

Analysing Communication Competence in Pre-Recorded Student Informative Speeches: A Content Analysis

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ABSTRACT

Developing strong oral communication skills is essential for preparing undergraduates to succeed in both academic and professional contexts. This exploratory, mixed-method study investigates how pre-recorded informative speech presentations can serve as a platform for enhancing communication competence among university students. Using Spitzberg & Cupach's Model of Communication Competence framework, a content analysis of eight (8) student video presentations who enrolled in the English for Informative Speech (LCC400) course at Universiti Teknologi MARA (UiTM) was conducted, focusing on three dimensions: knowledge (organisation and clarity of ideas), skills (verbal and non-verbal delivery), and motivation (confidence and audience engagement). Findings revealed that students demonstrated satisfactory competence in structuring content, particularly in time management and grammatical accuracy. However, delivery-related challenges, such as limited eye contact, poor vocal projection, and reliance on notes, were frequently observed. Interestingly, despite the flexibility of a pre-recorded format, students still seemed to struggle with their speech delivery. The study also indicated that while the pre-recorded format facilitated technical aspects such as time management, it did not automatically translate into effective delivery or a confident presentation. By applying the framework of communication competence, this paper highlights the role of structured speech tasks in fostering future-ready communication skills. The implications extend to curriculum design, suggesting that video-based oral presentations can complement traditional assessments to develop future-ready communication competence in Malaysian ESL contexts.

Keywords: Communication competence, Content analysis, Future-ready skills, Informative speech, Oral presentation

INTRODUCTION

Background of Study

Effective oral communication skills are crucial for achieving academic and professional success in the 21st century. Within university settings, the ability to deliver effective oral presentations is increasingly recognised as a vital skill. This is because students are often required to present their ideas, research findings, and arguments in various formats, such as individual speeches and group presentations. Communicating effectively, however, involves more than just speaking. It requires the integration of knowledge, skills, and motivation, as conceptualised in Spitzberg and Cupach's (1984) three-component model of communication competence. In the Malaysian context, this skill is particularly crucial as English serves as the medium of instruction in many tertiary institutions. Yet, Malaysian students, who learn English as a second language (ESL), often struggle to achieve communication competence (Kho & Ting, 2023). These difficulties are more noticeable during formal presentations, which require students to master linguistic, organisational, and delivery skills.

The rise of digital learning environments has changed how oral communication is taught and assessed. The use of pre-recorded video, for instance, has become increasingly common. Compared to live presentations, pre-recorded speeches offer students more time for preparation and editing, potentially reducing anxiety. However,

this format presents unique challenges related to camera presence and self-presentation (Algouzi et al., 2023). Previous studies on communication competence have mainly focused on live, face-to-face presentations and often in Western contexts (Rahayu et al., 2022). As a result, there is a limited understanding of how Malaysian ESL learners demonstrate competence in pre-recorded presentations. Furthermore, the unique challenges faced by Malaysian ESL learners, including language proficiency concerns, cultural communication norms, and communication apprehension, may appear differently in pre-recorded presentations compared to live delivery. Understanding these patterns is essential for developing interventions and enhancing the effectiveness of communication courses. Without a systematic analysis of students' strengths and weaknesses across these dimensions, educators may struggle to understand how to meet students' needs effectively.

Therefore, this study seeks to address these gaps by examining how LCC400 (English for Informative Speeches) students at Universiti Teknologi MARA (UiTM) demonstrate knowledge, skills, and motivation in pre-recorded informative speeches, using Spitzberg and Cupach's (1984) communication competence framework to identify areas for pedagogical improvement. The objectives of this study are:

1. To analyse knowledge, skills, and motivation in students' pre-recorded informative speeches.
2. To identify common strengths and weaknesses in communication competence in students' pre-recorded informative speeches.

As this study is exploratory in nature, it focuses on how Spitzberg and Cupach's (1984) communicative competence model can be applied to analyse students' performance in pre-recorded speech presentations. Rather than aiming for generalisation, the study focuses on testing the framework's effectiveness in identifying patterns of communicative strengths and weaknesses among students. The findings are expected to offer practical insights into how the framework can be integrated into teaching practices to improve students' speech delivery in digital presentation settings.

LITERATURE REVIEW

Theoretical Framework

Spitzberg and Cupach's Communication Competence Model

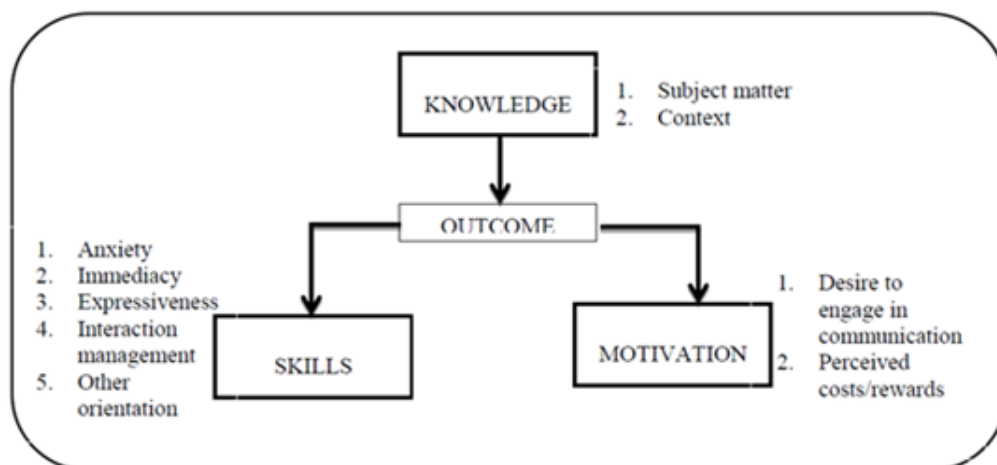


Figure 1: The Communicative Competence Model (Spitzberg & Cupach, 1984)

Past Studies

The use of pre-recorded video presentations has become mainstream in higher education today. According to Algouzi et al. (2023), video-based assessment improved EFL students' presentation skills by providing opportunities for self-review and interactive practice. However, Permatasari (2024) found in her study that pre-recorded formats pose challenges, including maintaining engagement without live audience feedback and

developing a camera presence. These contrasting findings highlight the importance of understanding how students demonstrate competence within pre-recorded contexts.

Although video-based presentation assessment offers certain advantages, the effectiveness of such formats may vary depending on students' linguistic and cultural backgrounds. In Malaysia, Kho and Ting (2023) emphasised that ESL students face particular challenges in oral communication. In their study analysing the presentation performance of Malaysian polytechnic students, the findings revealed that English proficiency alone did not guarantee presentation competence; motivation and confidence were equally critical. Similarly, Kho et al. (2024) also observed that Malaysian students often struggle with confidence and audience interaction, influenced by cultural communication norms. These studies highlight the need to assess all three dimensions of communicative competence when assessing Malaysian students' presentations.

To address similar issues, researchers in other settings have explored methods to assess students' communication competence more effectively. Rahayu et al. (2022), for example, analysed informative speeches by Indonesian university students and found that they struggled with fluency and delivery, although they demonstrated strong vocabulary and content knowledge. Using a rubric-based approach, they identified specific patterns of strengths and weaknesses, proving how systematic evaluation can improve pedagogical interventions. This aligns with the need to examine Malaysian students' performance across knowledge, skills, and motivation dimensions to identify similar patterns.

Despite growing research on communication competence and video presentations, limited studies have examined how Malaysian ESL students demonstrate the three communication competence dimensions in pre-recorded informative speeches. This study addresses this gap through an exploratory mixed-method analysis of LCC400 students' pre-recorded speech, guided by Spitzberg and Cupach's (1984) communication competence framework.

METHODOLOGY

Research Design

This study employed an exploratory mixed-methods approach to investigate how students demonstrated communication competence in their pre-recorded informative speeches. The quantitative data were collected using a structured rubric derived from Spitzberg's (1983) three-component model. In addition, the qualitative component employed thematic analysis to identify patterns and themes in communication competence.

Research Sample

The study was conducted at Universiti Teknologi MARA (UiTM), involving undergraduate students enrolled in the LCC400 (English for Informative Speeches) course. A total of eight pre-recorded informative speech videos were selected for analysis using purposive sampling. The participants were Malaysian ESL learners from various proficiency levels, reflecting the linguistic diversity among university students in this course.

Data Collection

Eight pre-recorded informative speech presentations were collected from LCC400 students, ranging in duration from five to six minutes. The recordings covered a variety of informative topics chosen by the students. The videos were recorded as part of the course requirements and submitted digitally. All speeches were transcribed verbatim using Jefferson's (2004) transcription conventions to capture not only verbal content but also paralinguistic features, such as pauses, emphasis, and vocal qualities.

Data Analysis

The quantitative analysis for this study was carried out using a rubric adapted from Spitzberg's (1983) model of communicative competence. Each presentation was rated across three domains: Knowledge (content accuracy and organisation), Skills (verbal and nonverbal delivery), and Motivation (confidence and audience

engagement). Speeches were scored using a 60-point rubric based on Spitzberg's (1983) model, which assesses knowledge (20 points), skills (20 points), and motivation (20 points). Descriptive statistics, including mean, median, standard deviation, and range, were calculated for each dimension and overall scores to identify performance patterns.

In addition to quantitative scoring, qualitative analysis was also conducted to identify emerging themes related to students' knowledge, skills, and motivation, based on Spitzberg's (1983) communicative competence framework. Each video was watched multiple times to systematically observe verbal and nonverbal behaviours, engagement strategies, and confidence indicators. Following Braun and Clarke's (2006) thematic analysis approach, the transcribed speeches were analysed to identify recurring themes across the three competence dimensions.

Finally, data from both quantitative and qualitative findings were then triangulated. As an exploratory study, emphasis was placed on rich description and pattern identification rather than making statistical generalisations. Quantitative scores provided measurable competence levels, while qualitative analysis offered deeper insights and revealed underlying patterns. Asogwa et al. (2023) explain that combining qualitative and quantitative data allows researchers to gain a more comprehensive understanding of educational phenomena, as well as improve the validity and reliability of research findings. By integrating these data, the study identifies both common strengths and weaknesses in communication competence, resulting in a richer and more complex understanding.

FINDINGS AND DISCUSSION

This chapter presents and discusses the findings of the study in relation to the two research objectives outlined earlier. The first section reports the quantitative findings, which summarise students' performance scores across the three dimensions of communicative competence (knowledge, skills, and motivation). The second section presents the qualitative analysis, highlighting the emerging themes observed from the students' pre-recorded presentations. Together, these findings offer insights into how the theoretical framework can be applied to assess and enhance students' oral communication in digital presentation contexts.

RO1: To analyse knowledge, skills, and motivation in students' pre-recorded informative speeches.

Table 1 presents the descriptive statistics and performance distribution for each dimension of communication competence. Students' presentations were evaluated using a 60-point rubric aligned with Spitzberg and Cupach's (1984) three-component model.

Table 1: Descriptive Statistics and Performance Distribution Across Three Dimensions (N=20)

Dimension	M	SD	Performance Distribution
Knowledge	12.75	1.73	Satisfactory
Skills	9.13	4.94	Fair
Motivation	10.50	4.24	Fair-Satisfactory
Overall	32.38	10.62	Fair-Satisfactory

As shown in Table 1, students demonstrated moderate overall communication competence, with a mean total of 32.38 (SD=10.62). Among the three dimensions, the knowledge dimension achieved the highest mean score (M=12.75, SD=1.73), indicating satisfactory performance in content organisation, content quality, clarity and structure. In contrast, the skills dimension recorded the lowest mean (M=9.13, SD=4.94), reflecting fair performance. Meanwhile, the motivation dimension demonstrated a fair to satisfactory performance in confidence and engagement (M=10.50, SD=4.24).

Interestingly, the knowledge dimension also recorded the lowest standard deviation ($SD=1.73$), showing consistent performance across students in organising their presentations. On the contrary, the skills dimension showed the highest standard deviation ($SD=4.94$), suggesting that students have a wide range of delivery capabilities. These patterns support Spitzberg and Cupach's (1984) framework, which emphasises that possessing content knowledge does not mean students have practical delivery skills or confidence in presentation.

Table 2 provides a detailed analysis of each indicator within the three dimensions, focusing on students' specific strengths and weaknesses.

Table 2: Detailed Performance by Indicators Across Three Dimensions (N=20)

Dimension	Indicator	M	SD	Performance Level
Knowledge	K1 Organisation	2.63	0.44	Fair
	K2 Content quality	2.81	0.53	Fair-Satisfactory
	K3 Clarity	2.81	0.53	Fair-Satisfactory
	K4 Time Management	4.50	0.53	Excellent
	Knowledge Average	12.75	1.73	Satisfactory
Skills	S5 Verbal Delivery	4.88	2.47	Fair
	S6 Non-verbal Delivery	4.25	2.55	Fair
	Skills Average	9.13	4.94	Fair
Motivation	M7 Confidence	5.25	2.12	Fair-Satisfactory
	M8 Enthusiasm and Engagement	5.25	2.12	Fair-Satisfactory
	Motivation Average	10.50	4.24	Fair-Satisfactory

Knowledge Dimension

As illustrated in Table 2, within the knowledge dimension, students performed best in time management (K4), achieving the highest mean score ($M=4.50$, $SD=0.53$), indicating excellent performance in maintaining appropriate presentation length and pace throughout their recordings. This high performance is contributed by the advantage of the pre-recorded format, which allowed students to practice, monitor their timing via recording software and re-record themselves to fit within the allocated time frame. This finding aligns with Algouzi et al.'s (2023) observation that the pre-recorded video format provides students greater control over their presentations to meet the requirement. The low standard deviation ($SD=0.53$) further indicates that students were generally consistent in this aspect. However, organisation (K1) recorded the lowest mean ($M=2.63$, $SD=0.44$), reflecting fair performance in structuring presentations with clear introductions, bodies, and conclusions. Meanwhile, content quality (K2) and clarity (K3) recorded identical scores ($M=2.81$, $SD=0.53$), showing a fair to satisfactory performance level in developing topics and presenting ideas clearly in the speech. These results mirror Rahayu et al.'s (2022) findings that students demonstrated adequate content knowledge but faced challenges in organising and clearly presenting that knowledge.

Skills Dimension

In the skills dimension, significant challenges were revealed. Nonverbal delivery recorded the lowest mean score ($M=4.25$, $SD=2.55$), indicating that students struggled with aspects such as body language, gestures and camera presence. Verbal delivery showed a slightly higher value ($M=4.88$, $SD=2.47$), reflecting fair performance in

vocal variety, articulation and pacing. These results are consistent with Permatasari's (2024) findings on interactive video projects, where students faced unique challenges in the pre-recorded format, especially in maintaining camera presence and body language without live feedback. This is also similar to Algouzi et al.'s (2023) observation, in which students struggled to maintain audience engagement despite the advantages of the video format. The relatively high standard deviation in both indicators (2.47-2.55) revealed a significant difference in students' delivery capabilities. Some students demonstrated competent skills, while many others in the dataset struggled with verbal and nonverbal delivery. This finding aligns with Rahayu et al.'s (2022) observation that students struggled with fluency and delivery despite demonstrating adequate content knowledge.

Motivation Dimension

In the motivation dimension, students demonstrated a moderate level of overall performance. Both Confidence (M7) and Enthusiasm and Engagement (M8) recorded similar scores ($M=5.25$, $SD=2.12$), indicating fair to satisfactory performance in projecting confidence and engaging audiences. Interestingly, the identical scores suggest that students who appeared more confident also tend to project greater enthusiasm. This aligns with Spitzberg's (1983) view of motivation as a unified concept encompassing both internal confidence and external engagement behaviours. These findings also reinforce Kho and Ting's (2023) idea that English proficiency alone did not guarantee presentation competence; motivation and confidence were equally critical. In a similar vein, Kho et al. (2024) further suggested that Malaysian students often struggle with confidence and engagement due to cultural communication norms that value modesty and indirectness. For both indicators in this dimension, the standard deviation of 2.12 indicates moderate variability in students' motivation, suggesting inconsistent confidence levels.

Summary of Quantitative Analysis

Table 3: Summary of Quantitative Key Findings

Strongest dimension	Knowledge
Weakest dimension	Skills
Strongest indicator	Time Management
Weakest indicator	Nonverbal Delivery
Most consistent performance	Organisation

These findings demonstrate that while students have adequate knowledge for their informative speeches, they struggle with practical delivery skills and confidence in their presentations. Supporting Spitzberg and Cupach's (1984) three-component model, the varied performance across dimensions reveals that competent communication requires integrating the three components: knowledge, skills, and motivation.

RO2: To identify common strengths and weaknesses in communication competence in students' pre-recorded informative speeches

The pre-recorded informative speeches revealed some insights into students' common strengths and weaknesses in communication competencies. Following Spitzberg and Cupach's (1984) communication competence framework, two major dimensions were observed through the transcription: skills and motivation. Within the skills dimension, two aspects were highlighted, namely linguistics and delivery, while non-verbal features were found to influence students' motivation.

One notable strength that can be observed in the skills dimension is in one of the linguistic aspects, namely vocabulary range and appropriateness. Nonetheless, other linguistic aspects demonstrated moderate to low levels

of communicative competence. Similarly, delivery and nonverbal features also showed a range of moderate to low communicative competence, as illustrated below.

Linguistic

In the linguistic aspects, grammar and sentence structure, vocabulary range, and signposts used by the students are analysed. The findings reveal that the majority of the students were able to structure a clear sentence, and minimal grammatical errors were found during the delivery. The excerpt below indicates a well-formed sentence structure and is grammatically sound.

S4

3 >In today's fast-paced, noisy worl:d< many of us carry stress and emotional burdens. And while not↑ everyone may have a therapist, (.) sometimes a pet's quiet companionshi:p↑ is exactly what we need.

One of the reasons contributing to this is likely the speech outline they need to produce, combined with the flexible nature of the assessment, which allows students to practice before recording their speech. On the other hand, a few students displayed several errors in sentence structure, including run-on complex sentences, which are also ungrammatical.

S1

3 There is: one moment which my palms were sweating (.) my heart was squeezy hotly and my voice also felt trapp::ed in my throat (.) ((palm placed near to throat)) which is I'm not confident at all to speak in a room with fu::ll of expecting faces.

S3

6 For the body~ (.) my first point is (.) at that (.) athletes usually star::t their day early in the morning. early than others (.) most of them: wake up before sunrise and begin their physical training, they wa:rm up and they stretch up:, they stretch (.) they warm up and stretch while the environment is in~ is still calm and quiet.

Additionally, only a few students utilised signposts, resulting in a clear, structured presentation. The use of appropriate signposts clearly shows the shift from description to the cause behind it, such as in the following excerpt.

S6

13 >Where the sounds< of rain captures our ears, (.) its smells speak directly to memory and emotion. (.) The smells of a rainy day trigger deep emotional connections and memo (.) >memories< tied to (.) natural and nostalgia.

14 The sense of rain:, known: as petrichor, comes from spechific ((mispronunciation)) (.) specific natural reactions. (.) >Petrichor< is caused by oils from pla:nts and soil being released into the air (.) when rain first hits the ground.

However, many students used signposts irregularly to indicate main points and to distinguish between main points and elaborations. Most students used signposts only to introduce the topic, main points, and conclusion. Unclear transitions between main points and the lack of signposts to indicate transitions from main points to reasons were also evident. In another instance, a noticeably small number of students overused the conjunctions “so” and “and” as signposts to indicate new ideas or to show connections between utterances.

S2

4 So there are several news and reports I have read >to better understand myself< about (.) this conflict.

5 And (.) this conflict is caused by rapid development and (.) aaa deforestation that are affect ((pronunciation slip)) (.) that are affecting our wildlife.

6 >So today<, I would like to inform, you about how what. ((slip)) how (.) development aaa (.2) and deforestation is affecting our wildlife.

7 So let's start with the first conflict. >Human wildlife conflict< in Malaysia is caused by rapid development of residential areas and highways.

The data reveals that if students take advantage of the video recording assessment, they are likely to deliver a more successful speech. As Nguyen (2024) asserts, by reviewing their own recordings and identifying areas for improvement, students can enhance the overall quality of their performance and develop a greater sense of competence in speaking activities. They can control and minimise the grammatical errors, sentence structure and utilise signposts well if they were to rehearse and review their presentations prior to submission

On the other hand, despite their moderate use of grammar and signposts, one linguistic strength observed is their vocabulary range. All students demonstrated appropriate use of vocabulary and were able to use a range of words that are mostly related to the content of their speeches. The preparation outline they were required to complete prior to recording the speech seems to contribute to this positive outcome.

Delivery

In terms of delivery, three major themes were observed: pronunciation, vocal variety, and fluency. Small proportions of students displayed clear pronunciation, while some students exhibited pronunciation slips. However, a few students appeared unaware of the mistakes they made. Both utterances illustrate such instances. S1 pronounced “damp” as “dump” without any attempt at self-repair, while S2 pronounced “wildlife” throughout the presentation, indicating a lack of awareness of the mispronunciation. As the word “wildlife” was a key term in her topic, the error may have affected the overall delivery.

S6

16 The smell of wet leaves:, dump ((mispronunciation for “damp”)) earth and even concrete can remi:nd us of childhood, (.) home or quiet solitude for example,> imagine walking home< from school on a >rainy afternoon< your shoes passing ((unclear pronunciation)) through houses ((unclear utterances)) and the scent of wave ((unclear utterances)) wave: (.) wet pavement rises in the air.

S2

5 And (.) this conflict is caused by rapid development and (.) aaa deforestation that are affect ((mispronunciation, /afok/)) (.) that are affecting our wildlife ((mispronunciation, /wadlaif/))

Another aspect related to pronunciation was observed in one student, who employed aspiration, particularly when pronouncing word-final /t/, /d/, and /k/ sounds. The consonant was noticeably hyperarticulated.

S2

7 So let's start with the first conflict. >Human wildlife conflict< in Malaysia is caused by rapid development of residential areas and highways.

Furthermore, a few students satisfactorily demonstrated certain aspects of vocal variety in their presentation. Elongation, stress, volume variations, tone variation, speed up talk on certain phrases, including pauses, in return make the delivery lively. They were observed to utilise this vocal variety in their presentations, demonstrating a sense of rhythm in their delivery. As Ganiev (2024) highlighted, rhythmic patterns in English phonetics are vital for effective communication as they influence the flow, intelligibility, and expressiveness of language.

S2

2 >So< ho:w↑ are we treating our animals >today? < When >I learn:ed about wiLDlife getting hit by vehicles< on (.) highways, I was sh::OCKED (.) >I didn't realize< that these (.) hhh incidents were (.) com MON or SERIous. >So: I start to acknowledge that human wildlife conflict< (.) in Malaysia: is a growing problem. hhh that is caused by rapid development. hhh and deforestation. <

S5

6 You >don't< nee:D to be a parent to recognize >that< (.) not everyone (.) >is suited for it<. (.) >Just like< ho:w we don't have to be CHefs: to know when the foo:d is ba:d, we don't HA:ve to be parents to see: when a chiL:D lacks <proPER care>.

Despite the noticeable in-breaths produced by S5, this instance illustrates how the student employed vocal variety in her presentation, demonstrating one of the aspects of communicative competence. Additionally, from these utterances, it was observed that stress patterns, tone variations, speeded-up talk, elongated sounds, and micropauses were the common forms of vocal variety used by the students, which prevent monotony and maintain audience interest throughout the presentation.

Besides, the tendency of only a few students to place stress on certain syllables also reflects their limited ability to select important words, which contributes to more effective vocal variety. For example, S2 stressed when pronouncing words such as “how” and certain syllables, as in “comMON or SERIous”, which were believed to highlight emotions, enhance message clarity, and at the same time contribute to the natural flow of the speech. Similarly, Ganiev (2024) asserted that participants demonstrated low awareness in identifying the rhythmic pattern of spoken English, attributed to its complexity and the varying levels of awareness among the participants.

Moreover, regarding fluency, almost all students demonstrated traces of reading in their eye movements. Although some attempted to present without reading, this often resulted in frequent language errors. Pervaiz et al. (2022) found that the majority of students were constantly engaged in paper reading during their presentations. This finding suggests that, regardless of the nature of the assessment, fluency remains a significant challenge in oral presentations. This is consistent with Rahayu et al (2022), who revealed that Indonesian university students struggled with delivery and fluency despite demonstrating strong vocabulary and content knowledge.

Nonverbal features

The presentations revealed several nonverbal features, including body language, hand gestures, and eye contact, which appeared to influence the presenters' confidence. About half of the presenters demonstrated moderate body language, mainly through head and hand movements, while a few appeared inexpressive, with limited gestures throughout their presentations. Additionally, the choice of recording location and the placement of the recording device contribute to awkward and constrained body language. One participant was also observed to continuously hold her hands-free device, further restricting her movement. In terms of eye contact, a few good presenters were able to maintain eye contact with the audience despite reading significant portions of their speech. In contrast, the weaker presenters displayed minimal eye contact, as their eye movements were more noticeable. These findings indicate that students did not fully utilise the flexible nature of the assessment to review their presentation before submitting. Students can improve their presentation by receiving nonverbal feedback, as video recordings allow them to review their performance (Nguyen, 2024). Inappropriate nonverbal features can also be minimised by ensuring proper device use and selecting suitable recording locations for presentations.

Implications and Suggestions for Future Research

This study focused on investigating the students' knowledge, skills, and motivation in assessing the pre-recorded informative speeches, as well as their strengths and weaknesses in communication competencies. Future research could focus on students' perceptions of the nature of pre-recorded presentations to gain in-depth insights through qualitative studies. This would contribute to better insights into the reasons for their performance and the practical measures that can be taken to improve their learning experience. Besides, as feedback is considered

vital in the teaching and learning process, it is also crucial to examine students' perceptions of instructional practice and the types of feedback their instructors provide on pre-recorded presentations. Furthermore, it is equally important to explore the instructional strategies employed by the instructor in using video-based oral presentations to help students engage in self-assessment and improve their performance. Alternatively, a quantitative study involving students from diverse backgrounds and linguistic abilities could be conducted to examine their perceptions of the effectiveness of pre-recorded oral presentations. Addressing these areas would contribute to a more comprehensive understanding of how to support students in developing stronger communicative competence. Insights into these areas can help bridge the gap between current performance and desired proficiency, as well as identify necessary pedagogical interventions to develop their specific subskills, such as fluency and pronunciation, for more effective delivery.

CONCLUSION

On the whole, students' performance demonstrated room for improvement. The data from the first research objective indicated that students' performance in the knowledge dimension is reasonably satisfactory; they achieved satisfactory scores for content quality, clarity, and structure. This corresponds to one of the aspects observed in their presentations, as most of them used clear sentence structures and appropriate vocabulary relevant to their topics. It also shows their understanding of the chosen topic. Although most students used clear signposts to introduce the presentation topic, the first main point, and the conclusion, greater attention should be given to incorporating signposts within the body of the presentation to distinguish new points and emphasise elaborations. This is one aspect of linguistics that requires students' attention to improve their clarity. Delivery also requires further improvement, particularly in their vocal variety, as it affects their overall presentation quality and reflects their confidence. When they appear confident, it is believed that this positively influences their body language during presentations. The underutilisation of the video recording format to improve their performance could be one of the factors contributing to their presentations' delivery, which ranges from fair to satisfactory. Overall, these findings underscore the importance of enhancing students' linguistic awareness and delivery skills to foster greater communicative competence. To align with the demands of video-based oral presentations in the 21st-century teaching and learning, targeted instruction and structured practice are essential to further enhance students' communicative competence.

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Conflict Of Interest

The authors declare that they have no conflict of interest.

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