**Students’ Awareness of their Oral Presentation Skills through Self-Assessment of Video Recording**

**Abstract**

This research investigates the role of self-assessment through video recordings in enhancing students’ awareness of their oral presentation skills and identifying areas for improvement. Specifically, it addresses three key questions: (1) Does self-assessment of video recording affect students‘ awareness of the development of their oral presentation skills? (2) Does self-assessment of video recording help students identify what oral presentation skills should be improved? (3) Does the quality of reflection of students support the students’ self-assessment of their oral presentation skills? The study was conducted with senior high school students enrolled in Media and Information Literacy. After receiving approval from the academic supervisor, participants recorded a 2-3 minute presentation, which they then assessed using a self-assessment questionnaire. Students were also asked to reflect on their self-assessment activity, and their reflective outputs were evaluated using an analytic rubric. Descriptive analysis was applied to the self-assessment data, while thematic analysis was used for the qualitative reflections. The results indicate that self-assessment enhanced students’ awareness of their presentation skills and helped them identify areas for improvement. The quality of students' reflections also contributed to the accuracy and depth of their self-assessments. This study recommends the integration of self-assessment in oral communication classrooms to foster student autonomy and suggests further research to validate these findings through triangulation of data sources.

Keywords: self-assessment; oral presentation; video recording

**1.    Introduction**  
**1.1.    Background of the Study**

Learning to self-assess is an ability that students have to acquire, in addition to what is set by the curriculum. Harris and Brown (2018) emphasized that self-assessment allows learners to have a deep comprehension of appropriate standards for evaluating the quality of work, aids them in understanding how to assess their performance based on those standards, assists them to comprehend their performance or work, and teaches them to analyze and use data in various means that will positively affect their learning. For this to be achieved, educators have to aid their students in order for them to be capable of doing self-assessments effectively. Inaccurate perceptions of their work or performance could lead learners to undermine their achievements and not study well due to low self-esteem. Self-assessments, hence, should be executed appropriately.

Self-assessment could be employed to evaluate one’s oral presentation skills. According to Yan et al. (2019), self-assessment is crucial for independent and long-term learning. Oral communication skills are expected from students not just in the academic setting but also in the workplace. It is one of the macroskills that have to be honed by students in their early years in preparation for what they are expected to accomplish in the workplace. Oral presentation skills have to be enhanced not just to pass academic requirements but for them to excel in the workplace. It is but a need for educators to find ways to effectively hone the oral communication skills of students through various activities and assessments.

One study that focused on self-assessment of oral communication skills is that of Tailab and Marsh (2020). It aimed to examine if utilizing video recordings allows students to increase their awareness of their oral presentation skills by reviewing their recorded presentations. Participants were asked to check their video recordings, evaluate their performance, and reflect by using a self-assessment questionnaire. The results revealed that the students had highly positive attitude toward recording the presentations. The dominant response was that students perceived the said assessment positively as it did not make them feel anxious or worried. Participants were able to notice that a number of their oral delivery skills such as preparation, self-confidence, eye contact, and voice needed improvement. The study of Syafiq et al. ( 2021) links to the results of the previously discussed study. It attempted to discover how YouTube videos improve the speech communication ability of students. This study showed that YouTube video as English language learning material improved the speaking skill of learners.

**1.2.    Literature Review**

**Oral Communication and its Significance**

Oral communication is a skill that is needed by individuals to engage in multiple contexts. It links to the concepts of interdisciplinarity and multimodality. According to Penrose (2022), oral communication has academic, social, and professional benefits. Communication is a need not just in the academe but especially in the workplace. For a person to be well-rounded, one should be competent in communicating with others. Communication is needed by students not just after graduation; it serves as a key to innovation or change. Individuals who are good in communicating with others have the potential to create workplaces that are more ethical and inclusive (NC State University, 2021).

Oral communication skills are expected from students both in the academic setting and in the workplace (University of South Australia, n.d.). Oral communication includes the abilities to speak and pay attention for the following purposes to be met: informing, persuading, entertaining, inspiring, and relating. Students engage in different communicative interactions such as public speaking, small group communication, and one-on-one conversations (University of California, n.d.). Oral communication strategies are needed to make communicative transactions a success (Farizah, 2021).

Oral communication pertains to the ability to share thoughts and ideas through speech. Strong oral communication skills are needed to present ideas in various contexts (Government of Canada, n.d.). In the educational setting, oral communication assessments give students opportunities to demonstrate learning in various ways. These could hone their collaborative skills as well as their interpersonal skills. These skills would be valuable to their future careers. For this to be possible, there is a need for teachers to carefully develop their assessments (University College London, n.d.).

**Self-Assessment as an Alternative Pedagogical Tool**

According to Alek et al. (2020), self-assessment is an alternative means to evaluate students’ English speaking skills. They are given the opportunity to discover and improve their speaking ability. The study revealed that students found self-assessment as a tool that aids them as it allowed them to know the level of their speaking ability and further work on it in consideration of the course goals. Some of the students also showed enthusiasm towards it as not many teachers use it in their classes. In relation to this, Masruria and Anam (2021) conducted a study with the goal of ascertaining how self-assessment is implemented in class and how students think of this assessment as a tool to evaluate their speaking ability. The results revealed that students perceive self-assessment positively as it allowed them to know both their strong and weak points which could guide them in improving their communication skills. It was also found in the study that students’ confidence, independence, and engagement could be improved by using self-assessment.

In the study of Nejad et al. (2019), the respondents were asked to evaluate their oral presentation skills through self and peer assessment. Teacher assessment was also included in the study. The results showed no significant difference in the three assessment approaches. Despite this, the average scores revealed that teachers had the strictest scoring criteria while peer assessors were the least stern in terms of evaluation. This study points out that students engagement in assessment could increase their desire to learn and improve their speaking ability. The findings of the said study support the results of Baleghizadeh and Masoun’s (2014) research which exhibited that the students’ self-confidence improved when self-assessment is used on formative mode. This study emphasizes the pedagogical implications of self-assessment in class. Self-efficacy is an important element of the language learning process. This study examined the effect of self-assessment on language learners. The results showed that allowing students to assess themselves regularly is a way for students to increase their self-efficacy. Additionally, self- assessment allows students and teachers to communicate, hence, this tool indicates authenticity. It is therefore recommended that teachers use self-assessment regularly as part of their pedagogy. They could also use this to scaffold their students in their classes.

The learner-centered teaching and learning era of education poses a reminder that self-assessments may be used as a means to scaffold students in becoming independent and self-directed. However, self-assessment as a tool in the classroom is seldom used. Qualitative results revealed that students exhibited self-directed learning skills, however, quantitative results exposed that the students were still distant from achieving these competencies. The study recommends that self-assessment opportunities be increased in class and student-centered methods be employed (Sosibo, 2019).

**Self and Video-based Assessment of Oral Communication Skills**

Being competent in oral communication is important as it prepares students for professional interaction. The study of Nikolic et al. (2018) implemented a formative assessment using video with self-assessment. The study found that formative self-assessment helps in improving their oral communication skills. However, the study did not show notable improvement compared to the conventional approach of assessment. This could be attributed to the formative nature of self-assessment where incentives were not offered to the students. The development of computer and Internet technologies has aided in language learning. This is because these media forms make learning more engaging or captivating. The study of Lestari (2019) focused on the students’ perspective on the use of videos and students’ strategies in using the said learning material. The results revealed that students perceive the use of video blog to improve their speech communication skills in a good way. They also employ various strategies to effectively use video blog to learn about the utilization of English language specifically in speech communication. The use of video blog could equip learners with a variety of knowledge about vocabulary, grammatical construction, enunciation, accent, and cultural awareness.

The mixed-method research conducted by Zheng et al. (2023) employed multi-source data to elucidate the impact of video-based formative assessment on language students’ speech communication skills. The study revealed that learners that were exposed to self-assessment showed lower level of speaking anxiousness than those who were tasked to do peer-assessment. The findings showed that self-assessment on formative mode allowed the learners to know more about their delivery and level of anxiousness. On the other hand, the exposure of students to peer-assessment led them to work on their English language usage. The study recommends that self-assessment be used for students who have high anxiety level when doing oral presentations while peer-assessment should be for students who need to improve their language proficiency.

The study of Syafiq et al. ( 2021) attempted to discover how YouTube videos improve the speaking ability of students. This study showed that YouTube videos as an English language learning material improved the speech communication skill of students in terms of the following: fluency, vocabulary, enunciation, grammar, and content. YouTube videos, hence, could improve the speech communication skills of students, if properly integrated in the lessons to be presented in class. The use of YouTube videos in speech communication classes motivates students to learn about the language. These videos provide photos and audio clips which could aid students in improving their pronunciation, vocabulary, and mechanics. These could also help students to learn about grammar and allow them to comprehend the lessons. The study of Samaie et al. (2018) revealed distinct results. The researchers found out that the participants had negative attitude towards the use of mobile-mediated assessments. The study’s respondents were not receptive of the use of alternative means of assessment through mobile device applications, although they were given the opportunity to participate in both self and peer-assessments.

**1.3.    Research Questions**

This research aims to answer the following questions:

1. Does self-assessment of video recording affect students‘ awareness of the development of their oral presentation skills?

2. Does self-assessment of video recording help students identify what oral presentation skills should be improved?

3. Does the quality of reflection of students support the students’ self-assessment of their oral presentation skills?

**1.4.    Theoretical Framework**

Zone of Proximal Development (ZPD) was developed by Lev Semenovich Vygotsky. It refers to the range of abilities in which the learner may or may not need assistance in the process of developing a new skill (Shabani et al., 2010). The main goal of education from the Vygotskian lens is to allow individuals remain in their own ZPDs as frequent as possible in a way that teachers are providing them with an interesting and culturally meaningful learning experience that is slightly different from what they do, such they will need to collaborate either with one another, or with a more competent peer to accomplish the task.

Zone of Proximal Development is the distance between the actual level of development and the level of potential academic growth under the guidance of an adult or a more capable individual. Growth happens through the assistance of a mentor or a teacher (Nordlof, 2014). In order for this to be achieved, scaffolding will be done. Concepts are internalized by students through interaction with their teacher, which is through the process of scaffolding. This is done for students to complete the tasks within the range of their ability, while getting support from their teacher (Wass et al., 2011).

Vygotsky stated that all individuals may improve their cognitive development and skills through social interaction and by experiencing different interventions. The theory proposes that the Zone of Proximal Development is a way to measure an individual’s skills. These skills could be improved by utilizing various strategies that may help them with their skill enhancement. The researcher was guided by the said theoretical framework in utilizing self-assessment in aiding students know more about their oral presentation skills.

Harris and Brown (2018) posited that the power of self-assessment is that it is a process that occurs within the student. It is possible that coming to conclusions for oneself about the quality of output will have a firm positive impact on the learning experience. In order for the students to be knowledgeable on how to assess their oral presentation skills, they were aided by their teacher, who served as the knowledgeable other, in accomplishing the process. The students were scaffolded by their teacher in going through the process of self-assessment. The process of self-assessment of video recordings aims to aid learners in becoming more aware of their oral presentation skills.

**2.    Methodology  
2.1.    Data Source**

Mixed-method design was employed in this study. According to Neuman (2014), a study that combines quantitative and qualitative approaches tends to generate richer data or findings. Mixing these approaches could occur in different sequences. The employment of this research design could answer the research questions posed. Those who engage in such research state that the use of these methods allows for a more complete comprehension of the research problems and the answers to it (Fraenkel et al., 2012). Additionally, this goes beyond what could quantitative or qualitative approach alone could provide. The study specifically employed the explanatory sequential design. It began with quantitative data collection and analysis. Results were then connected and explained by the qualitative data collection and analysis. This concluded with the interpretation of data which integrated both qualitative and quantitative data.

To answer the research questions, senior high school students of a private school in Manila were tapped as participants. Purposive sampling was employed to complete the respondents of the study. Purposive sampling allows the researcher to complete a sample based on one’s prior knowledge about the research participants. This prior knowledge about the research participants is used to determine whether or not the sample determined is able to represent the population (Fraenkel et al., 2012). Quantitative and qualitative data were collected from the participants. Quantitative data were generated through the self-assessment survey while qualitative data were taken from the reflection accomplished by the respondents. Quantitative data were also taken using the rubric for the reflection.

**2.2.    Instrument**

For students’ oral presentation skills to be assessed, they were asked to pre-record their speech presentation on a topic that was assigned in relation to the core subject they are currently taking, Media and Information Literacy. The video recording should run from two to three minutes, which is of average length, for it to be manageable for the participants. Afterwards, they were asked to view the video recording. Then, they had to assess their presentation through the self-assessment questionnaire taken from the research of Tailab and Marsh (2020) which was partially modified to fit the current study. Questionnaires are usually utilized in descriptive research (Neuman, 2014). Then, the participants were asked to reflect on the self-assessment they accomplished. The reflective outputs of students were then evaluated using a modified rubric from Read Write Think.org (n.d.).

To answer the first research question which is all about how self-assessment of video recording affects students‘ awareness of the development of their oral presentation skills, students were asked to evaluate their video-recorded oral presentation through a self-assessment questionnaire. Likert scale was used where 5 means Strongly Agree, 4 means Agree, 3 means Neutral, 2 means Disagree, and 1 means Strongly Disagree. The following items are included in the self-assessment questionnaire:

Recording my presentation was a good idea for learning.

I was feeling confident.

My organization was good.

My eye contact with the audience was good.

My body language was normal.

My time management was acceptable.

My speaking pace was clear.

To answer the second research question which is all about how self-assessment of video recording helps students identify what speech communication skills should be improved, students were asked to reflect on the self-assessment activity. The following questions were asked:

1. Did the self-assessment of video-recorded oral presentation allow you to know more about your oral presentation skills?
2. What are the aspects of oral presentation you think you need to improve on based on your pre-recorded oral presentation?
3. What did you learn from the self-assessment of the video-recorded oral presentation?

To answer the third research question which is all about the quality of reflection of students and how it supports the students’ self-assessment of their oral presentation skills, a modified rubric was used with the following components: depth of reflection, language use, and conventions. The analytic rubric had 5 as the highest rating and 1 as the lowest.

**2.3.    Procedure**

The data collection for this study started with the researcher asking permission from the academic supervisor of the school where the participants came from. The research instruments, research brief, and other necessary forms were forwarded to the academic supervisor, for approval. Once cleared, the data gathering phase started. To ascertain the level of awareness of the respondents of self-assessment, a diagnostic activity was conducted. The outcome of the diagnostic activity served as the basis of the scaffolding lecture on self-assessment, which aimed to prepare the participants for the actual self-assessment activity. The researcher then instructed the students to pre-record their oral presentation on a topic that links to Media and Information Literacy, one of the subjects that they are currently taking in senior high school. The participants were instructed to pre-record a two to three-minute presentation and to submit it through Google Drive. Then, in one session, the students were instructed to assess their presentation using the self-assessment questionnaire. In another session, the researcher asked the students to reflect on the self-assessment activity. Their reflective outputs were assessed using a rubric. All these were done to provide answers to the research questions posed. The researcher furnished the academic supervisor with a copy of the research results for them to be informed and ascertain what could be done to aid students in improving their oral communication skills.

For the quantitative component of the study, descriptive analysis was employed based on the self-assessment survey. Survey design provides a quantitative presentation of trends and attitudes of the sample (Creswell & Creswell, 2023). Microsoft Excel was used to analyze the data, specifically to compute the average scores and standard deviation. For the qualitative component of the study, thematic analysis was used to interpret the interview responses of the participants. The researcher followed these steps: organize and prepare the data, read through all the data, code the data, identify themes, and interpret the data (Creswell & Creswell, 2023). The researcher used voyant-tools.org as an aid in determining the codes and themes.

**2.4.    Ethical Considerations**

Before the data gathering process began, the researcher sought the approval of the academic supervisor of the private senior high school. The following were forwarded: research instruments, research brief, and other necessary forms. The researcher requested the participants to accomplish the consent form, which is indispensable in any academic research (Bos, 2020). This asked them whether they agree to participate or not. Students who agreed to participate were also reminded that they are free to withdraw their participation anytime. If a participant decides to withdraw, the data collected from them will automatically be disposed. The participants were then instructed to pre-record their oral presentation on a topic that links to Media and Information Literacy, one of the core subjects that they are currently taking in senior high school. The participants were instructed to pre-record a two to three-minute presentation and to submit it through Google Drive. Then, in one session, the students were instructed to assess their presentation using the self-assessment questionnaire. The participants were then asked to reflect on the self-assessment activity, an output which was evaluated using a rubric. The researcher consulted two other researchers to validate the findings of the study. The researcher furnished the academic supervisor with a copy of the research results for them to be informed of what could be done to help students in improving their oral communication skills.

**3.    Results and Discussion**

**3.1. Self-assessment of Video Recording and its Impact on Students‘ Awareness of their Oral Presentation Skills**

**Table 1.** *Self-assessment results on the item “Recording my presentation was a good idea for learning”*

|  |  |  |  |
| --- | --- | --- | --- |
| **Self-Rating** | **Interpretation** | **Frequency** | **Percentage** |
| 5 | Strongly agree | 12 | 32.4% |
| 4 | Agree | 16 | 43.2% |
| 3 | Neutral | 7 | 18.9% |
| 2 | Disagree | 2 | 5.4% |
| 1 | Strongly disagree | 0 | 0 |

Total number of respondents=37

Table 1 reveals the self-assessment results on the item “Recording my presentation was a good idea for learning.” Evidently, majority of the respondents are in agreement that recording one’s presentation could positively affect the learning experience. Only 2 out of 37 respondents think that recording one’s presentation is not needed in the learning experience. This goes back to the initial claim that recording one’s presentation is generally perceived positively by the respondents.

**Table 2.** *Self-assessment results on the item “I was feeling confident”*

|  |  |  |  |
| --- | --- | --- | --- |
| **Self-Rating** | **Interpretation** | **Frequency** | **Percentage** |
| 5 | Strongly agree | 10 | 27% |
| 4 | Agree | 14 | 37.8% |
| 3 | Neutral | 9 | 24.3% |
| 2 | Disagree | 3 | 8.1% |
| 1 | Strongly disagree | 1 | 2.7% |

Total number of respondents=37

Table 2 reveals the self-assessment results on the item “I was feeling confident.” Most of the respondents felt either very confident or confident when they were recording their presentations. It is also shown that 4 students felt either unconfident or very unconfident. This suggests that the respondents have different confidence levels, although most them felt either very confident or confident while recording their presentations.

**Table 3.** *Self-assessment results on the item “My organization was good”*

|  |  |  |  |
| --- | --- | --- | --- |
| **Self-Rating** | **Interpretation** | **Frequency** | **Percentage** |
| 5 | Strongly agree | 8 | 21.6% |
| 4 | Agree | 14 | 37.8% |
| 3 | Neutral | 13 | 35.1% |
| 2 | Disagree | 2 | 5.4% |
| 1 | Strongly disagree | 0 | 0 |

Total number of respondents=37

Table 3 presents the self-assessment results on the item “My organization was good.” Most of the respondents agree that their organization was either very good or good. A good number of respondents have neutral take on the organization of their speech delivery. Overall, the respondents view their speech organization in a positive way.

**Table 4.** *Self-assessment results on the item “My eye contact with the audience was good”*

|  |  |  |  |
| --- | --- | --- | --- |
| **Self-Rating** | **Interpretation** | **Frequency** | **Percentage** |
| 5 | Strongly agree | 3 | 8.1% |
| 4 | Agree | 8 | 21.6% |
| 3 | Neutral | 15 | 40.5% |
| 2 | Disagree | 11 | 29.7% |
| 1 | Strongly disagree | 0 | 0 |

Total number of respondents=37

Table 4 presents the self-assessment results on the item “My eye contact with the audience was good.” Most of the respondents either agree or disagree that their eye contact was good based on their self-assessed video presentations. Additionally, a total of 11 respondents disagree that their eye contact was good. Hence, this suggests that the self-assessment activity allowed the respondents to notice that eye contact is very important even in pre-recorded oral presentations.

**Table 5.** *Self-assessment results on the item “My body language was normal”*

|  |  |  |  |
| --- | --- | --- | --- |
| **Self-Rating** | **Interpretation** | **Frequency** | **Percentage** |
| 5 | Strongly agree | 9 | 24.3% |
| 4 | Agree | 12 | 32.4% |
| 3 | Neutral | 12 | 32.4% |
| 2 | Disagree | 3 | 8.1% |
| 1 | Strongly disagree | 1 | 2.7% |

Total number of respondents=37

Table 5 presents the self-assessment results on the item “My body language was normal.” It is noticeable that an even number of respondents agree and are neutral when it comes to their perception of their body language in their speech delivery. It also has to be noted that some respondents disagree and strongly disagree that their body language was normal when delivering their speech. Overall, students’ perceptions of body language normality based on the pre-recorded oral presentation are varied, where a good number of respondents are in agreement or have a neutral take on the matter.

**Table 6.** *Self-assessment results on the item “My time management was acceptable”*

|  |  |  |  |
| --- | --- | --- | --- |
| **Self-Rating** | **Interpretation** | **Frequency** | **Percentage** |
| 5 | Strongly agree | 13 | 35.1% |
| 4 | Agree | 7 | 18.9% |
| 3 | Neutral | 12 | 32.4% |
| 2 | Disagree | 4 | 10.8% |
| 1 | Strongly disagree | 1 | 2.7% |

Total number of respondents=37

Table 6 reveals the self-assessment results on the item “My time management was acceptable.” Evidently, a good number of respondents strongly agree that their time management was acceptable based on their video presentation. It is also noteworthy that a total of 12 out of 37 students are feeling neutral in terms of their time management based on the video recording. Another point that the set of data suggests is that some respondents disagree that their time management was acceptable.

**Table 7.** *Self-assessment results on the item “My speaking pace was clear”*

|  |  |  |  |
| --- | --- | --- | --- |
| **Self-Rating** | **Interpretation** | **Frequency** | **Percentage** |
| 5 | Strongly agree | 14 | 37.8% |
| 4 | Agree | 12 | 32.4% |
| 3 | Neutral | 7 | 18.9% |
| 2 | Disagree | 4 | 10.8% |
| 1 | Strongly disagree | 0 | 0 |

Total number of respondents=37

Table 7 reveals the self-assessment results on the item “My speaking pace was clear.” Majority of the respondents either strongly agree or agree that their speaking pace was clear based on their self-assessed video presentation. It is also noticeable that a good number of respondents show neutrality in terms of their perception of their speaking pace. Additionally, four respondents disagree that their speaking pace was clear which implies that they think there is a need to improve the speed and flow of their speech delivery.

Based on the self-assessment accomplished by the respondents, majority have recognized the importance of recording oral presentations. Most of the respondents felt confident while recording their speech, as majority expressed that they felt either very confident or confident while working on the video presentation. In terms of time management, a good number of respondents felt satisfied with how they managed their time, at the same time, some respondents were neutral about it. In terms of eye contact, majority of the respondents felt that such communication skill needs improvement to achieve better speech communication. In terms of speaking pace, a number of students have noted the need to be more fluent in speaking the language to be more effective in communicating orally with the audience. These findings could be linked to the study of Alek et al. (2020) where the respondents claimed that they were given the opportunity to discover and work on their speech communication ability.

**3.2. Self-assessment of Video Recording and the Identified Oral Presentation Skills that Need to be Improved**

**Figure 1.** *List and word cloud of students’ perceived communication skills that need to be improved*

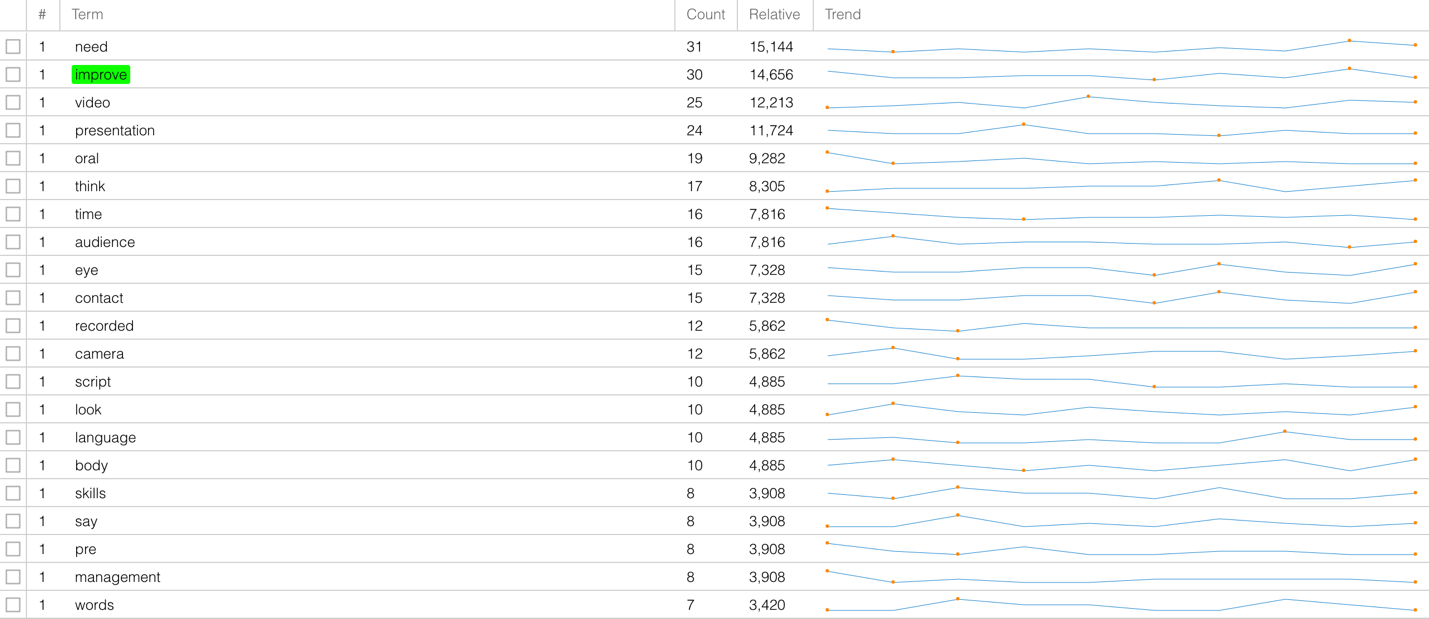




Figure 1 shows the words that are dominant in tabular and word cloud format based on the reflective outputs of students which they submitted after accomplishing the self-assessment. Among the words that appear to be dominant are as follows: improve, video, presentation, time, management, eye contact, language, body, and words. These words were used by the researcher as basis in creating the themes on the perceived communication skills that need to be improved. These themes were based on the responses of the students. It could be deduced from the reflective outputs of students that the self-assessment allowed them to notice aspects of their presentation that have to be improved, implying that self-assessment is a tool for discovery and learning.

**Figure 2.** *Students’ perceived communication skills that need to be improved*

Perceived communication skills that need to be improved

Time management

Eye contact

Body language

Language use

Figure 2 shows the students’ perceived communication skills that need to be improved. Based on the reflective outputs of the respondents, most of the respondents think that the following speech communication-related skills must be improved: time management, eye contact, body language, and language use. This implies that the self-assessment accomplished by the respondents aided them in identifying the communication skills that they need to improve. As the respondents were tasked to view and assess their video presentations, they were able to notice aspects of their video presentations that need to be improved. Time management, eye contact, body language, and language use appeared to be the communication skills that respondents have to pay more attention to for better oral presentations in the future.

**Time Management**

In terms of time management, student 18 (S18) mentioned:

*“After watching my video-recorded oral presentation, I'm focused on eliminating dead air and enhancing fluency. I aim to use words with deeper meaning and be more straightforward in conveying my message for better time management. These efforts are aimed at improving my presentation skills and maximizing audience engagement.”*

Student 33 (S33) stated:

*“Based on my recorded oral presentation, I noticed there are a few areas I need to work on. Firstly, I need to better time management during presentations to ensure I cover/tackle all the important points without being in a hurry. Secondly, I realized that adjusting the camera angle and choosing a more suitable background can improve the overall quality of the presentation.”*

Student 26 (S26) mentioned:

*“I needed to improve my eye contact and time management skills. For most of the video, I felt like I wasn’t looking at the camera enough. I also did not keep track of the time as I was recording. I was lucky that my speech managed to fit in the assigned video length.”*

The first quote emphasizes the need to eliminate dead air to achieve fluidity in oral discourse. The second quote highlights the need to use one’s time judiciously in delivering the speech. Lastly, the third quote that links to the first theme which is time management states that time tracking must be done to avoid exceeding or falling short of the expected speech duration.

**Eye Contact**

In terms of eye contact, student 2 (S2) mentioned:

*“The video recording let me notice where I should improve and where I did well. An example could be that my eye contact with the audience can be improved. On the other hand, my oral delivery was alright.”*

Student 6 (S6) stated:

*“My eyes, and where they look. My eyes should’ve been focusing more on the camera, since I was presenting. next time I should also not look in my script too much.”*

Student 8 (S8) mentioned:

*“Upon evaluating my submitted video, I have come to realize my weakened aspects as opposed to my strong suits. It is apparent that I lack the ability to hold eye contact with the audience (in this case, with the camera lens) for a moderate period of time. This is due to the fact that I am reading off of a script as I continue the video.”*

The first quote explicitly pinpoints that the student sees eye contact as a point for improvement, despite one being satisfied with how the oral presentation turned out. The second quote highlights that the student has recognized the need to refrain from depending on a script. The third quote links to the previous quote as the student has also identified the need to avoid relying on a script and instead focus on the camera for better speech communication outcome.

**Body Language**

In terms of body language, student 5 (S5) mentioned:

*“I think I need to improve on body language and my attention to the audience. I notice on my video that I didn’t really look at the camera.”*

Student 11 (S11) stated:

*“Facial expression, hand gestures and having more energy input. With these things being improved I can say that I have improved my oral presentation skills. Another one is having to say the words with a clear voice to avoid any misinformation.”*

Student 16 (S16) stated:

*“I think I need to improve on eye contact and body language. I tend to be stiff and self conscious. These are what I need to work on.”*

The first quote points to the need to improve one’s non-verbal cues to effectively communicate with the audience. The second quote highlights various non-verbal cues such as facial expressions and hand gestures that have to be taken advantage of to enhance the presentation of speech. Lastly, the third quote explicitly points that the student has recognized the need to address stiffness and extreme self-consciousness to be more natural in delivering one’s thoughts orally.

**Language Use**

In terms of language use, student 24 (S24) mentioned:

*“I think there are many areas where I need to improve when I am speaking. One is that the speech is not fluent enough. The second is that there is no eye contact and expression of action with the camera, just reading the written manuscript.”*

Student 27 (S27) stated:

*“I think what needs to be improved most is the language organization. Perhaps my English level is not very good, so I have problems in language organization, especially when I have no manuscript or preparation, which also leads to my nervousness, improper eye contact with the audience and other problems.”*

Student 32 (S32) stated:

*“After I watched my own video, I think I have a lot of areas to improve. I need to improve my language ability, which is related to my English level, so what I need to do is improve my English level. At the same time, I need to be more confident so that I can fully play what I have mastered.”*

The first quote emphasizes that the student has recognized the dire need to be more fluent in delivering the speech instead of merely reading a script. The second quote highlights the need for better language organization by not letting nervousness take over one while presenting the speech. Lastly, the third quote implies that the student has identified lack of confidence as an issue that needs to be addressed for one’s language ability to be enhanced.

The submitted reflective outputs of students served as the basis of the thematic analysis. Four communication skills that need to be improved by students based on their perceptions were identified: time management, eye contact, body language, and language use. Based on the reflective outputs turned in by the students, they have recognized the need to manage their time well and to maintain eye contact even with a virtual audience for better speech communication to be achieved. Non-verbal cues have also been highlighted as an aspect that need to be paid attention to. Respondents have also expressed their intent to achieve fluency, which is underscored in the quotes analyzed. This is supported by the study of Tailab and Marsh (2020) where the respondents were able to identify a number of oral presentation skills that needed improvement.

**3.3. Quality of Reflection of Students in Support of Self-assessment of their Oral Presentation Skills**

**Table 8.** *Assessment of students’ reflective outputs based on the rubric*

|  |  |
| --- | --- |
| **Rubric Components** | **Average** |
| Depth of Reflection | 3.73 |
| Language Use | 3.86 |
| Conventions | 3.68 |

Table 8 reflects the average ratings of students based on the reflective outputs they turned in after assessing their oral presentations. An analytic rubric was used to assess the submitted reflective outputs which had three components: depth of reflection, language use, and conventions. In terms of depth of reflection, the respondents got an average of 3.73 out of 5 which suggests that they were able to show depth in presenting their thoughts in their reflection, although there is still a room for improvement. Language use as the second rubric component had a relatively higher average of 3.86 which implies that most of the respondents were able to communicate their thoughts effectively, although there is still an area for improvement, which could be addressed by fully complying with writing conventions. Relative to this, conventions as the third rubric component had an average of 3.68, which is the lowest among the averages recorded. Although it is still quite high, this indicates that respondents have to be more compliant with academic writing standards in order for their future reflective outputs to be easily comprehended by its readers.

The submitted reflective outputs of students were assessed based on an analytic rubric to check on its quality which could support the analyzed responses of students. The said rubric has three components: depth of reflection, language use, and conventions. Depth of reflection has an average rating of 3.73 out of 5 which indicates a satisfactory rating in presenting thoughts, although there is still a room for enhancement. Language use has an average rating of 3.86 which suggests that majority of the students were able to clearly express their thoughts in their reflective outputs using the English language. It is worth noting that conventions, which is the third rubric component, has the lowest average rating of 3.68 which implies that students have to be more compliant with academic writing standards for their reflective outputs to be better understood in the future.

These data sources lead to the following points: significance of recording oral presentations, confidence in recording speeches, time management improvement, relevance of eye contact and other non-verbal cues, and language fluency. Based on the self-assessment results, a good number of respondents have expressed that recording oral presentations is important in the learning process, particularly in improving one’s oral communication skills. The reflective outputs of students have also indicated that students have realized the need to improve their time management skills as well as their eye contact with the audience, which suggests that the self-assessment of oral presentations has allowed the students to identify areas that need to be improved. The reflective outputs that were assessed based on the analytic rubric point out that most of the students were able to use the English language effectively, hence, this supports the idea that the respondents have realized the importance of fluency in recording oral presentations. Sosibo (2019) recommended that self-assessment opportunities be increased in classrooms in order to promote self-directed learning; this is deemed possible as based on the current study, students showed interest in recording their oral presentations and accomplishing self-assessment activities.

Another important point that the results have revealed is that most of the respondents have realized that they were confident in recording their speech presentations. This is supported by the self-assessment results. Additionally, the reflective outputs of students underscore that the respondents understand the need to exude confidence in presenting information orally through video recordings as a number of respondents have realized the need to manage their time well and take advantage of non-verbal cues to show their confidence while presenting various messages. Lastly, the rated reflective outputs indirectly link to the point on confidence as most of the respondents were able to adequately express their thoughts in their outputs. Similarly, Masruria and Anam (2021) found that students’ confidence along with independence and engagement could be improved through the utilization of self-assessment.

Based on the results, the third point that is highlighted is the relevance of eye contact and other non-verbal cues. The self-assessment results reveal that majority of the students think that they need to work on their eye contact and body language. These self-assessment results are consistent with the what students wrote in their reflective outputs where most of them delineated the need to improve their eye contact with the audience and to use non-verbal cues for their verbal messages to be emphasized. The ratings of reflective outputs do not link to this third point on eye contact and body language as these were not covered by the rubric.

The last point identified is language fluency. The self-assessment results underscore the dire need for language fluency to be improved for better speech delivery. The reflective outputs have also revealed that majority of the students aim to improve on their language use for their speech delivery to be more fluid. The graded reflective outputs support this as the respondents received the lowest average rating for conventions, which are linked to language fluency. In 2019, Nejad et al. also found out that students who were tasked to accomplish self-assessment were able to significantly improve their speaking ability, which is hoped to be achieved by this current study.

The first research question “Does self-assessment of video recording affect students‘ awareness of the development of their oral presentation skills?” could be answered in a positive way. The self-assessment results have revealed that the respondents exhibited an appreciation of such activity as it permitted them to identify some communication skills that need to be improved. The second research question “Does self-assessment of video recording help students identify what oral presentation skills should be improved?” is answered through the themes that were identified based on the reflective outputs that were submitted: time management, eye contact, body language, and language use. Lastly, the third research question “Does the quality of reflection of students support the students’ self-assessment of their oral presentation skills?” could also be answered affirmatively. Based on the rubric that was used in rating the reflective outputs, the respondents have submitted quality reflective outputs which validate the themes that were identified.

**4. Conclusion**

The study, thus, affirms that self-assessment aided the respondents in becoming more aware of their oral presentation skills, specifically those aspects that need to be improved. This claim is supported by the self-assessment results, themes from the reflective outputs, as well as the quality of reflective outputs based on the analytic rubric used. The researcher recommends that future researchers conduct further studies on self-assessment for its benefits to be emphasized in classrooms of various levels. Additionally, it is recommended that triangulation be done so that self-assessment results are validated by other sources of data. To conclude, self-assessment is recommended to educators specifically in oral communication classes for their students to be given opportunities to identify areas for improvement and become autonomous language learners.

**References**

Alek, A., Marzuki, A. G., Farkhan, M., & Deni, R. (2020). Self-assessment in exploring EFL students’ speaking skill. *Al-Ta Lim Journal*, *27*(2), 208–214. <https://doi.org/10.15548/JT.V27I2.613>

Baleghizadeh, S., & Masoun, A. (2014). The effect of self-assessment on EFL learners’ self-efficacy. *TESL Canada Journal*, *31*(1), 42. <https://doi.org/10.18806/TESL.V31I1.1166>

Bos, J. (2020). *Research ethics for students in the social sciences.* Springer.

Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed method approaches* (6th ed.). SAGE Publishing.

Farizah, A. N. (n.d.). *Oral communication strategies employed by students of international classes at State Polytechnic of Malang among different personality types*. Language-Edu. <https://jim.unisma.ac.id/index.php/LANG/article/view/9947>

Fraenkel, J., Wallen, N., & Hyun, H. (2012). *How to design and evaluate research in education* (8th ed.). Mc Graw Hill.

Government of Canada. (n.d.). *Oral communication self-assessment*. <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools/oral-communication-self-assessment.html>

Harris, L. R., & Brown, G. T. (2018). *Using self-assessment to improve student learning.* Routledge.

Lestari, N. (2019). Improving the speaking skill by vlog (video blog) as learning media: The EFL students perspective. *International Journal of Academic Research in Business and Social Sciences*, *9*(1), 915–925. <https://doi.org/10.6007/IJARBSS/V9-I1/5490>

Masruria, W. W., & Anam, S. (2021). Exploring self-assessment of speaking skill by EFL high school students. *Linguistic, English Education and Art (LEEA) Journal*, *4*(2), 387–400. <https://doi.org/10.31539/LEEA.V4I2.2285>

NC State University. (2021). *Applying oral communication skills in your career and everyday life*. <https://news.dasa.ncsu.edu/applying-oral-communication-skills-in-your-career-and-everyday-life/>

Nejad, A. M., Hassan, O., & Mahfoodh, A. (2019). Assessment of oral presentations: Effectiveness of self-, peer-, and teacher assessments. *International Journal of Instruction*, *12*(3), 615–632. <https://doi.org/10.29333/iji.2019.12337a>

Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson.

Nikolic, S., Stirling, D., & Ros, M. (2018). Formative assessment to develop oral communication competency using YouTube: Self- and peer assessment in engineering. *European Journal of Engineering Education*, *43*(4), 538–551. <https://doi.org/10.1080/03043797.2017.1298569>

Nordlof, J. (2014). Vygotsky, scaffolding, and the role of theory in writing center work. *The Writing Center Journal*, *34*(1), 45-64. <https://www.jstor.org/stable/43444147>

Penrose, R. B. (2022). Increasing student self-efficacy: A case for assigning oral communication activities before written assignments. *College Teaching*, *72*(2), 98–105. <https://doi.org/10.1080/87567555.2022.2104195>

Read Write Think.org. (n.d.). *Reflective writing rubric.*  <https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson963/Rubric.pdf>

Samaie, M., Mansouri Nejad, A., & Qaracholloo, M. (2018). An inquiry into the efficiency of WhatsApp for self- and peer-assessments of oral language proficiency. *British Journal of Educational Technology*, *49*(1), 111–126. <https://doi.org/10.1111/BJET.12519>

Shabani, K., Khatib, M., & Ebadi, S. (2010). Vygotsky’s zone of proximal development: Instructional implications and teachers’ professional development. *English Language Teaching, 3*(4), 237-248. <https://files.eric.ed.gov/fulltext/EJ1081990.pdf>

Sosibo, Z. (2019). Self-assessment: A learner-centred approach towards transforming traditional practices and building self-directed learners. *South African Journal of Higher Education*, *33*(5), 76–97. <https://doi.org/10.20853/33-5-3586>

Syafiq, A. N., Rahmawati, A., Anwari, A., & Oktaviana, T. (2021). Increasing speaking skill through YouTube video as English learning material during online learning in pandemic Covid-19. *Elsya : Journal of English Language Studies*, *3*(1), 50–55. <https://doi.org/10.31849/ELSYA.V3I1.6206>

Tailab, M., & Marsh, N. (2020). Use of self-assessment of video recording to raise students’ awareness of development of their oral presentation skills. *SSRN Electronic Journal*, *10*(1), 16–28. <https://doi.org/10.2139/SSRN.3499175>

University College London. (n.d.). *Oral assessment*. <https://www.ucl.ac.uk/teaching-learning/publications/2019/aug/oral-assessment>

University of California, M. (n.d.). *Oral communication.* <https://assessment.ucmerced.edu/node/57>

University of South Australia. (n.d.). *Oral communication skills.* <https://lo.unisa.edu.au/mod/book/tool/print/index.php?id=1690207>

Wass, R., Harland, T., & Mercer, A. (2011). Scaffolding critical thinking in the zone of proximal development. *Higher Education Research & Development*, *30*(3), 317–328. <https://doi.org/10.1080/07294360.2010.489237>

Yan, Z., Brown, G. T. L., Lee, J. C. K., & Qiu, X. L. (2020). Student self-assessment: Why do they do it? *Educational Psychology*, *40*(4), 509–532. <https://doi.org/10.1080/01443410.2019.1672038>

Zheng, C., Wang, L., & Chai, C. S. (2023). Self-assessment first or peer-assessment first: effects of video-based formative practice on learners’ English public speaking anxiety and performance. *Computer Assisted Language Learning*, *36*(4), 806–839. <https://doi.org/10.1080/09588221.2021.1946562>