Enhancing Students' Confidence in Oral Presentations with a Video Recording Assignment

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Abstract
Anxiety has a substantial impact on students' speaking performance in class. Implementing a video recording activity as a teaching and learning option minimizes nervousness while also improving students' speaking abilities. As a result, the purpose of this study was to see if using a video recording task could help students cope with their anxiety during oral presentations. The informants were Kor SUKSIS trainees at one of the local public universities located at the southern part of peninsular Malaysia. The students were enrolled in the Kor SUKSIS Public Speaking Course 2023. The research used a descriptive qualitative approach, with data obtained through interview sessions. Interviews revealed that students felt significantly more confident throughout task presentations. In conclusion, including video recording activities may effectively reduce students' nervousness during oral presentation performances.
Keywords: Anxiety, Oral Presentation, Video Recording Task

Introduction
Students in higher education institutions who possess strong communication and presentation skills benefit immensely in today's technologically advanced world, particularly in terms of their career prospects and job advancements. To thrive in today's global, competitive, and rapidly changing world, these undergraduates need to be able to communicate effectively with others and give persuasive oral presentations (Rohm, Stefl and Ward, 2021). Oral presentation skills are essential to university-level English language preparation courses, according to Kim (2020), because they are frequently used in professional contexts and as a form of assessment that requires verbal interaction between students in both small and large group settings to improve learning. Oral presentations have been used to present research projects, serve as a part of assessments, and help university students integrate into the academic discourse community within the English language courses and discipline-based courses offered at universities (Akimov and Malin, 2020). According to Ai, Kostogriz, Wen and Wang (2020), oral presentations are one of the genres that English language learners use the most in academic and professional settings. They are

also a crucial skill for students to have to succeed in the future professional environment and advance their academic careers.

Since students must present their work in front of an audience, whether or whether they use visual aids, oral presentations are a common form of assessment in Malaysia at all educational levels (Kho & Ting, 2021). At the tertiary level of education, an oral presentation is an academic discourse held in the university to provide knowledge and the undergraduates' grasp of a subject to the audience (Salem, 2019). According to Tailab and Marsh (2020), oral presentations are planned speeches made in front of an audience with the goal of eliciting feedback, imparting knowledge, and convincing people to answer questions. Educators or lecturers at the universities normally encourage their students to completely employ oral presentations while providing their information on any given tasks or projects in front of the class. According to Belaman et al (2022), oral presentations help students improve their public speaking abilities and self-assurance when addressing an audience, both of which help them learn how to communicate more effectively. Good oral presentation abilities are essential for getting high exam scores and promoting communication between students and teachers in higher education, claim (Kho and Ting 2021).

The term "oral presentation" has several different meanings. Nausa (2019), defines it as a partially spoken and partially visual mode of communication that usually occurs in organizational situations under time constraints. According to Nguyen (2019), an oral presentation is any type of presentation in which undergraduate students provide a clear, compelling, and emotive presentation on a particular subject in class. Furthermore, Nouairia (2019) claimed that oral presentations, which require students to prepare and convey information in front of the class in a formal manner that is writing-like because the presenter can read from notes, are a common practice in English classes. Salem (2019), went on to say that oral presentations are spoken discourses that deal with knowledge transfer and have casual, conversational expressions of seminars. They can be given in a business, technical, professional, or scientific setting. In the end, presenters will answer questions from the audience and may include visual aids in their presentations (Tailab & Marsh, 2020).

Increased exposure to oral communication strategies could help future graduates become more proficient presenters in business settings. University students can improve their professionalism in the workplace by honing their oral presenting skills. According to Zaitseva (2020), oral presentation abilities are crucial professional capabilities and presentations based on research. Therefore, for undergraduates to be successful employers in the workplace, they must possess strong oral presenting skills. At their new job, future undergraduates will be faced with a variety of scenarios, including giving oral briefings, attending meetings, and presenting ongoing project or product proposals to vendors (Salem, 2019). Thus, employing efficient methods like PowerPoint, posters, product presentations, and video recording aids in enhancing students' ability to communicate and deliver strong oral presentations (Miskam & Saidalvi, 2019). Oral presentation abilities are essential in many job interviews and are mostly required at work since future graduates with employability skills, beliefs, and attitudes truly fit the market demands, according to (Nasir and Isa, 2021).

However, Malaysian university students may experience obstacles when presenting oral presentations, such as the difficulty to explain their views, which may lead to muttering

(Soomro et al., 2019). Additionally, students may be shy and uneasy in front of others (Kho & Ting, 2019). Similarly, education policy makers frequently discuss the issue of university students' low English proficiency (An, Ravindan & Al-Shaibani, 2022). This contributes to university students' speaking anxiety because they may constantly worry and feel anxious when they learn and think in a classroom setting (Taly & Paramasivam, 2020).

Thus, fear is the primary factor in this study that affects students' confidence in their oral presentation skills. It is proposed that to address this issue, teachers assign video recording jobs to their students so they can practice giving spoken presentations. The aim of this research was to demonstrate how students' confidence levels are raised through video recording assignments.

Literature Review
Speaking abilities are crucial because they enable us to express our ideas to others in a clear and concise manner. Providing students with opportunity to practice and convey material through oral presentations is one technique to help them enhance their speaking skills. However, most students face a difficulty, one of which is fear. Speaking nervousness during a presentation is a typical occurrence for students of all ages, skill levels, and dispositions. This issue primarily occurs in unique settings, particularly when students are required to give oral presentations in front of a wider audience (Nurilahi and Suhartono, 2021). This phenomenon is primarily associated with feelings of anxiety and insecurity, which typically resulted from to fear of negative evaluation.

These days, technology permeates every aspect of our lives since it offers so many advantages, particularly in education. For this reason, it should be incorporated in all teaching and learning processes (Angwaomaodoko, 2023). Perhaps because of technology, students can instantly access a wealth of knowledge and resources and prepare material for their presentations. Technology can provide insightful information on audience participation during an oral presentation, enabling presenters to improve their message and delivery. This may be the reason why presenters find video recording to be a very useful tool.

Nguyen and Pham (2022), claim that students were able to post products of their conversations or dialogues to YouTube with the use of technology, allowing them to replay recordings for improvement and instantly view comments or criticism. This was based on input from students themselves, obtained through teacher interviews and questionnaires.
Gyeltshen (2021), also emphasized a case study in the Mongar District. It was shown that students' speaking anxiety had decreased due to using videos. 92 Grade 5 ESL Bhutanese students participated in a pre- and post-survey, and the results showed that using videos to practice speaking tasks had increased the students' confidence levels. Additionally, it was seen that student motivation had increased. In addition, the students' opinions of using media were more favourable than they had previously been.

Bayu and Iswahyuni's (2019), study investigated the efficacy of video projects among non-English speaking students. The results revealed that the participants gave favourable feedback, with the majority stating that they preferred the video recording activity over the other speaking activities since it was less intimidating. Additionally, the researchers discovered that cooperative learning among them was strengthened by high-quality movies

as a result of video project learning. This study attempts to provide an answer to the following query considering these encouraging comments and the interest in potential additional advantages of video recordings:

1. How can students' anxiety about oral presentations be reduced by using a video recording task?

Methodology

The research strategy employed in this study was a descriptive qualitative approach in which it discussed how the video documentary task might lessen anxiety in students' oral presentation skills subjectively. Observation, field notes, and interviews are used to gather data for qualitative design, which is based on the features of descriptive qualitative research (Creswell, 2021). Any study that produces findings not obtained by statistical analysis or other quantitative means is referred to as qualitative research. In addition to social movements, cultural phenomena, organizational activities, and cross-national interactions, studies on people's lives, experiences, behaviours, emotions, and feelings can fall under this category (Rahman, 2020). There are several benefits to using qualitative research methodologies. First, according to Rahman (2020), a qualitative research approach assesses the significance of the participants' actions and produces a thorough and in-depth description of their thoughts, feelings, and experiences. In addition, Dawadi, Shrestha, and Giri (2021), emphasized the use of qualitative methodologies to better understand issues related to the creation, administration, and interpretation of language assessments.

The descriptive qualitative approach was employed in this study to provide a comprehensive picture of the research. The data instrument utilized in this study was interviews which enable for the investigation of a person's real-world experiences with anxiety by seeking to understand the individual from the inside out (Setiyo Astuti, 2020). 44 Kor SUKSIS trainees enrolled in the Kor SUKSIS Public Speaking Course 2023 served as the study's subjects. The task given to the students was to create a 10-minute documentary video. Current issues like gambling, bullying, illegal racing, smoking, and scamming were the subjects of the video documentary. After then, the students were split up into six groups. They were instructed to research the selected subject, write screenplays, and use a cell phone camera to produce the video documentary. The effectiveness of Kor SUKSIS learners in using their communication skills was continuously monitored. To find out how confident the Kor SUKSIS trainees felt speaking in front of their peers during their Public Speaking Course in 2023, interviews with them were also conducted.

Results and Discussions

After watching the student-submitted movies, it was evident that most of them put a lot of effort into completing the assigned duties, as evidenced by the generally high calibre of the visuals and audio. Based on the statements provided by most interviewees, the video recording exercise helped them get over their fear of speaking in English. It was because of the time they had to edit the footage before revealing the finished goods. Indirectly, students were able to evaluate themselves as they were editing their work. Conversely, they were spared from having to stand and talk in front of the public and were just obliged to show the videos to their instructors and fellow students. This is consistent with research by Kho & Ting (2019), which found that students may be shy and uneasy giving presentations in front of a

group of people. Therefore, by completing a video production work, they could increase their confidence in speaking English.

Based on the input provided by the participants, it appears that the video recording task is a viable choice for teaching and learning English. At the same time, as most of the students are aware that they are afraid to have oral presentation using English, it is suggested that the students keep on practising on conducting presentation in the language to overcome their worry. This result is consistent with that of Bayu and Iswahyuni (2019), who found that most participants favoured the video recording task over other activities because they perceived it to be less daunting.

Conclusion

One of the primary elements that affected the students' performance in the English oral presentation was anxiety. According to the study's findings, assigning students to record videos could be one of the activities that helps them with this issue. It was not necessary for the students to show their work in front of the general audience. Before the presentation, they had the opportunity to modify their work. As a result, the kids had benefited from the video recording assignment.

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