# ENHANCING PRESENTATION PROFICIENCY THROUGH VIDEO MODELING: FRESHMEN STUDENTS' PERCEPTIONS IN ENGLISH PROFESSIONAL CLASS

Joice Yulinda Luke[1)]
English Department, Faculty of Humanities
Bina Nusantara University
Jakarta, Indonesia
joice.luke@binus.ac.id

## Abstract

Public speaking and presentation skills are essential for academic and professional success, yet many freshmen students struggle with delivering effective presentations. This study investigates freshmen students' perceptions on how video modeling as a pedagogical approach can improve presentation proficiency among first-year university students. Video modeling involves observing and learning from exemplary models presented through video demonstrations. The research employed a descriptive qualitative method by using a survey through Google Form to collect the data. There were twenty-five students enrolled in English for Professional Class, randomly assigned as participants of this study to watch a video modeling presentation and received instructions to analyze videos of expert presenters, focusing on various aspects such as body language, vocal delivery, and content organization. Qualitative data from questionnaires highlighted the freshmen students' views on how video modeling enhance students' understanding and confidence by providing concrete examples for skill development in doing presentation in a public. The findings suggest that incorporating video modeling can effectively enhance freshmen's presentation skills and self-efficacy. Also, the study contributes to the growing body of research on teaching media learning approaches and offers practical implications for English lecturers seeking innovative methods to support student success in public speaking skills.

**Keywords – enhance, freshmen, presentation, proficiency, video modelling**

## Introduction

Effective communication skills, especially the capacity to deliver persuasive presentations, are extremely valuable assets in the contemporary competitive academic and professional environments. As students transition from secondary school to tertiary education, they are frequently presented with the formidable task of refining their public speaking skills to fulfill the rigorous requirements of advanced education. Presentations, whether as class assignments, thesis defenses, or academic symposiums, have now become a fundamental component of the university experience, and proficiency in this area can significantly influence a student's academic achievements and future career opportunities. It is in line with Bower et al (2011) study that found video modeling can effectively improve public speaking skills and reduce communication apprehension among college students. Moreover, for first-year students, the challenge of delivering captivating presentations can be particularly daunting as they navigate the unfamiliar landscape of university life while grappling with newfound autonomy and academic demands. Fryar (2015) stated that video modeling has been shown to be an effective instructional strategy to enhance presentation skills, particularly for students with limited prior experience. It constitutes to the fact that many freshmen may lack the necessary skills and confidence to effectively convey their ideas, resulting in a hostile impact on their academic performance and overall learning experience. Consequently, there is a pressing need to explore innovative and engaging pedagogical methods that

can empower these students to develop and refine their presentation proficiency. Thus, video modeling, a pedagogical approach involving the observation and imitation of exemplary models, has emerged as a promising solution to tackle this challenge. This resonates with a study done by LeFebvre et al. (2017) revealed that freshmen students who participated in a video modeling intervention experienced significant improvements in their presentation delivery, including aspects such as eye contact, vocal variety, and overall confidence.

Furthermore, by presenting students with high-quality video demonstrations of effective presentation techniques, video modeling offers a dynamic and immersive learning experience that transcends traditional instructional methods. According to Winder et al. (2019), video modeling can be particularly beneficial for visual learners, as it allows them to observe and internalize the nuances of effective presentation techniques. Hence, this approach leverages the power of visual learning, allowing students to observe and internalize the nuances of effective communication, such as body language, vocal inflection, and audience engagement strategies.

Additionally, Video Modeling is in harmony with the preferences of the digitally native generation, who are accustomed to assimilating information through multimedia platforms. Chiu (2020) found that freshmen students perceived video modeling as an engaging and motivating approach to learning presentation skills, as it aligned with their preferences for multimedia-based instruction. That's why, through the integration of video-based instruction into the academic curriculum, educators can capitalize on students' familiarity with visual media, thereby boosting students' involvement, motivation, and retention of the presented material. It coins to Crookall and Leeds (2021) who highlighted the importance of incorporating students' perceptions and feedback when implementing video modeling interventions, as this can lead to more effective and tailored instructional strategies.

Video Modeling can be an effective technique for improving presentation skills in certain conditions as follows:

1) Before an important presentation;
2) After receiving feedback;
3) Developing new skills
4) Identifying personal habits or manner
5) Comparing with effective presenters (peer modeling)

Overall, video modeling can allow students to objectively assess their presentation skills, identify strengths and weaknesses, and track the progress over time. Video Modeling is also a powerful tool for self-evaluation and targeted practice, making it beneficial to incorporate at various stages of developing and refining the presentation abilities. As Hoskins (2020) elucidates, the act of recording oneself on video during practice enables individuals to engage in impartial self-evaluation and receive intricate feedback, facilitating the pinpointing of particular areas necessitating enhancement, such as intonation, eye contact, or body language. This level of specificity is often challenging to discern or recollect accurately post hoc in the absence of video documentation (Sawyer, 2019). By pinpointing the exact areas that require attention, individuals can focus their practice sessions more efficiently and target their efforts on specific techniques or sections until they achieve the desired level of proficiency (Hoskins, 2020).

Moreover, Video Modeling provides the freshmen students with the opportunity to learn from exemplars and track their progress over time. As suggested by Bauml and Monahan (2023), observing and analyzing the presentations of experienced speakers or upperclassmen can serve as a valuable learning resource for freshmen. By comparing their own performances to those of more skilled

presenters, freshmen can identify effective strategies and incorporate them into their own practice.

Thus, to recognize the potential of video modeling in fostering presentation proficiency among freshmen students, this study aims to explore their perceptions and experiences with this innovative teaching method. Also, this study seeks to uncover the specific aspects of video modeling that resonate most with freshmen learners, enabling educators to refine and optimize this pedagogical strategy for maximum impact. By empowering students to deliver compelling presentations, this research has the potential to stimulate academic success, nurture self-assurance, and equip the forthcoming generation of leaders with the essential tools needed to articulate their ideas and make a lasting impact in their chosen fields.

## Methodology

This study employed a descriptive qualitative research design to explore freshmen students' perceptions of using video modeling to enhance their presentation proficiency. There were 25 freshmen students involved in this study as purposive sample participants. They were selected based on the following criteria: 1) Enrolled in a required first-year English for Professional Class course that includes a presentation component; 2) Completed watching and studying a video modeling intervention aimed at improving presentation skills; and 3) Willingness to participate in the study and share perceptions and experiences studying presentation skills through video modelling.

Data were collected using Google Form Survey which include a combination of open-ended and Likert-scale questions. The survey covered questions about perceptions on effectiveness of the video modeling intervention in improving various aspects of presentation skills (e.g., body language, vocal variety, and audience engagement), views on the quality, relevance, and usefulness of the instructional videos, and benefits and challenges of using video modeling as a learning tool. Then, data analysis employed descriptive qualitative analysis using coding process and descriptive statistics such as percentages, frequencies, and measuring the central tendency, to provide an overview of participants' perceptions on various aspects of the video modeling intervention.

## Finding and Discussion

*1. Video Elements to increase interactivity*

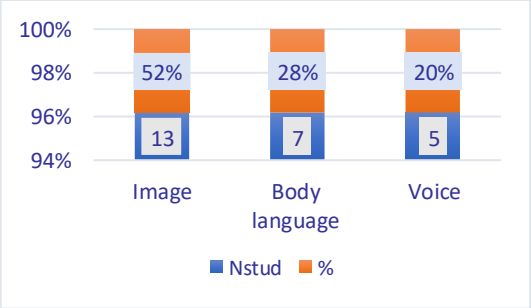


Figure 1. Video elements to enhance interactivity

Figure 1 above shows three elements of video such as images, body language, and voice that increase video interactivity. Among those elements, Image is highly influencing the interactivity of the video compared to other elements as body language and voice. There were 52% or 13 participants agreed that image can enhance video interactivity. Following the element of image is body language which was chosen by 7 students or 28%. Last is voice that was perceived by 5 freshmen or 20%. Thus, this finding proves that Image can serve as visual aids to complement and reinforce the information presented in the video because they can help illustrate difficult concepts, processes, or ideas through video alone as well as making the content more understandable and engaging. In accordance to the result, Bouton et al (2020) stated that repeated viewing of video models can lead to stronger encoding and retention of demonstrated skills, enhancing freshmen

students' ability to transfer those skills to real-world presentation scenarios.

Besides, Images can be used to personalize or customize the video experience for different viewers. For instance, specific images such as logo or maps could be displayed based on the viewer's preferences, location, or brand, making the video more relevant and engaging for the audience. Then, it supports Plass et al (2020) that claimed incorporating personalized images and visuals into instructional videos can enhance learner engagement and facilitate better information processing and retention.

Conversely, the other elements like body language and voice are also contributing in some cases for improving interactivity of Video Modeling. Body language such as gestures, facial expressions, and posture, provides visual cues that can help students better understand and connect with the content being presented. This finding connects to Mayer and Moreno (2003) research, where they emphasized the importance of using appropriate gestures and vocal expressions in multimedia learning environments, stating that "the instructor's voice and body language can be used to signal important information and guide the learner's attention" (p. 48). Supporting Mayer and Moreno (2003), Baylor and Ryu (2003) also investigated the role of animated pedagogical agents in multimedia learning and found that "the agent's voice and gestures can enhance the learner's perception of the agent as a lifelike character, which in turn can increase the agent's ability to motivate and engage the learner" (p. 389). Therefore, the use of nonverbal cues in Video Modeling can reinforce the information being conveyed, making it more engaging and memorable.

In the same way, voice in the video, including tone, pitch, and emphasis, can convey emotions and create an emotional connection with the students as the audiences. As Lusk and Atkinson (2007) studied the impact of animated pedagogical agents on student learning and found that "the use of expressive voices with appropriate emotional tones can create a sense of social presence and establish an emotional connection with the learner, leading to increased engagement and motivation" (p. 758). This emotional connection can make the learning experience more engaging and relatable that can foster greater students' interest and involvement. Furthermore, previous research done by Moreno and Mayer (2004) observed that "the use of a human-like voice with appropriate emotional inflections can create a sense of social partnership and foster a more positive attitude toward the learning experience" (p. 169). In other ways, the integration of body language and voice in Video Modeling can enhance the interactivity and engagement of the learning experience for freshmen students, making the content more relatable, memorable, and effective in facilitating their academic and personal growth.

*2. Views on effectiveness of video modeling for learning Presentation skills*

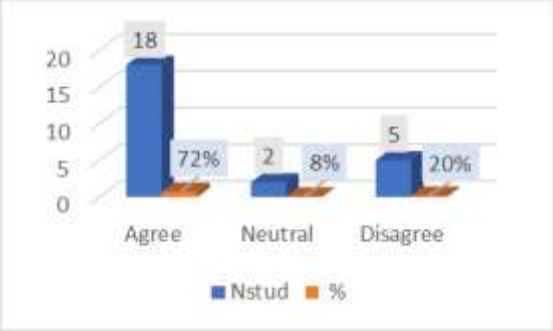


Figure 2. Freshmen students' views on effectiveness of Video Modeling for Presentation

The above figure shows views of freshmen students on the effectiveness of video modeling for studying presentation skills. Majority of participants or 72% (18 students) agreed that Video Modeling is an effective way to learn presentation skills. Only small numbers or 5 (20%) students disagreed and 2 (8%) of them chose to be neutral. Therefore, this result indicates

Video Modeling is effective approach to study presentation skills because it can facilitate better retention and transfer of presentation skills. By repeatedly watching and practicing the demonstrated techniques, freshmen students can reinforce their learning and apply the acquired skills more effectively in real-life situations. Likewise, Biswas et al (2022) mentioned that repeated exposure to video models, combined with opportunities for practice, can facilitate the reinforcement of acquired skills and enhance the transfer of those skills to authentic real-life situations for freshmen students.

At the same time, Video Modeling provides freshmen students with the flexibility to learn at their own pace. They can pause, rewind, or revisit specific sections of the video as needed, allowing them to fully understand and internalize the demonstrated techniques. At the end, Video Modeling caters to freshmen students' preferences for visual learning, making it an engaging and relatable approach for developing presentation skills. This is relating to previous study done by Mahmud et.al (2021) who found that by leveraging the principles of multimedia learning and catering to the visual learning styles prevalent among freshmen students, video modeling presents an engaging and relatable approach for enhancing their presentation proficiency.

Unlikely, the study found small number of freshmen students refuse to admit the effectiveness of Video Modeling for learning Presentation skills. It happened because most of these students were kinestetic and auditory learners. They find video modeling less effective than other teaching methods to cater their preferred learning moods for modeling presentation acts. Then, this result coordinates with Brünken et al. (2004) who highlight the potential limitations of Video Modeling for auditory learners, noting that "learners with a strong auditory preference may experience higher cognitive load when processing visual information, such as video models, as their primary sensory channel is not fully engaged" (p. 125). Accordingly, Video Modeling, can potentially effective for visual learners, but may not adequately accommodate the learning needs of kinesthetic and auditory learners when it comes to develop presentation skills due to the fact that kinesthetic learners may benefit more from opportunities for physical practice and hands-on activities, while auditory learners may require more auditory cues or narration to fully engage with the learning material.

*3. Benefits of using Video Modeling*

Table 1. Benefits of using Video Modeling

| Benefits of Using Video Modeling | Agree | | Fair | | Disagree | |
|---|---|---|---|---|---|---|
| | Nstud | % | Nstud | % | Nstud | % |
| Achieve better understanding on how to do effective Presentation Skills | 23 | 92% | 1 | 4% | 1 | 4% |
| Enable to point out the enrichment learning process | 22 | 88% | 3 | 12% | 0 | 0 |
| Solving out any doubts of doing Presentation | 20 | 80% | 4 | 16% | 1 | 4% |
| Useful for doing professional presentation in the future work | 21 | 84% | 4 | 16% | 0 | 0 |

Table 1 above discusses benefits of applying Video Modeling when teaching Presentation Skills for freshmen students. There are four benefits according to freshmen students, such as: achieve better understanding on how to do effective Presentation skills, enable to point out the enrichment learning process, solving out any doubts of doing presentation, and useful for doing professional presentation in the future work. Almost all participants or 92% (23 out of 25 students) agreed that Video Modelling was beneficial for gaining better understanding of doing effective presentation skills. Following it, 88% (22 students) claimed Video Modeling can enable to highlight enrichment learning process. Next, 84% (21 students) mentioned Video Modeling can be useful to do in a professional future work. Finally, 80% (20 students) stated

Video Modeling can serve as solution to eliminate doubts of doing presentation.

Meanwhile, 'fair' claims were only chosen by a very small number of freshmen students, ranging from 4% (1 student) to 16% (4 students). Similarly, 'disagree' claims are very small in numbers or 4% (1 student) in accordance to benefits such as achieve better understanding of doing effective presentation skills and solving out doubts of doing presentation. Thus, the results describe that Video Modeling for learning Presentation Skills can function as an effective showcase of presentation skills in realistic scenarios, such as classroom settings, conferences, or professional environments. This contextual learning can help freshmen students better understand how to apply the learned skills in authentic situations (Herrington and Reeves, 2011).

Subsequently, Video Modeling can incorporate peer models in the video demonstrations that can be particularly relatable and motivating for freshmen students. Additionally, Bandura & Jeffery (2019) explained that the incorporation of peer models in video modeling demonstrations can create a relatable and motivating learning experience for freshmen students, fostering a sense of achievability and inspiration. Shortly, observing fellow colleagues effectively delivering presentations has the potential to cultivate a perception of attainability and motivate novice students to cultivate comparable competencies.

Regarding the advantage of Video Modeling for doing professional works in the future, a study done by Hosler and Arrington (2019) emphasize the importance of presentation skills in the workplace and suggest that "video modeling can be an effective way for students to develop and practice professional presentation skills, which are highly valued by employers across various industries" (p. 9). Shortly, the previous study and the result of this study highlight the potential of Video Modeling as a valuable tool for developing professional presentation skills that are crucial in many workplace settings. Through Video Modeling, freshmen students can gain more opportunities for observational learning and structured practice that help them to refine the specific competencies to polish presentations in order to enhance the overall professional development and career readiness.

Another benefit of Video Modeling experienced by freshmen students is enabling them to point out enrichment learning process by discussing the video content with their peers, sharing their perspectives, asking questions, and collaboratively reinforcing their understanding. Through the enrichment learning activities, freshmen students can apply the knowledge gained from the videos in practical scenarios. For example, they learned the posture position while doing presentation in standing or sitting position. Also, they can learn some phrases or sentences to open and close the presentation as well as transitional words to move to other point presentation such as *Let me show you how this works…*, *Let me demonstrate this…*, *Now that we've covered the theory, let's see it in action …* and *Next, I'd like to let you see this for yourselves….* All these phrases can be practiced by imitating the model or expert in the Video Modeling. Buchholz et al. (2019) found that after watching video models, students were better able to apply the demonstrated skills in practical settings. Thus, they commented that "The use of video modeling as an instructional tool has been shown to be effective in teaching a variety of skills, including academic, social, and vocational skills, to individuals with and without disabilities" (p. 2). Equally, a study done by Rayner et al. (2017), claimed that "Video modeling combined with in-vivo practice has been found to be an effective approach for teaching various skills to students with autism spectrum disorder and other

developmental disabilities" (p. 115). Their research exhibited that freshmen students who watched video models and then had opportunities for hands-on practice exhibited significantly improved skill acquisition and application. In other ways, applying Video Modeling into the learning process can actively engage the freshmen students with the material, reinforce their understanding, and allowing them to take ownership of their learning experience to success in the overall academic success and enrichment learning process.

**Conclusions**

In summary, the outcomes of this study underscore the potential of video modeling as a valuable instructional tool in enhancing presentation skills among first-year students. By leveraging the power of observational learning and catering to the visual learning preferences of the digital native generation, Video Modeling provides an interactive and effective method for developing essential communication abilities. The examination of freshmen students' perspectives in this study has revealed significant insights into the advantages, difficulties, and key elements contributing to the effectiveness of video modeling interventions. The favorable perceptions expressed by participants regarding the clarity, significance, and relatability of the video models emphasize the importance of meticulous instructional planning and the utilization of peer models. Moreover, the results indicate that video modeling can enhance self-confidence and self-efficacy in presentation delivery, enabling freshmen students to conquer communication anxiety and welcome public speaking opportunities. Through the integration of video modeling with self-assessment, peer evaluations, and individualized guidance, educational institutions can establish a comprehensive and tailored learning environment that meets the specific requirements of first-year students. Equipping freshmen students with strong presentation skills as they commence their academic pursuits can yield extensive benefits for their personal and professional development. Thus, for the future works, this study also suggests to incorporate Video Modeling with other instructional methods, such as in-person coaching, peer feedback sessions, and hands-on practice opportunities to contribute to the expanding knowledge base on innovative teaching methods. In addition, it may be useful to carry out longitudinal studies to assess the long-term impact of Video modeling on students' presentation skills and professional development that can follow through their academic and early career stages.

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