

## Students' Engagement in Video-Recorded Presentation to Enhance Public Speaking Skills during COVID-19 Outbreak

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### Abstract

This study aimed to explore the synergistic integration of these competencies within the context of Business English education, particularly relevant during the COVID-19 pandemic's shift to online instruction. This study involved 23 vocational students aged 21-23 who were tasked with watching model public speaking videos and subsequently creating and recording their own presentations. Data was collected through questionnaires and in-depth interviews, revealing that this video-recording task significantly benefited students by enabling them to identify their individual misconceptions about public speaking, actively engage in self-directed learning strategies, and demonstrably improve their overall public speaking proficiency. These findings underscore the potential of incorporating such video-based assignments in online language learning environments to foster both independent learning and enhanced communication skills. Furthermore, our research discusses the pedagogical implications of these results for educators and suggests avenues for future research in the fields of language education and online learning, emphasizing the value of combining self-assessment through recording with autonomous learning principles to enhance communicative competence.

**Keywords:** COVID-19 outbreak; Peer-evaluation; Self-directed learning; Speaking-skills; Video recorded presentations

## **Introduction**

Possessing strong public speaking abilities is widely recognized as a fundamental communication skill, holding paramount importance in both the academic realm and the professional world, particularly within the context of higher education. As a direct consequence of these professional demands, it is imperative that accounting students are equipped with a robust set of employability skills, which notably includes a comprehensive mastery of effective communication skills and techniques, especially those pertaining to the art of persuasion, given the nature of their future interactions. Specifically, accounting students enrolled in tertiary vocational education programs in Indonesia are required to learn English as an integral part of their academic journey. This linguistic proficiency is deemed essential as it opens doors to potential employment opportunities in accounting firms operating not only within Indonesia but also internationally, as well as in local Indonesian firms that frequently collaborate and engage with foreign entities.

The global upheaval caused by the COVID-19 pandemic necessitated a rapid and comprehensive re-evaluation of traditional teaching methodologies across all disciplines. Within the field of accounting education, the development of crucial professional skills, such as the ability to articulate complex financial information through effective public speaking, encountered significant obstacles due to the widespread restrictions on in-person gatherings and classroom instruction. Traditionally, the dynamic and interactive setting of a physical classroom provides an invaluable space for students to practice and refine their public speaking abilities through live presentations, receiving immediate feedback from both instructors and peers. However, the imposition of social distancing measures rendered this conventional approach temporarily unfeasible.

It is widely acknowledged that passively watching a video often involves a relatively low level of cognitive engagement, with learners primarily functioning as recipients of visual and auditory information. However, the act of actively planning, filming, and editing a video presentation fundamentally transforms the student's role in the learning process. By undertaking the multifaceted tasks associated with video creation, accounting students were empowered to move beyond a potentially passive mode of learning and actively participate in constructing their own understanding of the subject matter. This pedagogical approach is firmly grounded in the principles of active learning, a well-substantiated educational philosophy that

underscores the importance of direct student involvement and engagement in the learning process to foster deeper comprehension and retention (Grabinger & Dunlap, 1995; Murphy & Barry, 2016).

Furthermore, the intentional integration of student-generated video assignments as meaningful active learning exercises has been shown to yield a multitude of significant educational benefits (Campbell et al., 2022). Empirical research consistently demonstrates that such engaging activities not only lead to enhanced retention of key concepts and a notable increase in student engagement with the course material but also serve to significantly amplify the learner's intellectual effort and cognitive processing. This heightened cognitive investment arises from the fact that students are no longer passive consumers of information; instead, they become active participants in the construction of their own knowledge through the various stages of planning, scriptwriting, rehearsing, filming, and reflecting on their video presentations (Hoogerheide et al., 2014). This active involvement fosters a deeper and more meaningful understanding of the subject matter, ultimately contributing to more effective and enduring learning outcomes.

Leveraging video viewing can indeed be a significantly beneficial and versatile strategy for students to effectively acquire the necessary information and develop crucial skills for their assignment preparation. This is because videos offer a dynamic and multi-sensory learning experience that can cater to various learning styles and enhance comprehension in ways that traditional text-based materials might not. Furthermore, video-based learning resources serve a multitude of communicative functions, extending beyond simply conveying facts. They are powerful tools encompassing not only the clear and concise delivery of informative content, allowing students to grasp complex concepts through visual aids, demonstrations, and expert explanations, but also the subtle and persuasive art of persuasion, where presenters can strategically employ visual and auditory techniques to influence audience understanding and acceptance of ideas.

These video materials also exhibit specific and noteworthy linguistic characteristics that contribute to their effectiveness. This includes the strategic and deliberate use of verb tenses to indicate timelines and relationships between events, the careful application of modality to express varying degrees of certainty, possibility, or obligation, adding nuance to the message, and the skillful

incorporation of discourse markers (such as "furthermore," "however," "in conclusion") to guide the audience logically through the information, ensuring a smooth and coherent flow of ideas. In terms of overall structure, videos often employ well-defined organizational patterns to enhance clarity and audience engagement. Common patterns include deductive reasoning, where a general principle or key argument is presented at the outset, followed by specific examples and supporting evidence to illustrate and reinforce the initial point, or inductive reasoning, where a series of specific examples or observations are presented first, gradually leading the audience towards a broader conclusion or generalization.

Effective videos typically incorporate established rhetorical structures that are fundamental to compelling communication. This often involves featuring clear and engaging introductions that capture the audience's attention and outline the video's purpose, well-developed body sections that present the main content in a logical and organized manner with supporting details and evidence, and concise and memorable conclusions that summarize key takeaways and leave a lasting impression on the viewer. Finally, video materials can also effectively convey particular attitudinal stances, reflecting the presenter's perspective or feelings towards the subject matter, and often align with specific promotional genres or styles, utilizing techniques common in marketing, advertising, or public relations to achieve their communicative goals (Widodo, 2015). This alignment with specific genres can influence the video's tone, visual aesthetics, and overall persuasive strategy.

The unprecedented global health crisis precipitated by the COVID-19 pandemic presented formidable challenges to established educational paradigms, particularly impacting instructional methods that relied heavily on face-to-face interaction. In the realm of accounting education, the development of essential professional competencies, such as the ability to effectively communicate complex financial information through public speaking, faced significant disruption as traditional in-person classroom practice became temporarily unviable. Undeterred by these limitations, however, accounting students demonstrated remarkable resilience and adaptability in their pursuit of skill development. To effectively address the constraints imposed by the pandemic and ensure the continuation of crucial public speaking practice, resourceful educators thoughtfully implemented an innovative alternative pedagogical approach. This study aimed to explore the

synergistic integration of these competencies within the context of Business English education, particularly relevant during the COVID-19 pandemic's shift to online instruction.

### **Research Methodology**

This research endeavor is dedicated to the meticulous development of a sophisticated digital learning system, thoughtfully and specifically tailored to the nuanced demands of Business English instruction. The primary objective of this innovative system is to demonstrably enhance students' public speaking proficiencies, a crucial skill in the professional world, particularly within the unique and challenging context presented by the COVID-19 pandemic. This system aims to achieve this by facilitating the seamless recording of student presentations, followed by opportunities for comprehensive self-review, peer feedback, and instructor evaluation. The methodological framework underpinning this study embraces a rigorous qualitative data collection approach, which was not merely an add-on but rather meticulously integrated throughout all phases of the research process. This integration spanned from the initial conceptualization, design, and construction of the digital system to the comprehensive evaluation procedures implemented to assess its effectiveness and user experience.

The rich and detailed data generated through this qualitative inquiry, encompassing student and instructor perspectives, was then subjected to a rigorous process of thematic analysis. The subject of the research consists of 23 students who were chosen purposively. Having been instructed by their lecturer to view two distinct modelling videos as a foundational step for their upcoming assignment, the students were first exposed to a comprehensive presentation. This initial video meticulously detailed crucial aspects of body language that are essential to be mindful of when delivering effective oral presentations, emphasizing non-verbal cues such as eye contact, posture, gestures, and facial expressions. Subsequently, the students were guided through a second video focusing on the essential steps involved in preparing a well-structured and visually engaging slides presentation. This video specifically incorporated instructions on how to effectively integrate audio elements, such as voiceovers or embedded sound clips, to enhance the delivery and impact of their presentations. Tasked with an individual assignment meticulously designed to comprehensively evaluate their overall linguistic competence and

performance abilities in a simulated professional context, the students were required to record their presentations. These recordings needed to adhere to all the criteria specified by the lecturer, encompassing both the content and the delivery aspects. Upon fulfilling all these predetermined criteria, the students were then required to submit their completed video recordings to the lecturer for assessment. The formal data collection phase of the study concluded when the lecturer directed the students to complete a series of carefully designed questionnaires.

Immediately following the submission of these self-assessment instruments, where students reflected on their own performance and learning process, they were then asked to actively engage in peer evaluation. This involved providing constructive feedback on their classmates' video-recorded presentations based on a pre-defined set of four specific components, the detailed criteria and focus of which are further illustrated in the subsequent table. This multi-faceted approach to assessment aimed to provide a holistic understanding of the students' public speaking development.

**Table 1.** Rubric scoring

No	Instruction: Please watch the videos of your peers, then give scores to peers' videos based on your own opinion.
1	Power point content quality (max. 40 points) ____
2	Business English course content Relevancy (max. 15 points) ____
3	Presentation's content of Product Development (max. 15 points) ____
4	Skills of presentation (max. 30 points) ____
<b>Total points ____/100 points.</b>	

In the accounting major curriculum, Business English is offered as a foundational subject, strategically positioned to equip students with essential communication skills for their future professional endeavors. This course comprises a significant commitment of four contact hours per session, delivered across a comprehensive 16-week semester. Within this subject, students have consistently reported finding the topic of product development to be particularly challenging when it comes to presenting effectively in front of an audience. Recognizing this recurring difficulty, the lecturer took proactive steps to ensure students were well-prepared for this specific assignment. At the very outset of the course, during the initial introductory meeting, the lecturer provided a clear, detailed, and

comprehensive explanation of the assigned task, ensuring all students had a solid understanding of the expectations and learning objectives. Subsequently, in the second meeting, the lecturer followed up to verify that the students had successfully selected their preferred products as the focus of their presentations and had diligently acquired relevant materials and resources pertaining to the complex process of product development.

Over the subsequent three weeks, specifically spanning from the second through the fourth week of the semester, students actively engaged in the iterative process of creating visually appealing and informative PowerPoint presentations to accompany their oral delivery. Simultaneously, they began practicing and recording their oral presentations, focusing on clarity, fluency, and engaging delivery techniques. To provide adequate support and guidance to the students in producing their own high-quality public speaking videos, the lecturer provided a structured and sequential series of steps to follow. Initially, during a dedicated online class session, students received explicit and detailed instruction on how to develop a compelling and well-organized presentation specifically focused on the intricate subject of product development.

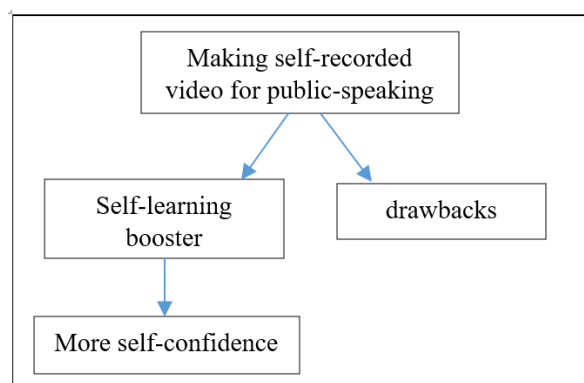
Following this initial instructional session, they were tasked with the practical application of this knowledge by creating their own recorded public speaking presentations. The guidelines provided by the lecturer for this task encompassed several key stages, ensuring a systematic approach: first, selecting a product of personal interest to discuss, fostering engagement and intrinsic motivation; second, diligently locating appropriate and credible resources to effectively support their public speaking on the chosen product, encouraging research and information literacy; third, carefully drafting the content of their presentation, emphasizing logical flow and persuasive arguments; fourth, thoughtfully designing the accompanying PowerPoint slides to visually enhance their message and maintain audience attention; and ultimately, creating their self-recorded video presentations, allowing for self-reflection and refinement of their delivery skills.

In addition to the core content of their self-video-recorded presentations, students were also tasked with developing a critical understanding of effective PowerPoint design principles. This involved learning to recognize and avoid common misconceptions that could hinder the clarity and impact of their visual aids. Specifically, they were expected to grasp the importance of maintaining an



appropriate proportion between textual information and supporting visuals, ensuring that neither overwhelmed the other. Furthermore, they needed to understand the strategic use of graphics to enhance understanding rather than distract, and to select legible and appropriate font sizes for optimal readability. Finally, the ability to identify and utilize relevant and credible resources for their PowerPoint content was also emphasized. The overarching goal of this component was to equip students with the skills necessary to create well-structured and visually appealing PowerPoint presentations that would ultimately facilitate clear communication and a natural, confident delivery during their video recordings.

During the assessment of Business English presentations focused on product development, the lecturer shifted the discussion to explore the factors influencing students' completion of the assignment, particularly in light of the COVID-19 pandemic. To gain deeper insights into this, three students were interviewed using an open-ended approach, with the central question being: 'What are your key takeaways from creating a self-recorded video for a public speaking presentation?' Following Braun and Clarke's (2006) thematic analysis approach, the interview data was examined. This process led the researchers to identify three key themes, which are visually represented in the subsequent figure and will be discussed in detail within the results section of this analysis.



**Figure 1.** Steps of making video presentation

## **Findings and Discussion**

### **Findings of the questionnaires**

Demonstrating a high level of engagement with the research, all 23 participants duly completed the questionnaires administered as part of this study. The analysis of the collected data revealed a significant and overwhelmingly



positive consensus among the participants, with a notable 95 percent expressing their agreement with the practice of public speaking through the medium of self-recorded video, as the subsequent summary will further illustrate. This near-unanimous agreement underscores the potential value and acceptance of this pedagogical approach within the participant group.

#### *Unpacking the Key Contributions of Video Presentations in the Context of Business English Learning*

This segment will specifically address the significant ways in which video presentations contribute to the learning process in Business English. This includes their role in improving communication skills, fostering engagement, providing authentic learning opportunities, and developing crucial digital literacies relevant to the business world.

#### *Unlocking Confidence and Motivation: How Video Presentations Inspire and Cultivate Students' Public Speaking Abilities*

This section will explore the various ways in which the creation and delivery of video presentations can serve as a source of inspiration for students, fostering their confidence, motivation, and ultimately, their public speaking abilities. It will delve into the psychological and practical factors that contribute to this inspirational effect.

#### *Engaging with a presentation offers a valuable opportunity to hone several key listening skills*

It necessitates not only passive reception of information but also active listening, which involves paying close attention to both verbal and nonverbal cues, interpreting the speaker's intent, identifying key arguments, and synthesizing information to form a comprehensive understanding. This process strengthens critical listening and the ability to evaluate presented material.

#### *Fostering Deeper Engagement*

The Presentation's Fresh Perspective as a Catalyst for Critical Thinking and Self-Directed Study. The presentation's ability to offer a fresh perspective encourages students to think critically about the material they are learning in class. This novel viewpoint can challenge their existing understanding, prompting them to ask new questions and embark on self-directed study to seek out answers, analyze different viewpoints, and achieve a more comprehensive and nuanced grasp of the subject matter.

### *Engaging and Interactive Learning: The Effectiveness of Activities Derived from Video-Recorded Presentations*

The activities that can be designed and learned from a video-recorded presentation offer a particularly effective method of learning due to their potential for fostering active engagement and interaction with the material. Unlike passive viewing, these activities often require students to apply the knowledge gained, solve problems, analyze scenarios, or reflect on the content, leading to deeper understanding and better retention of the information presented.

It can be concluded that actively acknowledging and valuing students' ideas and perspectives, as supported by the research of Grolnick et al. (1997), coupled with a deliberate emphasis on the practical importance and relevance of Business English materials and the engaging nature of well-designed online tasks, can collectively contribute to the cultivation of positive attitudes toward self-regulated learning among students. This approach not only makes students feel heard and appreciated, thereby increasing their motivation and engagement, but also highlights the direct applicability of the course content to their future professional lives, encouraging them to take greater initiative and responsibility for their own learning journey.

### **Findings of interview data analysis**

#### *Self-learning booster*

The comprehensive analysis of the collected data unveiled the emergence of three central and interconnected themes that encapsulated the students' experiences: 'self-learning booster,' highlighting the impact on independent study habits; 'self-confidence,' reflecting the changes in their personal assurance; and 'drawbacks,' acknowledging any challenges or negative aspects encountered. To effectively illustrate the nuances and depth of each of these identified themes, carefully selected excerpts directly transcribed from the participants' in-depth interviews were strategically utilized as compelling evidence. The very act of meticulously preparing and subsequently delivering a public speaking presentation on the challenging topic of product development inherently compelled the students to actively embrace and take on the crucial role of independent learners, necessitating a proactive approach to acquiring knowledge and developing their presentation skills. As eloquently articulated by one participant during their interview, "The task made me actively learn by myself to prepare and make the presentation,"

a statement that powerfully underscores the autonomous nature of the learning process involved. This participant further emphasized the absence of direct guidance or collaborative input from their peers or the lecturer during the preparation phase, stating, "and I didn't get any more advice and suggestions from my classmates or my lecturer" (note that "(nl)" likely signifies a non-linguistic element or a note in the original transcript). This particular observation strongly suggests that this specific participant seemed to derive a sense of satisfaction and accomplishment from the self-directed learning process that was required to thoroughly prepare for and successfully deliver their presentation on product development, indicating a positive embrace of their newfound autonomy in learning.

The detailed interview data meticulously collected from the participants provides compelling evidence indicating that, right from the very outset of the assignment, these individuals actively and independently sought out further information and resources to enhance their understanding and preparation. This proactive information-gathering was primarily conducted through the medium of online research, leveraging the vast resources available on the internet to supplement the knowledge gained in the classroom. This research was not entirely unstructured, but rather thoughtfully guided by the lecturer's clear instructions and ongoing oversight, ensuring that the students were focusing on relevant and credible sources. Furthermore, this independent learning was also intrinsically linked to the structured learning process that was carefully designed and implemented for the preparation of their self-recorded video presentations. The various stages involved in planning, drafting, rehearsing, and recording their presentations naturally necessitated that the students engage in self-directed learning and actively seek out information to meet the specific requirements of each stage. The subsequent piece of data, which will be presented next, serves as a clear and unambiguous illustration of this key observation, further substantiating the claim that the participants demonstrated a significant degree of initiative in pursuing knowledge beyond the immediate classroom setting.

"Video-presentation activities encourage me to do self-learning. My lecturer directed me to the stages in doing video for business presentations class. In addition to the lecturer's guidance, I also watched the model videos. I finally found how to deal with presenting video-product. My lecturer advised me to

first select the topic and Google on the Internet with a targeted website. I needed to provide the reason I selected this website. (vm)."

The interview data further illuminates the journey undertaken by the participants as they navigated the intricate processes of becoming autonomous learners. This evolution was not merely a passive reception of information; rather, it involved a growing self-awareness and proactive engagement with their own learning. Significantly, the participants demonstrated a clear understanding of the potential for self-improvement inherent in the video presentations. They recognized that by actively watching and engaging with this visual material, they could tangibly enhance their English language skills, a sentiment clearly articulated by the following participant:

"To apply what the lecturer has explained in the virtual class and to keep them using English even though we do not meet face-to-face. I planned my own time for completing the task. It was more efficient in terms of time. I was also able to reflect on my own learning. (ah)"

#### *More self-confidence*

The participants' aspiration to deliver an outstanding video oral presentation proved to be a powerful motivator. Consequently, the very act of planning, rehearsing, and recording a public-speaking video played a crucial role in significantly boosting their confidence in speaking English. This hands-on experience, with a clear and tangible outcome in mind, fostered a greater sense of competence and ease. As one of them articulated,

"I wanted to make a perfect video, so I made sure that I pronounced every word correctly. Many time I checked how to pronounce a word by using Google". The goal of generating a public-speaking video enhanced the participants' confidence to speak English since they wanted to make an excellent video oral presentation. One of them said, "I wanted to make a perfect video, so I made sure that I pronounced every word correctly. I frequently used Google to look up how to pronounce a word. (vm)"

#### *Drawbacks*

For many participants, the necessary trial and error involved in producing the video recording proved to be the most unsettling phase of the project. This stage, characterized by repeated takes, self-critique, and the need for constant adjustments, understandably generated feelings of unease and self-consciousness. As one participant articulated:

"I had to take and retake the recording several times to get the best video capture. For example, I retook the recording when suddenly there were noises outside the house, such as those of the chickens or those made by the motorcycles when passing my house. (ml)"

Given that this marked the participants' initial engagement with the often-daunting task of self-recorded video public speaking, the researchers approached the project with the understanding that a period of learning and discovery, involving some level of experimentation with techniques and delivery, was inevitable. Adding to this dynamic was the constraint of recording location; with no other options available, the participants were confined to using the intimate and personal spaces of their own bedrooms at home as the exclusive setting for their video recordings.

## **Discussions,**

From the result of the interview, it can be seen that it is also relevant with previous studies. Studies indicate that Video-presentation activities motivated students, encouraged their self-learning, and helped develop their communication skills (Radosavlevikj, 2023). Moreover, Ahmad & Lidadun (2017) also mention that Video presentation activities can enhance students' oral presentation skills and motivation in ESL learning. By incorporating YouTube videos, films, and other multimedia resources into language learning can expand vocabulary, improve comprehension, and boost retention (Tawaqal & Rizqyan, 2024; Lalani, 2021). Visual learning approaches have been found to create a learner-centered environment that promotes genuine language acquisition (Philominraj, Jeyabalan, & Vidal-Silva, 2017).

Audio-visual materials are particularly effective in developing speaking skills among ESL learners. Addressing issues such as lack of exposure and low confidence (Kathirvel & Hashim, 2020). These technologies not only facilitate language learning but also promote digital literacy and adaptability (Tawaqal & Rizqyan, 2024). By integrating these multimedia resources into the curriculum, educators can create dynamic and engaging language learning experiences that go beyond traditional classroom materials (Lalani, 2021; Tawaqal & Rizqyan, 2024).

Digital video presentations were identified as a valuable and engaging alternative for Business English students to practice and improve their public speaking skills. It is supported by studies asserting that digital video presentations

have emerged as an effective tool for enhancing oral communication skills in Business English education. It can improve students' oral performance (Đorđević, 2024) and reduce communication apprehension (Leeds & Maurer, 2009). This technology allows for increased practice time and self-review opportunities, benefiting students who may not have the chance to present in large classroom settings (Leeds & Maurer, 2009). It also serves as valuable assessment tools for educators, enabling them to evaluate primary traits of effective business presentations, such as eye contact, vocal variety, and body language. Furthermore, video presentations can motivate students and enhance their oral presentation skills, strategic planning, and creativity beyond the classroom setting (Ahmad & Lidadun, 2017). Beyond the direct benefits to their oral communication, these presentations also fostered an increased ability to focus on and synthesize key information, positively impacting their individual and varied approaches to learning the subject matter.

Through this research, the experiences and insights of the participants regarding the creation of self-recorded public speaking presentations were explored, with a particular focus on the perceived advantages and disadvantages of this pedagogical approach. The participants also expressed an understanding of how a product-oriented and active learning methodology, where they were actively creating something tangible, could significantly enhance their motivation to learn. The interview findings compellingly indicate that the synergistic combination of the lecturer's supportive guidance and the availability of illustrative model videos proved highly effective in facilitating the students' understanding of the entire process, from the initial stages of topic preparation to the final production of their self-recorded presentations. This comprehensive support system ensured that students were well-equipped to navigate the various stages and ultimately create videos that not only addressed the assignment but also met the specific criteria and standards established by the lecturer.

## **Conclusion**

Faced with the challenges of the COVID-19 pandemic, students were assigned the task of independently creating video presentations as a means of practicing their public speaking skills. This pedagogical decision was driven by a dual purpose: first, to ensure the continuity and effective management of learning

activities during the disruptive period of the pandemic; and second, to delve into the ways in which students could enhance their capacity for self-directed learning within this novel context. The key findings of this investigation, derived from both comprehensive questionnaires and insightful in-depth interviews conducted with the students, strongly emphasize the considerable benefits of utilizing self-recorded video assignments for public speaking exercises, particularly within the domain of product development. This approach was found to significantly facilitate self-directed learning by not only bolstering students' self-confidence in their speaking abilities but also by cultivating their capacity for critical self-reflection through the processes of video creation and subsequent peer evaluation.

The broader implications of this study suggest that the integration of self-directed learning strategies within a virtual learning environment holds the potential to significantly increase students' active engagement in the study of Business English. Looking ahead, future research endeavours could fruitfully explore the development of more robust collaborative frameworks between peers and instructors, with the aim of providing students with more comprehensive and professional feedback on their presentations. This enhanced feedback mechanism could be particularly valuable in providing additional opportunities for students to hone and refine their communication skills, ultimately leading to more successful student outcomes. Thus, the pedagogical approach adopted in this study demonstrably aligns with the essential competencies and demands of twenty-first-century skills, preparing students for a rapidly evolving professional landscape.

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