give their best performance in the task given such as an oral presentation. ROP is a useful tool in English language classrooms because students can become self-governing, challenged, inspired, structured, and creative. The results show that the consequences of improved oral speaking and delivery capabilities can be achieved with a high degree of effectiveness. Since students were encouraged to discover and develop their talents in an oral presentation, video recording, and editing, their oral presentations were more well-organized and creative. They have improved their vocabulary, facial expression, eye contact, and expressions as a result of being able to record themselves and correct their mistakes. In summary, filmed oral presentation video can significantly improve students' oral presentation abilities, delivery skills, and encouragement to speak English.

eISSN 2600-9374

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