

## VIDEO-BASED INSTRUCTION TO BOOST STUDENTS' PRESENTATION SKILL

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*Video-Based Instruction in teaching has been used for long time to boost students' speaking skill. Presentation, as one of the speaking skills, is considered hard for most of the students, especially for non-English department ones. Therefore, the aim of this study is to know the relationship of video-based instruction and the students' ability to do presentation, Furthermore, this study is intended t to explore if the video-based instruction can motivate them to learn English more. This is a quantitative research. The questionnaire is administered to gain the data regarding students of pharmacy major about their opinions, responses, and motivations of using video-based instruction in making a presentation. The population of this study is 136 first year students of pharmacy from three classes, and the samples are 20 students for each class. The implication of this study is to equip the students with the skills of using video as a medium for learning English.*

**KEYWORDS:** *video-based instruction, presentation skill*

### INTRODUCTION

Presentation skill is very important to deliver ideas and knowledge. Presentation is speaking confidently in public and getting your point across effectively (Emden & Becker, 2004). However, most of people are still afraid to do presentation in the public (Hancock, Stone, Brundage, & Zeigler, 2010). In order to prepare students for the fourth industrial revolution, Gleason (2018) suggested that it emphasizes the role of critical thinking, verifying and identifying a problem. Furthermore, good presentation skills encompass many aspects of communication, both planned and unplanned, "Planned components include such things as preparation of the speech, visual aids, notes, handouts, location, and type of audience. Unplanned components include, diction, pace, poise, confidence and/or nervousness, dealing with disruptions and interruptions" (Popescu, 2013).

Thus, presentation skill is very hard to master, especially for students in non-English speaking countries (Bankowski, 2010). Therefore, according to Smith & Sodano (2011), students need to learn explicit instruction that helps them to make presentation in academic and professional settings. This explicit instruction can be from multimedia with a wide variety of different formats have been employed to increase the effectiveness of presentations between

visualization and knowledge of acquisition. (Sukitkanaporn & Phoocharoensil, 2014).

Video-Based Instruction is a powerful way to improve learning outcomes and learner satisfaction. There are four main concern about it, namely: effectiveness, teaching methods, design, and reflection (Yousef, Chatti, & Schroeder, 2014). Manley & Urness (2014) and Comiskey & McCartan (2011) suggested that video-based instruction change students' attitude about the subject as fun, positive learning experience, and helpful for their learning as active learner. A video may have a strong effect on your mind (Berk, 2009). Therefore, lots of studies have been conducted to prove that video is very effective in teaching (Whatley & Ahmad, 2007). However, there are several considerations of using videos as the media of teaching. One of them is that students can view the clip only once in-situ, without the opportunity to internalize (Comiskey & McCartan, 2011).

There are several studies related to speaking skills in learning English, Mistar & Umamah (2014) ensured that learning strategies has big contribution to speaking proficiency, therefore teachers should encourage their students to use strategies-based instruction in the speaking class to maximize their oral communication. According to Abdo & Al-Awabdeh (2017) animation videos are one good strategy to learn English grammar for

young learner through triggering their emotions. In addition, Astuti & Rohim (2018) proved that teaching English using presentation technique is more effective than using conventional teaching.

Furthermore, video-based instruction is one of the multimedia that may improve presentation skill. According to Hamad (2013) encouraging students to do English presentation can develop students' speaking skills and confidence. Although, teaching oral presentation skills and assessing those skills are time consuming, these are important educational tasks for students' future career (Ritchie, 2016; Smith & Sodano, 2011). Sheets & Tillson (2007) suggested that there are several strategies to improve students' presentation: (1) the teacher gives video example; (2) the teacher gives the guidelines about good presentation; (3) the teacher uses rubric to evaluate the presentation; (4) the presentation should be recorded; and (5) the presentation should be applicable to students with real life experiences.

**METHODOLOGY**

The research problems can be answered by a quantitative study to establish the overall tendency of responses from individuals. Results from this study can inform how a large population views an issue and the diversity of these views (Creswell, 2012). The population of this study is 136 students, consist of three classes of Pharmacy undergraduate students in the second semester. The samples are twenty students for each class, with the total of 60 students overall. The students were asked to fill in the questionnaire through google form as a research instrument. The first twenty questionnaires were chosen to be analyzed. There are also several open-ended questions to gain further information.

The questionnaire was in Bahasa Indonesia to prevent misunderstanding while answering it, then translated into English. The questionnaire is to reflect the students' perception about the usefulness of video-based instruction, also their opinion about making presentation video based on the video-based instruction that they learnt. Analyzing the data is through tabulation to see the percentage of each questions.

**RESULTS AND DISCUSSION**

**a. Video-Based Instruction**

During the semester, video-based instruction was used to teach nine topics, as follows: (1) Small Talk; (2) Conversation in English; (3) Plagiarism; (4) Paraphrasing; (5) Presentation; (6) Study Abroad; (7) Application Letter, CV, Resume; (8) TOEFL Test; and (9) Job Interview

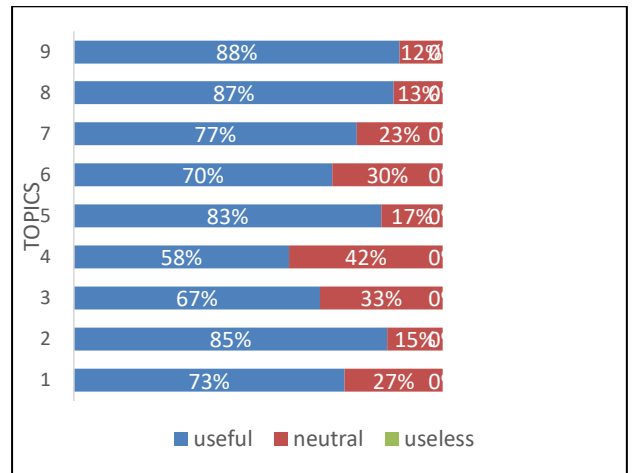


Table 1 shows that "Job interview" using video-based instruction was chosen useful by 88% students. This was the last topics this semester, so the students tend to still remember it clearly. While the less effective according to the students is "Paraphrasing", since this topic is very difficult for the students. "Presentation" topic was chosen 83% by the students as useful using video-based instruction.

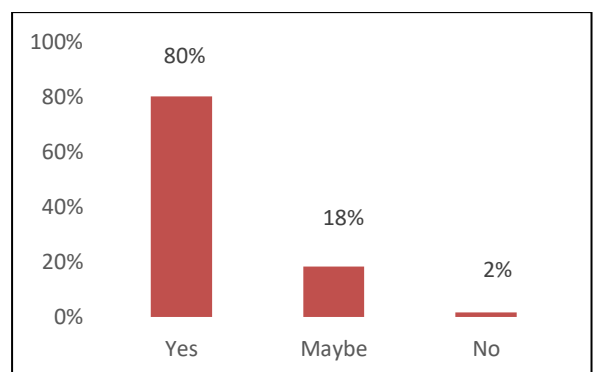


Table 2

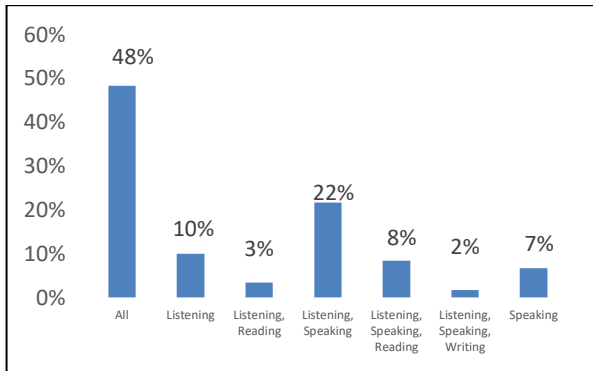


Table 3

From table 2 and 3, we can see that most of the students like video-based learning, and 48% believed that using video can improve 4 macro skills of English namely listening, speaking, reading and speaking. Others answered the combinations of those macro skills. This result is line with Manley & Urness (2014) and Comiskey & McCartan (2011), mostly students like fun way to use video to learn English, also helpful to develop their macro skills of English.

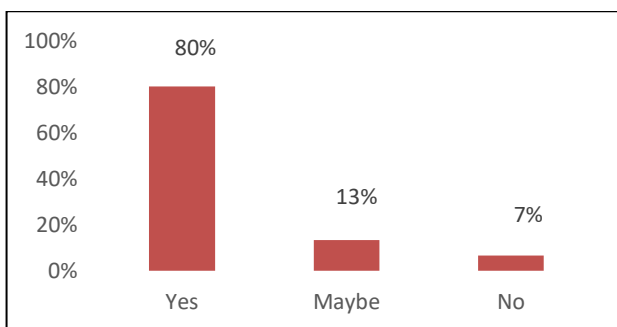


Table 4

Most of the students said that the teacher taught how to use video for learning. The follow up open ended question about how the teacher taught video. One of the students said, " Firstly, my lecturer shown a video. Then, she explained what's on it. After that, she summed it up." Another student explained, " Each meeting, my lecturer always shows video such as video about small talk. With that video, I can talk with my friend with English. Apparently, using English in everyday life is easy by the help of the small talk video that was shown by our lecturer. My lecturer also shows us video about how to make a good presentation, do a good interview, how to study abroad, how to work abroad, how not

to do plagiarism, and also how much the salary for pharmacist overseas, which make me want to go abroad just like our lecturer. Thanks Ma'am (The lecturer) for sharing your knowledge and your experience to me." Next the students think that the lesson become more fun using video, "My lecturer uses videos on English lesson so that the lesson will be more easily understood, fun, and interesting."

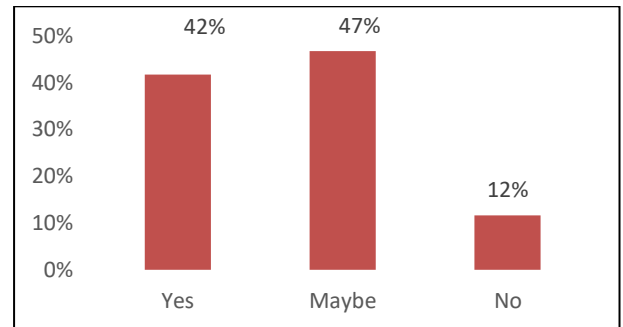


Table 5

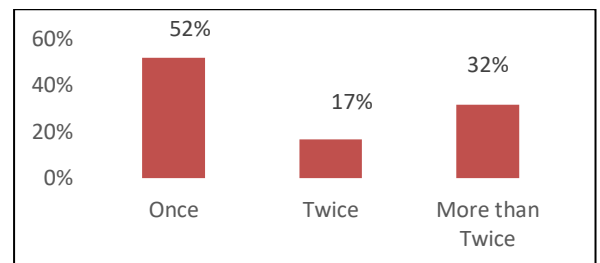


Table 6

When the students are asked to answer the question about watching the video outside of the classroom only 42% answer yes. More than half of the students only watched it once. This is the limitation of using video, according to Comiskey & McCartan (2011) mostly students cannot internalize the knowledge within the video if they only watched it once. The reason maybe lack of interest from the students, since they think they don't need to do English presentation for their current study. The follow up questions is "how do you use video to learn English outside of the classroom?"

There are several strategies that the students share, as follows: "By watching them, I can hear and see what they are saying and doing. Several time I watched those videos in loops

so that I understand what they are talking about then try to imitate the way they say it.” “By listening, by seeing what the people in video are doing, and also take note on things that related to the lesson.” “Watch them, then practice them bit by bit with my fellow friend such as from small talk material.”

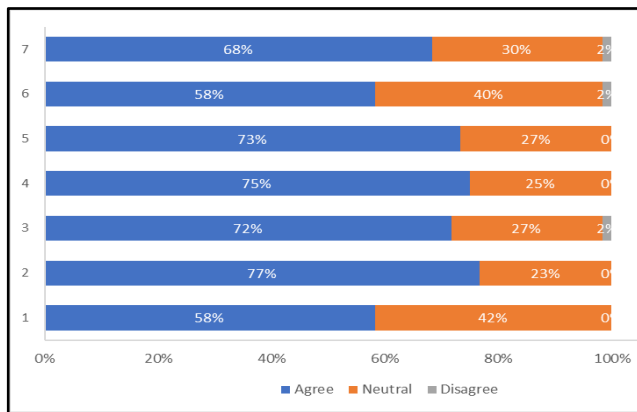


Table 7

There were seven questions about the students’ opinion about using video-based instruction, as follows:

- 1 Using video increases my interest to learn English
- 2 Using video increases my English vocabulary
- 3 Using video introduces new culture to me
- 4 Using video facilitates me to learn English
- 5 Using video gives me opportunities to use English
- 6 Using video can save my time to learn English
- 7 Using video increases my motivation to learn English

Table 7 shows that using video and increases the English vocabulary by 77%, while the least is using video to increase the interest to learn English and using video can save time to learn English by 58%. Only 68% believe that using video can increase their motivation to learn English.

The students are also asked to give some suggestions about using video in the classroom: “My suggestion is to make drama video in English about Pharmacist.” “(Give) more videos about motivating the students, because, as college students, we might need as much motivation as we can get.” “Every

lesson should be broken off with video that is relevant with the lesson so that we don’t get bored, and the video should be interesting and can motivate us.” Most of the students hope that the videos are to increase their motivation to learn more English, the teacher must choose wisely or maybe can give the students opportunities to search which kind of videos that they like related to the topic.

**b. Making Presentation Video**

The students discuss the video in the class then the teacher asks the students to make presentation video based on the video given “Language for Presentations - YouTube,” (2014). The teacher gave more freedom to the students to choose the topic. The teacher then gave some comment about the students’ presentation video and score them based on the rubric given. These are their opinions about making presentation video.

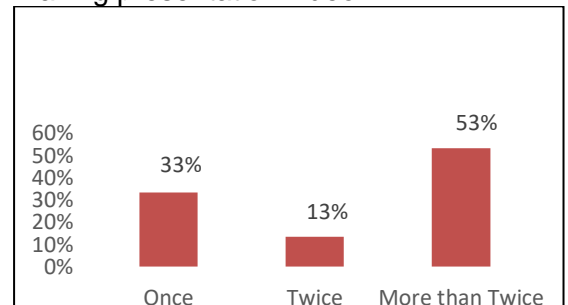


Table 8

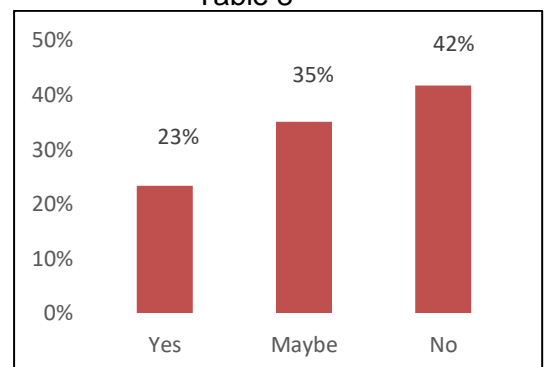


Table 9

More than half of the students watch the video-based instruction more than twice. The follow up open-ended questions was asked to find how students learn to use video-based instruction before they make their presentation video. “In one of the videos, there is an example of good presentation. How to open the

presentation, deliver the information well, clear, and understandable by the audience, how to make the presentation not boring, how to close it, and how to be confident as we give our presentation.” “Listen to it several times while attempting to translate each vocabulary that we get.” “I must master the content and meaning from the video repeatedly so that I’m able to use English well and correctly.” “By understanding the content of the video and mastering the material that want to be presented.”

Forty two percent said that they didn’t have any difficulties to learn presentation through video-based instruction as we can see in Table 9. However, there is 23% of the students find it difficult to use video-based instruction to prepare for their presentation. It seems that the students still confuse how to use video-based instruction, especially if they only watch it once or twice.

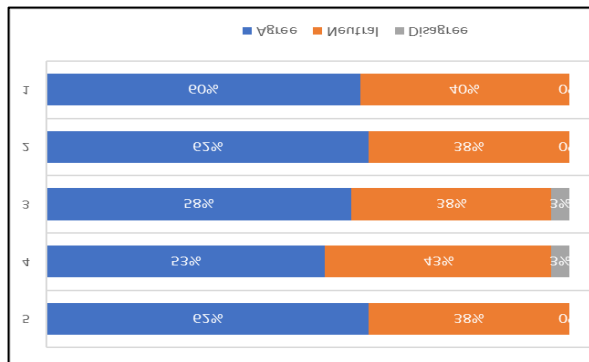


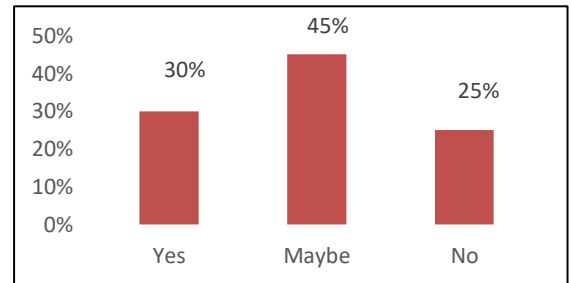
Table 10

Notes:

- 1 Using video-based instruction helps you to prepare your presentation
- 2 Using video-based instruction helps you to prepare your power point
- 3 Using video-based instruction helps you to overcome anxiety
- 4 Using video-based instruction helps you to answer questions from the audience
- 5 If your teacher asks you to make video, what will be your response?

More than half of the students agreed that using video-based instruction can help them to make their presentation but couldn’t help much to answer the questions addressed. However, they

claimed that using video-based instruction and decrease their anxiety to do their presentation. This is in line with Hamad (2013) that using video-based instruction can increase students’ presentation skills and encourage them to learn English. Even, more than half of students also agree to make other presentation videos, if the teacher asks them to do so.



Only 25% of the students didn’t have difficulties in making the presentation. The rest of the students couldn’t define that they have problem, while 30% claimed that they had problems in making presentation videos. Follow up questions was asked to gain more information about it. There are three main reasons that we can get from their answer:

- Language problems, “Because when making the presentation video, it is hard for me to memorize the material that is in the power point. Not to mention the pronunciation.” “Because the vocabulary that I master is still lacking and even saying them is still difficult for me.”
- Technical problems, “Because when we record our video, sometimes we need to retake several times so that we can get preferable result, and in the process of editing, there is some difficulty personally, because I have no idea how to use the editing software.” “I have difficulty in editing process, because I don’t have any video editing software in my laptop, and I only have such app in my phone, and the problem is my phone memory is limited, so when editing the video I have to transfer some pieces of my video from my phone to my laptop several times as temporary storage, moreover, all material that I have in my

phone should be deleted first to make room for some pieces of my presentation video.

- Psychological problems, “In my own personal opinion, maybe there some nervous factor and also finding the proper vocabulary to use can be hard.” “Pessimistic feeling that build up because it is the first presentation using foreign language.”
- Time consuming, “When making the video, I’m having difficulty and make lots of redo because I want to have optimal result.” “Adjusting my times to make the video is hard to do, not to mention if we have to involve other people as interaction partner because each own business.”

## CONCLUSION

Using video-based instruction can encourage students to learn English. Not all the topic given is suitable to use video-based instruction as the media to teach. However, the students considered it as fun way, less anxiety to learn English, especially to do English presentation video. It’s not easy for them, since this was the first time for them.

The students gave some suggestion about how to use video-based instruction as a learning method in the class. They hope that the video-based instruction can increase their motivation in learning English, so the teacher should choose it appropriately, or the students may search the video-based instruction that would motivate them. They also mentioned several problems related to making presentation videos, related to language problems, technical problems, psychological problems, and time consuming. The next research can focus in overcoming those problems in using video-based instruction to make presentation video.

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