

Analyzing EFL University Students' Academic Speaking Skills Through Self-Recorded Video Presentation

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ABSTRACT

Academic speaking is a fundamental skill that needs to be implemented in higher education. It is essential for university students to express their ideas in a formal academic setting with clarity and confidence. However, it remains a significant challenge for many EFL university students, particularly when it comes to fluency, vocabulary, and confidence in live settings. Addressing this issue, this study aims to analyze the academic speaking skills of EFL university students through self-recorded video presentations. The participants were 15 students from the English Education program enrolled in the Academic Speaking course at a state university. A qualitative content analysis was conducted using an oral performance rubric adapted from Brown and Abbeywickrama (2019), focusing on seven elements: organization, content, pronunciation, fluency, grammar, vocabulary, and performance. The findings revealed that the highest performance was demonstrated in the areas of organization and content, indicating the ability to organize the ideas and provide appropriate materials in the video presentations. In contrast, the weakest elements displayed by the students were fluency and vocabulary, underscoring the need for additional practice in academic word usage and natural, spontaneous speech production. The study comes to the conclusion that video presentations are an effective alternative for conventional methods of evaluating academic speaking abilities, particularly when it comes to reducing students' anxiety levels and giving them more time for planning. It also highlights the necessity of focused teaching methods to improve vocabulary and fluency in academic settings.

Keywords: Academic speaking, Self-recorded video, Speaking skills.

INTRODUCTION

Academic English has a primary objective that is teaching the language academically and subject-specifically, as well as language-related practices (Tuomaite & Zajankauskaite, 2017). It is needed to support the students' needs to achieve those objectives since it provides an aid for the students in presenting and discussing their ideas in an academic setting as a specific language tool (Barrett & Liu, 2016). In learning English, academic speaking is a fundamental skill that must be learned by university students. It is an essential skill for students to master in these modern circumstances (Sarwar et al., 2014). Robert & Meenakshi (2022). Moreover, Fan & Yan (2020) claim that implementing academic speaking is a fundamental skill in higher education, considering the fact that learners studying English as a foreign language (EFL) are expected to express their knowledge in formal academic settings with clarity and confidence. Then, academic speaking skills are acknowledged as necessary for international mobility, admission to higher education, and a future career in today's globalized world (Encalada & Sarmiento, 2019; Fulcher, 2014; Hallemans, 2021; Ritchie, 2016). In addition, it allows students to understand, criticize, and analyze information efficiently and communicate clearly (Singay, 2018). Therefore, academic English is needed and used by students in an academic setting, which is going to help them in acquiring and applying the knowledge (Dicerbo et al., 2014); Emperador-Garnace, 2021

However, students found several obstacles when delivering their oral presentations because they considered speaking skills as challenging skills, as Almansour & Al-Ahdal (2020) noted in their study. One of the most common methods for students to communicate academically is through oral presentations, which provide them an opportunity to show their knowledge and understanding, make arguments, and participate in academic discussions. As a result, the students feel a lack of confidence due to their inadequate English

proficiency, especially in speaking (Ratnasari, 2020). Meanwhile, self-confidence is considered a crucial soft skill that students should develop when studying a foreign language (Anwar et al., 2020).

Self-recorded video presentations can be applied as an alternative to overcome the obstacle which is found by students. Self-recorded videos have shown promise in enhancing students' speaking skills in English as a Foreign Language (EFL) contexts. Studies indicate that recorded video presentations can improve overall speaking proficiency, content explanation, timing, and speech skills (Göktürk, 2016; Ritchie, 2016). Moreover, with this method, students have greater autonomy to organize, practice, and edit their presentations before submitting them. Video presentations provide a more encouraging setting by reducing the pressure of direct performance, allowing students to concentrate on better structuring their work, communicating their ideas, and showcasing their speaking skills (Azkiyah & Rahayu, 2018; Bobkina & Domínguez Romero, 2022; Girardelli, 2017; Hung & Huang, 2015; Winnie et al., 2023).

Video presentations can assist students in enhancing their speaking abilities in English as a Foreign Language (EFL) contexts. Azkiyah & Rahayu (2018) mention that video presentations help students overcome their hesitancy while performing orally by giving them a comfortable setting in which to practice speaking more effectively. Moreover, Bobkina & Domínguez Romero (2022) in their study found that 88% of students welcomed video-based presenting activities since they felt more assured and less nervous knowing they could alter their performance before submitting it. Encalada & Sarmiento (2019) also indicate that video presentations not only help the students be confident in their speech but also provide an aid in their vocabulary and pronunciation improvements. In addition, the study by Göktürk (2016) revealed that the use of video assignments contributes to the enhancement of students' general speaking proficiency.

While prior research has highlighted that video presentations might potentially enhance the confidence of students, motivation, pronunciation, fluency, and vocabulary (Azkiyah & Rahayu, 2018; Bobkina & Domínguez Romero, 2022; Encalada & Sarmiento, 2019; Göktürk, 2016). The majority of these studies revolved around dealing with how students perceived or incorporated videos as a tool for learning. On the other hand, the present research employed recorded videos and a defined criterion, in the form of a rubric, to evaluate students' academic speaking skills rather than trying to assess how the students feel or improve over an extended period. Utilizing a qualitative content analysis methodology, this study analyzed particular elements of academic speaking, including speech organization, content, pronunciation, fluency, grammar, vocabulary, and performance of the students. In contrast to experimental or perception-based research, this study aims to evaluate and analyze the skills that students have presented through their final recorded presentations rather than functioning as a treatment or intervention. By performing this, it helps to understand how students utilize spoken English in formal academic settings and provides a targeted analysis of academic oral communication within an EFL context. Consequently, this study intends to analyze the academic speaking skills of students in an academic speaking class, utilizing their recorded video presentations as the primary source of data. In order to provide a comprehensive overview of students' speaking performance in an EFL academic setting, the analysis relies on a variety of speaking components, which include organization, content, pronunciation, fluency, grammar, vocabulary, and performance.

METHODOLOGY

This study utilized a qualitative methodology to investigate students' academic speaking performances, particularly employing a content analysis approach. In this study, a qualitative study was conducted. The participants in this study were a group of university students attending the Academic Speaking course in the English Education study program conducted in a public university that is located in Surabaya. Moreover, this university has an English Education study program that holds an academic speaking course for the students. The researcher reviewed the fifteen videos that had been collected multiple times. To familiarize with the students' language features, structure, and delivery. In addition, the students' recorded video was transcribed to support a detailed evaluation. Through the transcribing procedure, the researcher had the opportunity to conduct a more extensive analysis of each student's academic speaking skills, particularly with regard to language aspects including grammar, vocabulary, pronunciation, and fluency.

Following transcription, a rubric adapted from (Brown & Abeywickrama, 2019) was used to evaluate each

student's performance. There were seven elements in the rubric that were considered necessary for academic speaking, including organization, content, pronunciation, fluency, grammar, vocabulary, and performance. Each of the students' speaking performances was awarded a score on a scale of 1 to 5 based on their presentation on the video recordings. A grading scheme was used to represent the relative importance of each element: Organization (10%), content (15%), pronunciation (20%), fluency (20%), grammar (15%), vocabulary (10%), and performance (10%) and appearance (10%). To determine a final score on a 100-point scale, the raw scores were multiplied by their corresponding weight percentages, summed up, and then divided by five.

The final scores were then used to categorize students' performance into eight categories: A to A- (Excellent) for a score between 80—100, B+ to B- (Good) for a score between 65—79, and C+ to C- (Needs Improvements) for a score below 64. This categorization allowed it to be clearer to see how proficient the students were in speaking. As part of the analytic process, the students' performances were examined for patterns, such as recurring difficulties and common strengths across the rubric's components. For the purpose of drawing inferences regarding the students' general academic speaking proficiency as demonstrated in their recorded presentations, the researcher investigated both the numerical scores and the qualitative elements shown in the video and transcript data.

All student performances were subjected to the same grading and analytic processes in order to preserve consistency and reduce bias. In addition to assessing each presentation in light of predetermined standards, this methodical yet interpretive technique provided the researcher with a better understanding of how students employ English as a foreign language to express their ideas in academic settings.

RESULT & DISCUSSION

The results present that the students displayed the best outcomes in the areas of content and organization, with the mean scores of 4.87 and 4.33, which can be seen in Table 1. This indicates that they are able to effectively organize their ideas and offer appropriate materials in their video presentations.

Table 1: Students' Scores in Academic Speaking

Student s	Organizatio n (10%)	Conten t (15%)	Pronunciati on (20%)	Fluenc y (20%)	Gramma r (15%)	Vocabular y (10%)	Performan ce (10%)	Final Score (Out of 100)
Student 5	5	5	4	4	4	4	5	87
Student 6	5	5	4	4	4	4	5	87
Student 8	5	5	4	4	4	4	5	87
Student 18	5	5	4	4	3	4	5	84
Student 15	5	5	4	3	4	4	5	83
Student 1	5	5	4	3	4	3	5	81

Student 3	5	5	4	3	3	4	5	80
Student 16	5	3	4	4	4	4	4	79
Student 2	5	4	4	3	4	3	3	74
Student 10	5	4	3	3	4	4	4	74
Student 17	5	5	3	3	3	3	4	72
Student 9	5	4	3	4	3	3	3	71
Student 4	5	4	3	3	3	3	3	67
Student 14	4	4	3	3	3	3	3	65
Student 11	4	2	3	3	3	3	4	61
Mean	4,87	4,33	3,60	3,40	3,53	3,53	4,20	76,80

Table 1 illustrates students' competence in the aspect of academic speaking skills, which can be explained as follows. Academic speaking skills refer to students' ability to express ideas clearly, logically, and appropriately in academic contexts. This includes structuring the organization coherently, content using appropriate academic, pronunciation, fluency, grammar, and vocabulary for engaging with the audience effectively.

Organization

The analysis of the student organization shows that the students obtained the highest mean score among the other criteria, with a mean score of 4.87. The majority of the students arranged their presentations in chronological order, which indicates the students' familiarity with organizing the ideas, possibly due to prior experience with narrative or procedural speaking tasks. As a result, the students provided an easy-to-follow structure that is going to be beneficial for the students' further education. For instance, Student 1 mentions the content of her poster at the beginning of the presentation, "The first one is background of the study, previous study. Here is the research question. There are the data analysis, which is subject the research design and the research the research instruments, and the here are the results. Uh... here is the conclusion, suggestion, and last is references." Besides that, the students mentioned the transition words when they were moving from each sub-topic, which made the transitions between parts clear. At the end of their presentations, the students provided a conclusion. However, the conclusion lacked a strong summary of key points.

This finding aligns with the previous study held by Girardelli (2017), who stated that speech organization for presentations is essential for effective communication in the English language classroom. Moreover, coherent elicitation and response sequences are also essential for effective classroom interaction, underscoring the importance of managing classroom discussions in a step-by-step manner, as stated by Abhakor (2017). In academic speaking fields, speech management skills are critical to success in a variety of positions. Controlling one's speech and influencing others requires the logical progression of ideas, beginning with an

introduction, effectively presenting the main point, and concluding the main idea (Abrahamyan, 2023). Therefore, the students exhibited a clear presentation with an easy-to-follow structure.

Content

Alongside the organization, the average score for the content category, which had a 15% weight, was 4.33, indicating most of the students performed well in this criterion. The students need to explore the main topic based on their preferences and then present it in the form of a poster. The students could elaborate and provide an explanation for each section of the contents in the poster clearly, where they conveyed the relevant information with depth in analysis and supporting details of the article that was being presented. For example, Student 6 is integrating their article presentation with their own argument about learning English speaking skills through TikTok, "However, I have sense of critical thinking about using Tiktok itself. Why? Because of probably there are bad feedback or bad comments or hate speech on the TikTok on the audience, so the audience is free to assess or to adjust that discriminate their skills, so the students, relatives or the students will be unmotivated or dispirited after giving big feedback, so on and so forth."

It is consistent with the study held by Göktürk (2016), who claimed that the students had the ability to articulate their content to the audience at the conclusion of the video was evident in the video assignment. On the contrary, student 11 scored 2 out of 5 in the presentation video because the student provided insufficient depth details and limited information in their presentation. This is consistent with Mehar Singh (2019) and Ali et al. (2023), who stated that students faced challenges in academic speaking. They included problems in language proficiency where the students did not have enough content knowledge of the subject or field of their study. As a result, the students could not provide a clear presentation that was also influenced by fear and anxiety.

Pronunciation

The performance of the students in the pronunciation category is considered moderate, as indicated by a mean score of 3.60. In their video-recorded presentation that had been observed, the students had a clear and accurate pronunciation, specifically of the common and simple words. However, when it comes to the more complex academic terminology and less familiar words, the students occasionally struggled to pronounce them. Therefore, this problem at times affected the clarity of the information. In the video that was performed by student 4, several unclear pronunciations occurred, So we move to the third session, they are methodology. the researcher use the command and ... for data collection. this study use an English abstract, as if source text or data analysis, then provide the text into quilt bolt that is available in both free and premium versions. produce several visual of ... paraphrase process examine the resulting text and provided analysis of this research. The blank spots are the unclear pronunciation that was performed by student 4, which reduces the clarity.

This finding is similar to Wulandari et al. (2021), who reported that a considerable number of students asserted that it was challenging to articulate phrases they had only recently encountered, particularly academic terms that have a technical complexity. Moreover, Octaberlina et al. (2022) considered that the lack of pronunciation is also an obstacle to students' oral communication. In addition, this led to the students' confidence, where they were afraid of being criticized when they mispronounced the words. Clinging to the self-recorded video presentation, Encalada & Sarmiento (2019) mentioned in their study that students claimed that they had enhanced their pronunciation development as the positive impact of the use of self-recorded video. As a result, the students expressed less afraid when they were speaking in English. Nevertheless, the aid from the teacher is still needed to correct the mistakes that were made by the students.

Fluency

The analysis of the performances that were presented by the students was considered moderate proficiency, with a mean score of 3.40. A number of learners demonstrated an ability to sustain their verbal expression over extended periods, maintaining coherent and comprehensible delivery throughout their presentations. According to Al-khresheh (2024), a presentation with improved students' language fluency and coherence. Furthermore,

when the presentation is supported by the application of interactive multimedia that provides a wide range of positive situations and frequent speaking assignments, it will help the student enhance their fluency (Mahdi, 2022). In addition, this study is also aligned with the findings of Göktürk (2016) who evaluated the use of self-recorded video assignments and showed there was no statistical impact on the students' fluency enhancement. Nonetheless, a similar pattern emerged when the students attempted to articulate more complex ideas. Consequently, there were noticeable hesitations, frequent fillers (such as “aaa...” “eee...” or “uhm...”), long pauses, and frequent pace disruptions. This outcome mirrors the findings by Manorum et al. (2024) which revealed that the main obstacle to students' speaking fluency issues was the hesitation during their speech. Hence, the presentation may be disrupted by this hesitancy, which may also indicate insufficient confidence or language skills.

Grammar

The students' performance showed moderate proficiency in the grammar category of their self-recorded presentation videos. The mean score of their performance is 3.53. The students showed their control over fundamental grammar mastery in their video presentations. However, several errors still occurred in word forms, tense consistency, subject-verb agreement, and complex sentence structure that are sometimes still noticeable, as displayed by students 5 and 15, such as “English has been an international language.” which was correct. However, she also used the wrong structure, such as “someone who are abroad.” Furthermore, it is not only found in student 5 but also rest of the students. In addition, the students showed a positive attempt at complex grammar, for instance, passive constructions that were presented by student 15 “The data of this study were collected in higher education institutions across the United States and Canada.”. This finding mirrors the outcome of Khasinah et al. (2024); Octaberlina et al. (2022); and Wulandari et al. (2021) who mention the grammatical errors that occurred, such as when the students applied the tenses, word form, subject-verb agreement, and inaccurate prepositions. Those errors could have happened due to insufficient grammar mastery, a lack of confidence that made the students nervous, and the different word order between the students' native language and English as the target language.

Vocabulary

The mean score of the vocabulary category is similar to the grammar category, which is 3.53 indicating moderate proficiency. The majority of the students were able to use basic academic vocabulary appropriately. On the other hand, students found a struggle to deal with complex academic words that were less familiar to them. Furthermore, repetitive word choices were frequently observed in the students' recorded videos. For instance, student 7 showed appropriate academic vocabulary such as “implementation”, “significant difference”, and “findings and result.” In addition, student 7 also consistently used the words “gradual progress,” “assess students' speaking skill” to emphasize the topic. However, errors are found in the student's vocabulary mastery, where some students repeated simple words frequently as “good,” “helpful,” “hard,” and “important.” The results of this study are in agreement with Manorum et al. (2024); Winnie et al. (2023); and Wulandari et al. (2021) where study findings indicate that the primary challenge faced by students in English speaking in an academic context stems from their limited vocabulary. Many students encountered challenges in articulating their ideas in formal English, which often required a cognitive translation process from their native language. This challenge likely included feelings of anxiety. Moreover, the study also identified a gap in students' understanding of informal spoken English, highlighting the necessity of exposing students to a wider range of vocabulary, including idiomatic and colloquial terms. Conversely, several studies regarding the application of students' recorded video argued that the application of it helped students enhance their vocabulary mastery. The students acquire new vocabulary, learn how to pronounce the words, and help the students recall the words (Azkiyah & Rahayu, 2018; Encalada & Sarmiento, 2019; Göktürk, 2014).

CONCLUSION

In summary, the students displayed the best outcomes in the areas of content and organization. This indicates that they were able to effectively organize their ideas and offer appropriate materials in their video presentations. Conversely, fluency and vocabulary were found to be the weakest elements that as shown by the students with the mean scores of 3.40 and 3.55, reflecting continued difficulties in delivering smooth,

spontaneous, and natural speech and using proper academic language. These findings offer valuable insight for future advancements in academic speaking instruction, especially in areas that promote vocabulary enrichment and fluency-building strategies.

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