

The Effect of Video Presentation on Achieving Academic Performance Among ESL Students in Malaysia

Antony Sheela Anmary^{1*}, Lubna Ali Mohammed²

^{1&2} Faculty of Social Science Arts and Humanities, Lincoln University College, Malaysia

*Corresponding author's e-mail: sheelaselvaraj@lincoln.edu.my

Abstract

Technology is an important part of education, and when used correctly, it can help students learn languages well. Technology's impact on education has had a significant impact on how English as a Second Language (ESL) is taught. Malaysia seeks to develop well-educated individuals. To adequately explain this phenomenon, the Malaysian Ministry of Education has coined the phrase "bilingual proficiency" (MOE). The high demand for communication skills in the twenty-first century places them at the top of the list of desirable soft skills. Video presentations are an excellent tool for enhancing the spoken presentation skills of English language students. The purpose of this research is to determine the extent to which students studying English as a Second Language (ESL) can benefit from making use of video presentations to assist them in achieving their learning outcomes. To highlight the links between the variables, a review of the relevant material was carried out and examined. The outcomes of this study offered a conceptual framework that predicts the relevant aspects that are related to students' use of video presentations in their academia. To verify the validity of this conceptual framework, more empirical research must be carried out.

Keywords: English as Second Language; Oral Presentation; Communication Skill; Video Presentation; Assessment; Outcomes

1. Background

Technology is a big part of education, and when used correctly, it can help students learn languages well. The way technology has changed education has had a big effect on how English as a Second Language (ESL) is taught (Mansor & Rahim, 2017). The best illustration of how accessible video technology has become in the lives of students in the twenty-first century. Students today live in a social, digital, and constantly changing environment. They have access to a wide range of tools that are always changing. Video content is something that today's students, especially those who are learning a language, see a lot of. Students learning English as a second language might greatly benefit from using video presentations to improve their oral presentation abilities. Video presentations are a type of media that can be used to help students improve their speaking skills, as they can watch themselves speak and think about how they did (Kondal & Prasad, 2020). Video presentations are an excellent tool for enhancing the spoken presentation skills of English language students (Ahmad & Lidadun, 2017).

Malaysia's official language is Bahasa Malaysia. The government has stated that it is open to the notion of teaching English as a second language in schools. Since the Malaysian Education Blueprint 2013-2025 was first introduced, the curricula that are used in Malaysia to teach English to those who speak other languages have been revised multiple times. The English language is extensively used in the Malaysian educational system in a variety of contexts, and this employment of the language is encouraged. It is the language that is most frequently used in academic settings and is utilised for communication, instruction, and engagement. Some people still speak English as if it were a second language, which makes it difficult for them to be proficient enough to graduate from high school (Aziz & Kashinathan, 2021). Throughout the past several years, several studies have been conducted that have shed illumination on the importance of English as a Second Language (ESL) education and learning, notably in Malaysia (Atek *et al.*, 2020; Wijewardene, 2021).

In the last decade, there has been an increasing emphasis placed on the link between student assessment and learning. Assessment is an essential component of every learning and teaching setting that aspires to be successful. In most instances, students' knowledge is evaluated by employing written examinations, oral interviews, written or oral presentations, or assigned tasks (Dilova, 2021). Students giving oral presentations to their classmates is a common way for academic institutions to teach and help students learn. They are accountable for presenting their results to a group of spectators, which may be in the form of a project, a research paper, or the findings of a case study. Most students struggle to complete assignments of this kind due to their worry about receiving feedback from their peers as well as the pressure they have to properly communicate knowledge to their audience (Daniels, 2021, February). The ultimate goal for students learning English as a second language is to have good oral communication skills.

It is standard practice to evaluate and inspire students' communication talents using oral presentations. Students have traditionally been given a presentation topic and are obliged to make a PowerPoint presentation for their class assignments. The video presentation is a new sort of presentation that is only starting to emerge, and research has shown that students respond well to this technique. Students are encouraged to exhibit not just their abilities to develop, present, and communicate material, but also their communication skills via the use of this medium. Video presentations should be incorporated into ESL courses to train students to be independent, challenged, motivated, organised, and creative. Video presentations aid in the development of learner autonomy among students (Ahmad, & Lidadun, 2017).

2. Methods

In this research project, the technique that was utilized consisted of doing a literature review using an approach known as content analysis. This was done as a component of constructing a conceptual model and linking concepts inside a conceptual framework. Based on particular key terms, such as English Language Learners, Video presentation, bilingual, and academic performance. 36 is the total number of articles out of which we picked to conduct the analysis. In addition, both book chapters and journal papers have been selected as potential contributions to this investigation.

A conceptual framework is presented to explain what findings are anticipated from the investigation. It will categorize the important elements and their connections to the other variables. To this investigation, the conceptual framework is predicated on the effect that video presentation has on the overall level of academic accomplishment attained by students of English as a Second Language. These impacts depend on ESL students' subject knowledge, creativity, and communication skills.

2.1 Conceptual Model

Vygotsky's (1978) social constructivist theory serves as the foundation for this research to analyse the effect of video presentation in assessing ESL students' academic performance. This idea was chosen because of its significant impact on education (Powell & Kalina, 2009; Zaki & Yunus, 2014). According to social constructivism, successful learning occurs when communication, engagement,

and physical activities are included (Vygotsky, 1978). Constructivist learning theory, according to Arsal (2017), entails "student-centred learning methodologies such as problem-solving, project-based learning, and inquiry-based learning" (p. 2). According to Vygotsky (1978), more knowledgeable others (MKO) and zone of proximal development (ZPD) influence the learner's cognitive process. An MKO refers to a student's instructor, parent, or more capable classmate. MKOs can be non-living beings like more capable computerised tutors (Zaki & Yunus, 2014). ZPD refers to how a learner bridges the gap between self-achievement and self-improvement through "problem-solving under adult supervision or with more capable classmates" (Vygotsky, 1978, p. 86). In this zone, the learner does the task with an adult or with a group and figures out the answers on his or her own.

A conceptual model (shown in Figure 1) has been provided based on the hypothesis that was developed in the preceding sections. The following model illustrates the relationship between the video presentation on achieving academic performance through understanding, creativity, and proficiency level and how it is affecting English Language Learning. This model provides a comprehensive explanation of the impact of video presentations on the academic achievement of English as a second language (ESL) students. In addition, the model that has been provided will assist readers in comprehending how ESL students may improve their knowledge, creativity, and communication skills via the use of video presentations.

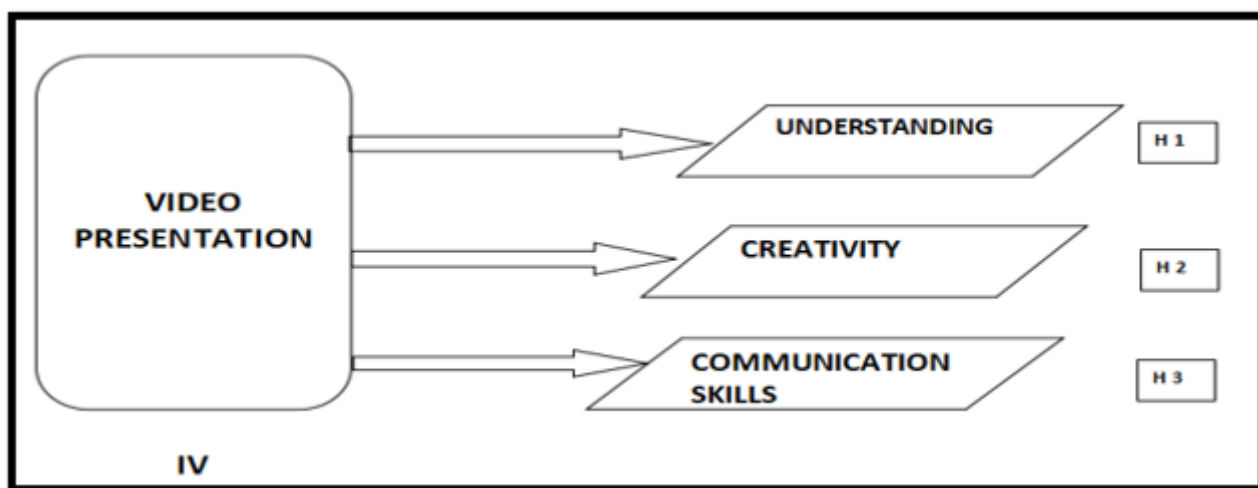


Figure1: Conceptual framework

3. Conclusion and recommendations

The demands of contemporary living in the 21st century necessitate competition in a variety of spheres. Currently, it is essential to cultivate skills such as communication, critical thinking, teamwork, and creativity (Lase, 2019; Nugroho *et al.*, 2019; Communication abilities are at the top of the list of desirable soft skills because of the strong demand they have in the 21st century (Normayanti 2020; Wijayanti *et al.*, 2017, Likita *et al.*, 2020). In the process of hierarchical learning, understanding must come first (Nasution, & Hafizah, 2020, May). The capacity of the students to convey structural activity through gestures illustrates the effectiveness of embodied learning in the setting of Virtual Reality. This ability may also contribute to the student's perception of having a higher conceptual understanding (Fogarty *et al.*, 2018).

Since all five senses are stimulated, video (also known as audio-visual) is a type of communication medium that has the potential to dramatically increase one's knowledge of the learning process. Students report increased levels of motivation and happiness, both of which can contribute to improved academic performance (Yulihani *et al.*, 2020). According to the findings of Halleman (2021), students spent approximately the same amount of time developing their video presentations as they did record and re-recording their video presentations. The students conducted self-evaluations and deliberated about whether the content was appropriate for submission (Halleman, 2021).

According to current studies, creativity benefits education, the economy, personal endeavours, and social obligations. Creativity helps students tackle academic and personal problems. Creativity is about a person's distinctive touch, not copying. Mimicking another's work shows skill but reduces inventiveness. Bloom's Creating factor is restored when a tech-guided student makes something new (Singian, 2018).

Educational research needs to create an atmosphere that is amenable to the exploration and use of technology-based strategies and methods, as well as a synthesis of ideas that will lead to innovation. It is essential to research the possible outcomes that the video presentation method may bring to the teaching and learning session in terms of improving the overall performance of students, particularly regarding the acquisition of new languages. This research should be taken into consideration by the readers, academicians or researchers, ESL instructors, academics, administration staff, professionals, and experts in the field of education with evidence modes of training to educate English learners more effectively and to make people aware of the beneficial influence that video presentation can bring to ESL students. Video presentations in the classroom can boost English students' motivation, understanding, and vocabulary.

References

- Ahmad, n. A. & lidadun, b. P. (2017). Enhancing oral presentation skills through video presentation. People: *International Journal of Social Sciences*, 3(2), 385-397.
- Andersson, c. (2020). Formative assessment—from the view of special education teachers in mathematics. *Nordisk Matematikdidaktikk, Nomad: Nordic Studies in Mathematics Education*, 25(3-4), 73-93.
- Anuar, n., muhammad, a. M., daud, n. S. M. & awang, z. (2021). Grit as a moderator between students' intention and oral presentation performance: A conceptual study. *International Journal of Asian social science*, 11(6), 270-277.
- Arsal, Z. (2017). The impact of inquiry-based learning on the critical thinking dispositions of pre-service science teachers. *International Journal of Science Education*, 39(10), 1326-1338.
- Aziz, a. A. & kashinathan, s. (2021). ESL Learners' Challenges in Speaking English in Malaysian Boudechiche, H. (2020). Video as a Tool of Learning New Skills. *Development*, 10(2), 983-991. *Africana Studia*, 1(34).
- Brooks, g. & Wilson, j. (2014). Using oral presentations to improve student's English language skills. *Kwansei Gakuin University Humanities Review*, 19(1), 199-212.
- Daniels, m. M. (2021, February). Usability assessment of virtual reality as a training tool for oral presentation. In *Iop Conference Series: Materials Science and Engineering* (vol. 1077, no. 1, p. 012047). IOP Publishing.
- Dilova, n. G. (2021). Formative assessment of students' knowledge—as a means of improving the quality of education. *Scientific Reports of Bukhara State University*, 5(3), 144-155.
- Fogarty, j., mccormick, j. & el-tawil, s. (2018). Improving student understanding of complex spatial arrangements with virtual reality. *Journal of Professional Issues in Engineering Education and Practice*, 144(2), 04017013.
- Halleman, n. (2021). Using student-created video presentations to build experiential learning in the oral EFL presentation classroom. *Korean Journal of General Education*, 15(5), 229-245.

- Kalina, C. & Powell, K. C. (2009). Cognitive and social constructivism: Developing tools for an effective classroom. *Education*, 130(2), 241-250.
- Kondal, b. & prasad, v. D. (2020). Effectiveness of video recording towards developing speaking skills. *Waffen-und Kostumkunde Journal*, XI, 42-47.
- Lase, d. (2019). Pendidikan di era revolusi industri 4.0. Sundermann: *Jurnal Ilmiah Teologi, Pendidikan, Sains, Humaniora dan Kebudayaan*, 12(2), 28–43.
- Lase, f. (2019). Using think pair share strategy to improve the speaking ability of the 2nd semester students' of x otkp at smk negeri 1 gunungsitoli barat in 2018/2019. *Didaktik: Jurnal Ilmiah Pendidikan, Humaniora, Sains dan Pembelajarannya*, 13(2), 2304-2309.
- Likita, e. R. maulina, d., & sikumbang, d. (2020). An analysis of biology oral communication skills and cognitive learning outcomes: The impact of practicum-based two-stay two-stray learning model. *Biosfer: Jurnal Tadris Biologi*, 11(2), 111-120.
- Mansor, n. & rahim, n. A. (2017). Instagram in esl classroom. *Man in India*, 97(20), 107-114. Ministry of education malaysia (moe), malaysia education blueprint 2015-2025, (higher education), Ministry of education malaysia, (2015).
- Nasution, m. L. & hafizah, n. (2020, may). Development of students' understanding of mathematical concept with stad type cooperative learning through student worksheets. In *Journal of Physics: Conference Series* (vol. 1554, no. 1, p. 012035). IOP Publishing.
- Normayanti, e. (2020). Pengembangan lembar kerja peserta didik dengan pendekatan flipped classroom *Terintegrasi Stem Pada Materi Difraksi Cahaya Untuk Meningkatkan keterampilan kolaborasi dan komunikasi*. Universitas Lampung.
- Nugroho, a. M., wardono, w., waluyo, s. B. & cahyono, a. N. (2019). Kemampuan berpikir kreatif ditinjau dari adversity quotient pada pembelajaran tpack. *Prisma, Prosiding Seminar Nasional Matematika*, 2, 40–45.
- Rahmanian, m., shafieian, m. & samie, m. E. (2021). Computing with words for student peer assessment in oral presentation. *Nexo revista científica*, 34(01), 229-241. Singian, e. A. (2018). Ict and students' creativity.
- Tailab, m. & Marsh, n. (2020). Use of self-assessment of video recording to raise students' awareness of development of their oral presentation skills. *Higher Education Studies*, 10(1).