



STUDENTS' ATTITUDES TOWARD VIDEO-RECORDED PRESENTATIONS IN ENHANCING ENGLISH ORAL PRESENTATION SKILLS IN AN ESP SETTING

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ABSTRACT

In the English for Specific Purposes (ESP) context, where students must communicate effectively for academic and professional goals, oral presentation skills are especially important. However, many college students struggle with nervousness, low self-esteem, and a lack of opportunities to practice speaking English in traditional live presentations. The current study examines students' opinions regarding the usage of video-recorded presentations as a substitute oral presentation task in an ESP class to address the issues. 26 students studying Civil Engineering at a private university in Indonesia participated in the study, which used a quantitative research approach. Students' opinions prior to, during, and following video-recorded presentations were examined using a closed-ended questionnaire using a five-point Likert scale. The results show that students' perceptions of video-recorded presentations are generally favourable. Pronunciation, fluency, grammatical accuracy, and presentation structure were all evaluated by most participants as being improved by this method. Additionally, speaking anxiety was lessened, confidence was boosted, and adequate preparation time was provided by video-recorded presentations. Students' enthusiasm was also bolstered by encouraging comments from their teachers and peers. Video-recorded presentations were seen as a helpful and encouraging learning technique, even though they required extra preparation time. The study concludes that, in ESP and English as a Foreign Language (EFL) context, video-recorded presentations can be a useful teaching technique for improving students' oral presentation skills.

Keywords: students' video-recorded presentation, students' attitudes, ESP, EFL learning

A. INTRODUCTION

Fundamentally, ESP is distinguished from a generalist curriculum for English language instruction by its emphasis on the learning requirements determined by the learners' future occupations or academic subjects. Thus, teaching ESP entails a dedication to authentic communication, learner-centeredness, and, when feasible, a close relationship with specialized disciplines (Hyland, 2022; Woodrow, 2018). ESP has been extensively used in several nations,



including Indonesia, to better meet students' communication needs. Classroom activities that reflect the active use of linguistic communication are highly advised to accomplish the goal (Otermans et al., 2025; Radosavlevikj, 2023).

College students with excellent communication and presentation abilities will have many opportunities for career prospects and work progression in the current technological era. To support the statement, Jackling and Natoli (2015) and Pang et al. (2019) confirm that graduates with strong communication, critical thinking, problem-solving, and flexibility skills are becoming increasingly valued by employers. Emerging presentation skills is one approach to develop these abilities. According to Rohm et al. (2021), students must be able to successfully interact with others and make compelling oral presentations to succeed in the global, competitive, and quickly evolving world of today. In addition, Naser and Isa (2021) affirm that since future graduates with employability skills, values, and attitudes fully suit the demands of the market, oral presentation skills are crucial in many job interviews and are mainly required at work.

Oral presentations are crucial to the teaching and learning of languages, especially in the EFL settings. As a result, they are frequently employed in universities, giving students the chance to practice the language they are studying, i.e. English (Gedamu and Gezahegn, 2023; Makhoulf, 2025). Furthermore, oral presentations help English language learners develop critical skills that are helpful in both their academic and professional contexts (Ho et al., 2023). In accordance with the studies, Ati and Parmawati (2022) emphasize how oral presentations encourage students to talk more effectively, which enhances their English communication abilities. According to Halleman (2021), oral presentations are intended to assist EFL learners in overcoming their fear of public speaking while boosting their confidence in their ability to master the target language.

In terms of principle, oral presentations have many benefits; however, in practical terms, students struggle to complete them. Naseebullah et al. (2025) claim that for numerous students, delivering a presentation can be a formidable task. The study highlights that the students encounter several challenges when giving oral presentations. First, during their oral presentations, they struggle to comprehend fundamental concepts, which leaves them



perplexed. Additionally, during their oral presentations, they frequently highlight the incorrect words in sentences. However, most respondents disagree that they are not terrified of audience queries. Another study by Ediwarman and Pahamzah (2023) reveal that when speaking in front of an audience, people frequently worry that they may not be able to make their point clearly, which can interfere with the communication process. Similarly, research by Pham et al. (2022) and Trehan and Soni (2023) confirm that many university students, especially in non-native English contexts, encounter difficulties with enhancing oral presentation skills since they have limited practice opportunities, low confidence, and inadequate language proficiency.

In the present study, one of the researchers, who has taught English for Civil Engineering at one of the private universities in Indonesia for more than three years, has seen that the students' presentations in English have not always been flawless. Most students exhibit a lack of confidence when performing oral presentation tasks. To get around the issue, the researchers employed video-recorded presentations. The initiative's main goal was to raise students' awareness of the necessity of fully preparing themselves for providing remarkable presentations. The study investigates how students perceive video-recorded presentations to support their English language learning, particularly in terms of improving their communication skills.

Theoretically, students' video-recorded presentation is claimed as one of the methods of learning speaking skill (Aprianto and Muhlisin, 2022). In the same vein, Qureshi et al. (2019) assert that since digital video recording of speech classes enables students to be more accurate and productive when giving peer evaluation and filling out self-reflection sheets, it should become a required component of speech class assessment. In addition, Sari and Iswayuni (2019) state that video projects are more manageable than other speaking exercises for non-English speaking students. Furthermore, Hallemons (2021) contends that although the video-recorded presentations required a lot more time to prepare and produce each recorded presentation, the process of analysing the video content provides an additional opportunity for reflection that is sometimes absent from offline presentation classes. In other words, students are engaging in experiential learning while creating the videos; instead of just giving presentations in front of an audience, they are actively creating, reflecting on their work, and



self-correcting. Teachers' responsibilities to guarantee students' participation in thorough preparations become crucial to meet the objectives (Lan, 2024).

Some studies have discussed about students' video-recorded presentations, such as the study of Duong et al. (2025) which focused on a distance learning course of the Vietnamese students by implementing self-assessment of video recording they had made to develop their speaking skills. By continuously observing and assessing their work, students could improve their language and skills. As a result, they developed greater self-assurance, determination and independence. Students remarked that there was need for improvement in particular communication techniques, including body language, intonation, pauses, emphasis, and voice quality. Additionally, Mahmoud (2023) examined the impact of self-video recording on the advancement of speaking skills among Moroccan university students. The study's findings demonstrate the usefulness of self-video recording in improving students' speaking skills. In the Indonesian context, Mahardika et al. (2021) studied the university students' perceptions of using video production in learning English including reading, listening, speaking, listening, and grammar comprehension, since the subject learnt was general English. The study, which used a mixed-method approach, revealed that students believe video production had improved their English. They argue that making videos enhances their grammatical comprehension, speaking, writing, listening, and reading skills.

This research is important because, in addition to being the first project to use students' video-recorded presentation as the assignment of oral presentation in the EFL context, it is essential to comprehend the perspectives of Civil Engineering students at a private university in Indonesia. Therefore, the research question is formulated as follows: *What are the attitudes of students toward video-recorded presentation?*

B. METHOD

The attitudes of students about video-recorded presentations were examined in the current study. To answer the study's research question, a quantitative approach using a questionnaire-based survey was used (Fraenkel et al., 2011). To support the statement, Shah et al. (2020) suggest that to ascertain the behavioural aspect, it is therefore logical to employ quantitative techniques or surveys. 26 Civil Engineering students took the English subject were the

participants of the study. One of their duties was to give an oral presentation utilizing video recordings.

An online, closed-ended survey with several Likert-scale items ranging from “strongly disagree” to “disagree,” “neutral,” “agree,” and “strongly agree” was administered using the Google Form application. It includes the students’ opinions regarding the value of using their video-recorded presentations to improve their English (item 1), their feelings during the preparation of the presentations (items 2-4), their feelings during the oral presentations (items 5–10), and their feelings following the oral presentations (items 11-15). Some of the survey’s assertions were modified from research by Makhlouf (2025). The consent letter that was created in conjunction with the Google Form questionnaire was also asked to be signed by the informants as part of the research ethics.

C. FINDINGS AND DISCUSSIONS

Findings

Scrutinizing the attitudes of students regarding video-recorded presentations was a research topic developed for this study. In the study, the participants were asked to fill out a questionnaire to find out how the students felt about video-recorded presentations. The results of the analyses are shown in Table 1.

Table 1. Students’ attitudes toward video-recorded presentation

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. I believe producing video-recorded presentation is useful to support my English learning.	1 ≈ 3.8%	0 ≈ 0%	2 ≈ 7.7%	10 ≈ 38.5%	13 ≈ 50%
2. The teacher gives clear instructions how to do presentations using video-recorded presentation.	0 ≈ 0%	1 ≈ 3.8%	2 ≈ 7.7%	8 ≈ 30.8%	15 ≈ 57.7%



3. Preparing video-recorded presentation takes time.	0 ≈ 0%	0 ≈ 0%	0 ≈ 0%	11 ≈ 42.3%	15 ≈ 57.7%
4. I have adequate time to prepare my presentation through video-recorded presentation.	1 ≈ 3.8%	0 ≈ 0%	2 ≈ 7.7%	9 ≈ 34.6%	14 ≈ 53.9%
5. I have enough English vocabulary to express myself clearly in the video-recorded presentation.	1 ≈ 3.8%	2 ≈ 7.7%	2 ≈ 7.7%	8 ≈ 30.8%	13 ≈ 50%
6. I pronounce the English words properly in the video-recorded presentation.	1 ≈ 3.8%	1 ≈ 3.8%	3 ≈ 11.5%	7 ≈ 26.9%	14 ≈ 53.9%
7. I speak fluent English in the video-recorded presentation.	1 ≈ 3.8%	1 ≈ 3.8%	3 ≈ 11.5%	8 ≈ 30.8%	13 ≈ 50%
8. I don't make grammatical mistakes in the video-recorded presentation.	15.4	0 ≈ 0%	2 ≈ 7.7%	9 ≈ 34.6%	11 ≈ 42.3%
9. I can provide a natural delivery presentation instead of reading or memorizing in the video-recorded presentation.	2 ≈ 7.7%	0 ≈ 0%	3 ≈ 11.5%	9 ≈ 34.6%	12 ≈ 46.1%
10. I can present three parts of oral presentation: introduction, development, and conclusion chronologically in the video-recorded presentation.	1 ≈ 3.8%	1 ≈ 3.8%	3 ≈ 11.5%	7 ≈ 26.9%	14 ≈ 53.9%

11. I like doing oral presentations through video-recorded presentation.	1 ≈ 3.8%	1 ≈ 3.8%	3 ≈ 11.5%	8 ≈ 30.8%	13 ≈ 50%
12. I feel comfortable when speaking in English using video-recorded presentation.	1 ≈ 3.8%	1 ≈ 3.8%	3 ≈ 11.5%	7 ≈ 26.9%	14 ≈ 53.9%
13. I feel confident when I speak in English using video-recorded presentation.	1 ≈ 3.8%	1 ≈ 3.8%	3 ≈ 11.5%	7 ≈ 26.9%	14 ≈ 53.9%
14. My friends give positive feedback for my performance in the video-recorded presentations.	0 ≈ 0%	1 ≈ 3.8%	3 ≈ 11.5%	10 ≈ 38.5%	12 ≈ 46.1%
15. My teacher gives positive feedback for my performance in the video-recorded presentations.	0 ≈ 0%	1 ≈ 3.8%	3 ≈ 11.5%	10 ≈ 38.5%	12 ≈ 46.1%

The overall viewpoint of the students regarding the video-recorded presentations as the oral presentation assignment in the EFL environment is described in the table. As could be observed in Table 1, there were 15 items were examined, with the following specifics: The students' opinions about the value of using their video-recorded presentations to improve their English are represented in statement number 1, their feelings during the preparation of the presentations are represented in statements number 2 to 4, their feelings during the oral presentations are represented in statements number 5 to 10, and their feelings after the oral presentations are represented in statements number 11 to 15. The descriptions of the study's data are as follows.

Regarding the students' belief that video-recorded presentations are useful to support their English learning, it is found that 50% students chose "strongly agree", and 30.8% students chose "agree" with the statement. Meanwhile, there were not more than 4% of the students



chose “strongly disagree” and none of them chose “disagree”. Additionally, up to 7.7% of the students expressed a neutral opinion.

Three categories were created from the study of the feelings of the students during the preparation of the presentations utilizing video-recorded presentations (items 2-4). For the item 2: “The teacher gives clear instructions on how to do presentations using video-recorded presentation,” more than 50% of the participants state that they strongly agree and around 30% of them say they agree. In a similar vein, over half of the participants say they “strongly agree,” while the remaining participants say they “agree” with the statement, “Preparing a video-recorded presentation takes time.” In the meantime, 53.9% of students said they “strongly agree”, and 34.6% said they “agree” with the other element of the students’ feelings during the preparation of the presentations mentioned in item 4: “I have adequate time to prepare my presentation through video-recorded presentation.”

The results of the analysis of students’ feelings during oral presentations using video-recorded presentations were divided into five categories (items 5-10). According to the statistics for query 5: “I pronounce the English words properly in the video-recorded presentation,” 53.9% of participants said they “strongly agree”, while 26.9% said they “agree”. Additionally, within the results, 50% of students strongly agreed and 30.8% agreed with statement 6, “I speak fluent English in the video-recorded presentation.” The data also show that most students answered “strongly agree” (42.3%) and “agree” (34.6%) to the seventh question, “I don't make grammatical mistakes in the video-recorded presentation”. Regarding the students’ ability in providing a natural delivery presentation instead of reading or memorizing in the video-recorded presentation, the data show that 46.1% of students responded “strongly agree” and 34.6% of students responded “agree”. For the last category stated in item 8: “I can present three parts of oral presentation: introduction, development, and conclusion chronologically in the video-recorded presentation,” more than 50% of the students strongly agreed and more than 25% agreed with the statement.

The study also explored at how participants felt about students’ video-recorded presentations after the oral presentation to learn more about their perspectives (queries 11-15). From the statement in item 11: “I like doing oral presentations through video-recorded presentation,”



50% of the participants stated “strongly agree” and 30.8% stated “agree”. The answers to questions 8 and 9 are identical: “I feel comfortable when speaking in English using a video-recorded presentation” and “I feel confident when I speak in English using video-recorded presentation.” For both categories, 53.9% of respondents said they “strongly agree”, while 26.9% said they “agree”. Similarly, item 14: “My friends give positive feedback for my performance in the video-recorded presentations,” and item 15: “My teacher gives positive feedback for my performance in the video-recorded presentations” also show similarities in the data obtained. For those queries, over 45% of participants selected “strongly agree”, while over 38% selected “agree”.

Discussion

By connecting theories and previous studies, the section provides a brief overview of the research findings. In the present study, the finding regarding the students’ belief that video-recorded presentations are useful to support their English learning shows that they have a positive attitude toward the use of video-recorded presentations in their English class. The finding echoes the studies by Duong et al. (2025) and Mahardika et al. (2021). They affirm that students might improve their language and proficiency by regularly viewing and assessing their video-recorded presentations.

For the theme: “the students’ feelings during the preparation of the presentations” indicates that the participants maintain a good attitude in each category. The study’s findings are consistent with Lan’s (2024) research, which states that to help students improve their presentation skills, the teacher provides explicit directions on how to conduct presentations utilizing video recordings. Additionally, based on the data findings the students felt that preparing a video-recorded presentation takes time; the present study concurs with Halleman’s (2021) findings that the preparation time for the video-recorded presentations was significantly longer. However, they have adequate time to prepare for their presentations through the video-recorded presentations. The students’ responses become one option for resolving the issues identified in the study of Pham et al. (2022). Utilizing video-recorded presentations allows students more time to prepare their oral presentations rather than delivering them directly in class. The data from items 2-4, reflecting how the learners felt during the preparation of video-recorded presentations, indicates that the participants maintain a good attitude in each category.



In relation to the students' feelings during oral presentations using video-recorded presentations, all the data pertaining to the students' emotions during oral presentations using video-recorded presentations demonstrate their positive attitude toward the approach. The results were consistent with Duong et al.'s (2025) and Mahmoud's (2023) study, which discovered that students' video recordings had improved their speaking abilities, particularly their presentation skills. Meanwhile, due to the investigation into how the students felt about students' video-recorded presentations, every category reflected the students' favourable opinions of the usage of their video-recorded presentations, particularly when it came to how they felt about them following the oral presentation. The results of the current study support the study's findings of Qureshi et al.'s study (2019) which confirm that for speech classes, video recording could provide EFL students a sense of progress and help them understand the value of constructive teachers' and peers' criticisms following their presentations.

D. CONCLUSION

The purpose of the present study was to find out how Civil Engineering students in an EFL setting felt about using video-recorded presentations to help with their English language acquisition, especially regarding oral presentation skills. The results show that using students' video-recorded presentations can successfully reduce the issue this study addressed, which was students' lack of confidence, insufficient speaking experience, and nervousness when giving oral presentations.

Overall, the findings show that students' opinions of video-recorded presentations are generally favourable. Pronunciation, fluency, grammatical accuracy, and presentation structure were all evaluated by most participants as being improved by this method. Students were able to prepare more extensively, evaluate their performance, and lessen the anxiety typically associated with live presentations because to the flexibility provided by video-recorded presentations. Additionally, students reported feeling more at ease and confident when speaking English, which was reinforced by encouraging comments from teachers and peers. These results imply that video-recorded presentations serve as both an excellent teaching tool that fosters experiential learning and learners' autonomy, as well as an alternate assessment approach.



Notwithstanding the favourable results, the study also emphasizes that certain students may find it difficult to prepare for video-recorded presentations. However, it seems the extra time commitment makes a significant difference in oral communication performance and self-awareness.

To increase the findings' generalizability, further study is advised to increase the sample size and include students from various institutions or specialties. To obtain a deeper understanding of students' learning experiences, future research may potentially use mixed-method or qualitative techniques like interviews or reflective journals. Further research on the effects of live and video-recorded presentations on speaking ability and anxiety levels could be conducted. To investigate the long-term impacts of video-recorded presentations on students' oral communication abilities and academic achievement, a longitudinal study is also advised.

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