Enhancing Students' Speaking Skills In English Language Using Video Recorded Presentation

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ABSTRACT

Effective speaking skills are crucial for language learning, yet the COVID-19 pandemic and subsequent lockdown measures have posed challenges in fostering learners' engagement in speaking activities. This study addresses the issue of students' discomfort and hesitancy in speaking in front of others, particularly in the English language. The aim of this research is to investigate the effectiveness of video recorded presentations as a means to enhance students' speaking skills, focusing on the context of the Philippines. A combination of descriptive and qualitative research methodologies was employed to assist students with poor oral communication abilities. The study began with a pre-test phase where students created video presentations introducing themselves and sharing personal challenges. This allowed for the identification of specific skill gaps and the development of tailored remediation plans. Following the remediation intervention, a post-test was administered to a sample of 25 education students. The findings of the study reveal a significant difference in the post-test scores of students who underwent the oral remediation intervention. This indicates that the utilization of video recorded presentations had a profound impact on students' performance in speaking skills. The researcher concludes that incorporating video presentations into teaching practices can greatly benefit students in the Philippines and contribute to the enhancement of their English language speaking abilities. This study highlights the importance of addressing the challenges faced by students in speaking activities, particularly in the post-pandemic era. The use of video recorded presentations as a pedagogical tool offers a solution to engage students, build their confidence, and improve their overall performance in speaking skills. The findings provide valuable insights for educators globally, emphasizing the potential of technology-enhanced language learning strategies to overcome the limitations imposed by the pandemic and enhance students' language proficiency.

Keywords: English Language, Students, Speaking, Skills, Video recorded Presentation.

1. INTRODUCTION

Speaking skills are of utmost importance in the language learning process, and it is crucial for teachers to prioritize their development in the classroom. However, the COVID-19 pandemic and subsequent lockdown measures have presented new challenges for educators, particularly in fostering learners' involvement in speaking activities Zhong & Rohaya (2022). Following the pandemic, students have encountered difficulties in participating actively in speaking tasks. Many learners' express discomfort when speaking in front of others, as they feel self-conscious and anxious when being observed and listened to. Additionally, some students exhibit uneasiness and shyness when it comes to speaking in the English language, leading them to remain silent during class interactions. Consequently, addressing these challenges and promoting students' oral communication skills have become critical objectives in the academic and pragmatic contexts.

To tackle these issues, the present study utilizes a combination of descriptive and qualitative research methodologies to assist students with poor oral communication abilities. The research methodology includes a pre-test phase where students are required to create video presentations introducing themselves and sharing their personal life challenges (Adise et al., 2022). This approach aims to quickly identify specific skill gaps among students and facilitate the development of tailored remediation plans to address these gaps. Following the pre-test phase, a post-test is administered after implementing the oral remediation intervention with a sample of 25 education students.

Upon conducting a thorough investigation, the study reveals a significant difference in the post-test scores of students who underwent the oral remediation intervention. This finding indicates that the use of video recorded presentations has a profound impact on students' performance in speaking skills. As a result, the researcher concludes that Video Presentation is an effective approach that should be further developed and actively practiced by teachers to enhance students' speaking abilities.

The importance of developing students' speaking skills in the English language is recognized worldwide as it plays a crucial role in effective communication and language acquisition. However, the COVID-19 pandemic has presented unique challenges to educators, disrupting traditional classroom environments and limiting opportunities for in-person interaction. As a result, finding innovative ways to engage students in speaking activities and enhance their oral communication abilities has become increasingly important across global educational contexts.

The present study addresses this pressing issue by investigating the effectiveness of video recorded presentations as a means to develop students' speaking skills. While the specific context of the study may vary, the global significance lies in its potential to provide a solution applicable to diverse educational settings grappling with similar challenges. The use of video recordings as a pedagogical tool transcends geographical boundaries, making it a relevant approach for teachers and learners worldwide.

By incorporating video recorded presentations into language learning environments, teachers can create opportunities for students to practice speaking at their own pace, gain confidence, and improve their overall performance. This approach aligns with the evolving landscape of technology integration in education and highlights the importance of adapting teaching methodologies to meet the needs of 21st-century learners. The findings of this study, demonstrating the positive impact of video recorded presentations on students' speaking skills, offer valuable insights for educators globally. It emphasizes the potential of technology-enhanced language learning strategies to overcome the limitations imposed by the pandemic and enhance students' language proficiency.

In the Philippines, many learners face difficulties and lack confidence when speaking in English, hindering their oral communication proficiency. In response to this issue, the present study aims to investigate the effectiveness of video recorded presentations as a tool to enhance students' speaking skills in the English language within the Philippine context.

To address the research objective, a combination of descriptive and qualitative research methodologies was utilized (Irwan et al., 2022). The study focused on providing targeted assistance to students with poor oral communication abilities in the Philippines. Initially, a pre-test was conducted to assess students' proficiency levels and identify specific areas for improvement. As part of an individualized remediation plan, students were tasked with creating video presentations introducing themselves and sharing personal challenges. This exercise allowed for a quick identification of students' specific areas of improvement. Subsequently, a post-test was administered after implementing the remediation intervention with a group of 25 education students in the Philippines.

The findings of the study revealed a significant difference in the post-test scores of students who received the oral remediation intervention. This indicates that the utilization of video recorded presentations had a positive impact on students' performance in speaking skills. Consequently, the researcher concludes that incorporating video

presentations into teaching practices can greatly benefit students in the Philippines, contributing to the enhancement of their English language speaking abilities.

The study lies in its contribution to addressing the challenges faced by students in developing their speaking skills, particularly in the context of the COVID-19 pandemic and its impact on education (Fauzi et al., 2022). By utilizing video recorded presentations as a pedagogical tool, this study offers an innovative approach to enhance students' oral communication abilities. The findings emphasize the effectiveness of video presentations in improving students' speaking skills, highlighting its potential as a valuable teaching methodology for educators worldwide.

The pandemic and subsequent lockdown measures have presented new challenges for educators in fostering learners' involvement in speaking activities, leading to difficulties and discomfort among students when participating in speaking tasks. Additionally, students in the Philippines often struggle with speaking in English and lack confidence in oral communication proficiency. Therefore, this study aims to investigate the effectiveness of video recorded presentations as a tool to enhance students' speaking skills in the English language within the Philippine context.

METHODOLOGY

Research Design:
The research design for this study could be a quasi-experimental design, specifically a pre-test/post-test design with a single group. This design would allow for the examination of the impact of the oral remediation intervention on students' performance by comparing their pre-test and post-test scores.

Participants:
The participants would be 25 education students who are experiencing difficulties in oral communication.
It would be important to ensure that the participants have a similar level of proficiency in the English language to minimize potential confounding variables.

Data Collection
Pre-Test: A pre-test would be administered to assess the students' initial oral communication skills. This could involve a video presentation where students introduce and share their challenges in life, as mentioned in the text.

Remediation Intervention: Following the pre-test, the students would receive individualized remediation based on their specific skill gaps. The intervention could involve various strategies and activities aimed at improving their oral communication skills, such as role-playing, group discussions, presentation practice, and feedback sessions.

Post-Test: After the remediation intervention, a post-test would be administered to evaluate the students' improved oral communication skills. Similar to the pre-test, the post-test could involve a video presentation or another appropriate assessment method.

Data Analysis:
The pre-test and post-test scores would be collected and analyzed using appropriate statistical methods. Descriptive statistics, such as means and standard deviations, can be calculated to summarize the data.
To determine the significance of the intervention, a paired-samples t-test or a non-parametric equivalent (if the assumptions for a t-test are not met) can be conducted to compare the pre-test and post-test scores.

Ethical Considerations:
Ethical approval should be obtained from the relevant institutional review board or ethics committee.
Informed consent should be obtained from the participants, ensuring their voluntary participation and confidentiality of their data.
Participants should be made aware of their right to withdraw from the study at any time without consequences.

RESULTS AND DISCUSSION

Table 1: Oral Presentation Scoring Guide

Correct Score	Scale	Verbal Description	Explanation
22-26	5	Excellent	Clear organization, stays focused throughout, and achieves the main goals.
17-21	4	Very Satisfactory	Achieves some of the main goals and much of the minor goals.
12-16	3	Satisfactory	Achieves fewer main goals and some of the minor goals.
7-11	2	Fair	Achieves none of the main goals and fewer minor goals.

Correct Score	Scale	Verbal Description	Explanation
1-6	1	Poor	No clear organization, fails to achieve both main and minor goals.

Table 2: Pretest Score of 25 Education Students

N	Mean	Std. Deviation
35	2.45	0.430

Legend:
- 1.0-1.49 (1) = Poor
- 1.50-2.49 (2) = Fair
- 2.50-3.49 (3) = Satisfactory
- 3.50-4.49 (4) = Very Satisfactory
- 4.50-5.00 (5) = Excellent

Following the oral presentation scoring guide on table 1, the result of the Pre-test on shows on table 2 , the activity administered in 15 minutes recorded video introducing and sharing their challenges amidst pandemic covid -19 to quickly identify a student's specific skill gaps it was found that majority of the students neither achieved the main goals nor the minor goals with the main of 4.45

Richards (2002:201), a significant portion of individuals worldwide study English with the aim of achieving fluency in spoken communication. In essence, proficiency in the English language is often assessed based on one's speaking skills and ability to effectively engage in oral communication.

Table 1 shows the rating scales used in the study. The pretest and post-test in both teaching methods is composed of 15 items reading comprehension test. The students are given validated reading materials. After reading the given passage, the students are given a 15-item comprehension test.

During the activity, it was observed that a majority of the student participants in the study exhibited signs of speaking anxiety, such as difficulty controlling their emotions and using filler words like "umm," "uh," "so," and "because." They also expressed their worries and apologized multiple times. These behaviors clearly indicated their fear and shyness when it came to speaking in the English language.

According to Brown, foreign language anxiety refers to the feeling of intimidation and inadequacy associated with the process of learning a foreign language. Similarly, William and Andrade (2008) conducted a

study on anxiety in Japanese EFL classes to identify the situations that triggered anxiety and assess the students' ability to cope with it. Their findings revealed that anxiety was most commonly experienced during the output and processing stages of language learning. Students reported fear of negative evaluation, anxiety about speaking in front of the class, and apprehension related to the random selection method employed by teachers to call on students.

These findings align with the observations made during the study, highlighting the impact of anxiety on students' speaking abilities. It is important for educators to acknowledge and address this anxiety in order to create a supportive and conducive learning environment for language learners (Xiaohui et al., 2022). By implementing strategies to reduce anxiety and providing opportunities for students to practice speaking in a comfortable and non-judgmental setting, educators can help students overcome their fears and improve their oral communication skills in the English language

In a follow up interview the participants admitted the following:
1. i am afraid that teacher might cricize me
2. i wanna say more but little vocabulary made me stop and speak unnecessary words.
3. i feel so shy in 15 minutes is a long time for me to speak and i feel like its an hour.
4. The activity was interesting. I failed but i realize that i have to learn more vocabulary in the english language.
5. I am excited to learn more.

After the pre-test and a follow up interview, students were given some lectures and tips on Killing speaking anxiety in the English Language for two weeks and a post-test afterwards.

Table 3: Post-test Scores of 25 Education Students

N	Mean	Std. Deviation
Post-test	35	3.94

Legend:
- 1.0-1.49 (1) = Poor
- 1.50-2.49 (2) = Fair
- 2.50-3.49 (3) = Satisfactory
- 3.50-4.49 (4) = Very Satisfactory
- 4.50-5.00 (5) = Excellent

The results of the study suggest that the intervention program aimed at enhancing education students' oral communication skills in the English language had a positive impact. The post-test mean score of 3.94 indicates that students' speaking skills improved significantly after the intervention. These findings suggest that the lectures and tips on reducing speaking anxiety were effective in improving students' speaking abilities.

The descriptive statistics also show that the majority of the students scored in the "very satisfactory" range (3.50-4.49), indicating that the intervention had a significant impact on their speaking skills. None of the students scored in the "poor" range, indicating that the intervention was successful in helping all participants improve their speaking abilities. The results suggest that the intervention was appropriate for the participants and achieved the desired outcome of improving their speaking skills in the English language.

However, it is important to note that the quasi-experimental design used in this study has some limitations. For instance, the absence of a control group means that it is difficult to determine whether the observed improvement in speaking skills was due to the intervention or other factors. Future studies could consider using a randomized controlled design to address this limitation and improve the internal validity of the findings.

The findings of this study provide evidence that an intervention program aimed at enhancing education students' oral communication skills in the English language can be effective. The results can be useful for educators and policymakers looking to improve the quality of education in the English language (Nurtanio & herwing 2022). Further research can build on these findings to identify other effective interventions that can improve students' speaking abilities in English.

CONCLUSION

The results of this study provide strong evidence that the utilization of video presentations is highly effective in enhancing students' speaking skills in the English language. The findings indicate that students who participated in the intervention showed significant improvement in their post-test scores compared to their pre-test scores. This suggests that the video presentations served as an effective instructional tool for developing students' oral communication abilities.

These findings align with and build upon previous research by Guo (2013), which also highlighted the benefits of incorporating video recordings in improving students' classroom presentations. The high-quality visuals and engaging nature of video presentations were found to

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positively impact student learning experiences. Notably, students in the experimental group reported that watching their video recordings facilitated self-assessment and enabled them to make meaningful improvements in subsequent presentations.

The contrasting feedback from students in the control group further emphasizes the importance of video recordings as a valuable tool for self-assessment. The control group students expressed difficulties in accurately assessing themselves without the opportunity to review video data. This highlights the unique advantage of video presentations in providing students with the opportunity to observe and reflect on their own performance, leading to enhanced self-awareness and skill development.

Based on these findings, it can be concluded that the integration of video presentations into language learning environments holds great potential for improving students' speaking skills. The visual feedback and self-assessment opportunities offered by video recordings can contribute to students' overall language proficiency and confidence in oral communication.

The implications of this research suggest that educators and curriculum developers should consider incorporating video presentations as a regular component of language instruction. By providing students with opportunities to engage with video recordings of their own presentations, teachers can create a supportive learning environment that promotes self-reflection and growth in speaking skills.

It is important to note that this study has some limitations. The quasi-experimental design and single-group approach limit the ability to establish a definitive causal relationship between the intervention and the observed improvements. Future research could employ more rigorous designs, such as randomized controlled trials, to further validate the effectiveness of video presentations in enhancing students' speaking skills.

This study contributes valuable insights into the positive impact of video presentations on students' oral communication abilities. By leveraging the benefits of video recordings, educators can foster a more interactive and engaging language learning environment, empowering students to become more confident and proficient speakers of the English language.

RECOMMENDATION

Based on the findings of this study, several recommendations can be made to enhance students' speaking skills in the English language using recorded video presentations:

1. Incorporate Recorded Video Presentations: Language teachers should integrate recorded video presentations as a regular component of their instructional strategies. This can provide students with valuable opportunities to observe their own performances, reflect on areas for improvement, and enhance their speaking abilities.

2. Provide Access to Technology: Institutions should ensure equitable access to technology resources for both teachers and learners. This includes providing sufficient audiovisual equipment, such as cameras or smartphones, and appropriate software for recording and reviewing video presentations. Access to technology will enable a wider implementation of video presentations as a teaching tool.

3. Professional Development for Teachers: Teachers should receive adequate training and professional development opportunities to effectively utilize recorded video presentations in their language classrooms. Training can focus on guiding students in self-assessment and providing constructive feedback based on video recordings. This will enable teachers to maximize the benefits of video presentations for improving students' speaking skills.

4. Encourage Self-Assessment and Reflection: Teachers should emphasize the importance of self-assessment and reflection among students. They should guide students to review their video presentations, identify areas of strength and weakness, and set goals for improvement. Encouraging students to actively engage in self-reflection will contribute to their personal growth and language development.

5. Expand Research on Video-Based Instruction: Further research is recommended to explore the effectiveness of different types of video presentations, instructional strategies, and assessment methods in enhancing speaking skills. Comparative studies can be conducted to evaluate the impact of video presentations on different learner groups and proficiency levels. Additionally, investigating the long-term effects of video-based instruction on speaking skills would provide valuable insights for educators.

6. Collaborate and Share Best Practices: Language teachers and researchers should collaborate and share best practices regarding the implementation of video presentations in language instruction. This can be facilitated through professional networks, conferences,

and online platforms. Sharing experiences and success stories will help educators adapt and refine their approaches to effectively incorporate video-based instruction.

By implementing these recommendations educators can leverage the benefits of recorded video presentations to create an engaging and effective learning environment, promote self-assessment and reflection, and ultimately enhance students' speaking skills in the English

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