



## INTERACTIVE VIDEO PROJECT TO BOOST UNIVERSITY STUDENTS' SELF-CONFIDENCE IN ENGLISH PUBLIC SPEAKING

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### ABSTRACT

English language proficiency has become essential for those pursuing higher education in our fast-paced environment. A growing demand for jobs in the global workplace is coming from English speakers in particular. For many students, especially those who are non-native speakers of the language, public speaking in English presents a considerable difficulty. This research investigated the effects of an interactive video project on students' public speaking confidence in English. The middle and final exams for students were designed to include project-based learning in addition to classroom activities. In order to receive constructive comments from their lecturer and fellow students, students in this project had to produce and deliver videos on the prescribed themes. In this study, 20 students who had completed an interactive video project for class and the semester exam in Regular English at Universitas Pendidikan Nasional (Undiknas University) Denpasar, Bali, participated in a semi-structured interview and observation of the classroom during a descriptive qualitative approach. This study's conclusions showed that students' self-assessed confidence in their ability to give English public speeches or presentations can significantly increase as a result of the interactive video project. A process of iterative production, presentation, and feedback was combined with the interactive project. Students had an entertaining chance to hone and polish their speaking abilities with the interactive video project.

**Keyword:** *English Public Speaking, Interactive Video Project, University students.*

### 1. INTRODUCTION

In both professional and academic settings, public speaking is regarded as an emerging skill. Furthermore, given that English is emphasized as the lingua franca in today globalized world, public speaking in the language might be considered a crucial ability for pupils. For pupils who are not non-native English speakers in particular, it is also becoming a source of anxiety, great fear, and low self-confidence.

The students may experience limitations in their academic and career prospects as well as difficulties in communicating effectively. In addition to being necessary for efficient communication, students' public speaking confidence is also crucial for their academic progress and the overall growth of their self-efficacy. Since most Indonesian students lack practice, are afraid of being judged by others, and receive subpar teaching, public speaking remains a

**Vol 7 No. 2 (2024): ESTEEM**

challenge for them even with the rise in popularity of the skill (Gkonou, 2018).

The ability of students to successfully express ideas, participate actively in class debates, and thrive in a variety of career pathways is greatly influenced by their level of confidence in public speaking. Traditional public speaking instruction, however, focuses mostly on oral practice and in-class presentations, which may not adequately address the anxiety and self-doubt that many students encounter (MacIntyre & Gregersen, 2023).

In addition, the lack of engaging and interactive elements — all essential for maintaining students' drive to improve their public speaking abilities — may also be a limitation of those traditional approaches. Furthermore, pupils may not always receive helpful criticism from their brief practice sessions. For speaking situations in the real world, it leaves the students unprepared. Innovative methods that can create a more vibrant and encouraging learning environment are therefore required as a result of this condition.

New opportunities for teaching and learning have been made possible by the recent digitalization era's incorporation of technology into education. Students' abilities and confidence can be supported and enhanced through the use of technology in creative ways. Making an interactive video project for a class or individual assignment is one way that students can use technology to enhance their learning. Studies have shown

that video projects are a useful teaching tool for improving student learning in a variety of subject areas.

Students who engaged in video-based learning activities (as presenters and observers) demonstrated noteworthy gains in their academic performance and confidence, according to a study by Smith and Brown (2023). This technique is especially pertinent to public speaking, because comfort with the topic and the delivery style, as well as helping pupils reinforce concepts and boost interest, are all critical factors in determining confidence.

Through the process of comprehending and presenting the material in a multimedia format, creating content with creativity and innovation, reflecting, peer review, and creating a cycle of continuous improvement, students can participate in this technique, which is such a promising medium. According to Hsu and Wang (2022), interactive videos offer students an engaging and dynamic medium through which they can mimic real-life speaking scenarios, hone their skills in a relaxed setting, actively engage with the content, and grow more confident over time. Additionally, students' confidence can be consistently boosted by interactive video projects by offering possibilities for constructive peer evaluation. As per Anderson and Lee's (2022) findings, students can enhance their comprehension of successful communication tactics and pinpoint areas for growth by receiving constructive peer feedback during video-based assignments.

**Vol 7 No. 2 (2024): ESTEEM**

Though interactive video-based projects have significant advantages, there is currently a dearth of empirical research to fully grasp the precise influence that these projects have on students' public speaking confidence in English. Although there are many theoretical underpinnings in the literature now under publication, more research is required to examine the real-world applications of interactive video-based projects as teaching tools in a variety of contexts. Regarding language acquisition or other areas of communication skills, the majority of research have provided clarification on the usage of video projects.

But there's a hole in our knowledge of its precise effect on confidence in public speaking. This study aims to provide useful insights to the field of language education and practical strategies for educators searching to improve their students' communicative competence in English by examining the effects of interactive video projects as a pedagogical tool to boost students' confidence in English public speaking.

**2. RESEARCH METHOD**

A qualitative interview was employed in the study to evaluate and elucidate the ways in which students perceived their degree of confidence following completion of the project within a semester. This study's qualitative research approach uses focus groups and semi-structured interviews to investigate the perspectives and experiences of students participating in an interactive video project designed to increase their self-confidence in

public speaking in English. Semi-structured interviews give structure to guarantee that important subjects are covered while allowing for freedom in asking. Before and after the project, students' personal experiences, attitudes, and reflections on their public speaking abilities are effectively captured by this method (Alshenqeeti, 2022).

The study's participants are second semester Universitas Pendidikan Nasional (Undiknas) students enrolled in General English courses. The study's volunteers were selected using a random sampling technique. There were perhaps twenty second semester students present. Additionally, focus groups provide an engaging setting for members to share and consider their common experiences, which enhances the interviews. Insights and topics that might not come out in one-on-one interviews may arise as a result (Merriam & Tisdell, 2021).

Thematic analysis, a process that entails finding, evaluating, and reporting patterns or themes within the data, will be used to analyze the transcribed and focus group and interview data (Braun & Clarke, 2022). Important sections are coded as part of this process, and the codes are then arranged into more general themes that summarize the main conclusions of the research. This research is very well suited for thematic analysis. It makes it possible to pinpoint complex, contextualized insights into the ways that interactive video projects can affect students' self-assurance when speaking in front of an audience. The study intends to reveal the intricate relationship between the interactive video project and the growth of

**Vol 7 No. 2 (2024): ESTEEM**

public speaking confidence by methodically analyzing the qualitative data, with consequences for educators (Nowell et al., 2022).

**3. RESULT AND DISCUSSION**

The findings of this study reveal significant insights into the impact of interactive video projects in boosting students' confidence in English public speaking. Through thematic analysis of the qualitative data collected from classroom observation, semi-structured interviews and focus group discussion, there are four key themes emerged to illustrate and elaborate the impact of interactive video project as a pedagogical tool on students' self-confidence and public speaking skills. Those key themes are elaborated as follows.

- *Increased Confidence Through Iterative Practice*

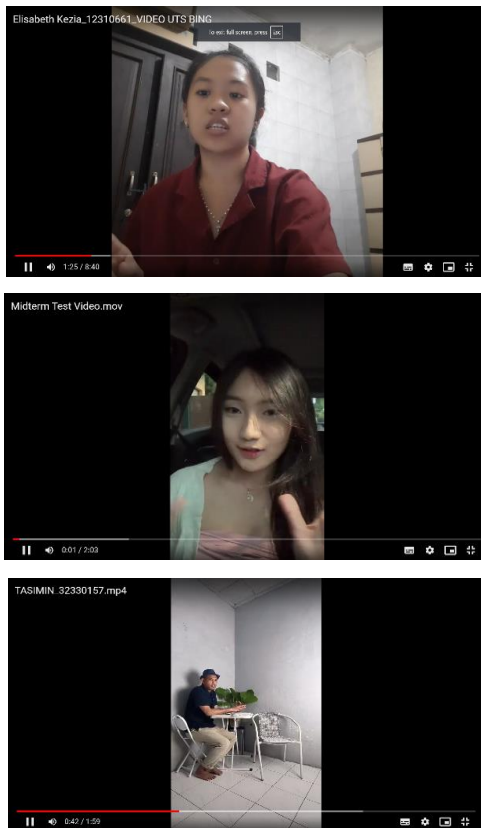
The improvement in students' self-confidence that they achieved via iterative practice made possible by the interactive video project is one of the most notable themes that emerged from the data. Here is an example of a screenshot from an interactive video project that a student has completed.

The majority of participants stated that they were able to improve their speaking abilities, including their fluency, coherence, lexical resource, pronunciation, grammatical range, and correctness, by having the option to record, review, and re-record their presentations. According to what the students from the focus groups said, this project also

taught them how to feel less anxious. Building confidence in public speaking requires students to become more comfortable with their content and delivery style, which was made possible by this iterative process (Morreale et al., 2021). Another important factor in this process of boosting confidence was the chance to get and use feedback in a stress-free setting. This result is consistent with the findings of a recent study by Anderson and Lee (2022), which showed that students can increase their self-efficacy in public speaking through iterative practice using video recording, which enables them to perform better over time.

Additionally, the interactive video project's iterative practice helped university students gain a more sophisticated grasp of their own speaking areas for improvement as well as their strengths. University students improved their ability to evaluate and correct themselves as they continuously recorded and reviewed their presentations. Over the course of a semester, this constant cycle of practice and reflection helped them develop a more polished and sophisticated presentation style, which increased their confidence even more. Self-reflective practices, in the opinion of Smith and Brown (2023), motivate students to actively participate in their own education, which is crucial for both skill development and personal advancement.





Picture 1. Screenshot of some students video project

Because the video project was iterative, students were able to experiment with different strategies and tactics in a single semester. Students were able to adopt a development attitude and take creative risks because they had the opportunity to make changes without worrying about failing or receiving negative feedback right away. The video project's encouraging environment, along with regular opportunities for practice and improvement, helped students better understand the public speaking process and lessen their performance anxiety. This current finding is consistent with Johnson and Martinez's (2022) research, which found that students' willingness to engage with difficult activities and develop resilience can be greatly increased in an iterative learning

environment. As a result, the iterative process not only enhances students' speaking skills but also gives university students the self-assurance they need to take on new public speaking difficulties.

- *Peer Feedback and Collaborative Learning*

The study's significant and contextual impact of peer feedback on pupils' confidence is another important conclusion. Peer reviews were a part of the interactive video project, where students received helpful criticism on their presentations. During the interview, the majority of college students mentioned that this collaborative learning strategy assisted them in identifying areas in which they needed to improve when it came to speaking. This new research supports that of Brown and Wilson (2023), who showed that peer feedback in a video-based learning environment can improve students' speaking ability self-assessment and foster a growth mentality. Participants in the focus group discussion also disclosed that, on occasion, they found peer input to be less daunting than instructor feedback. Their confidence can be further bolstered by the less stressful input.

Building on this, the current study revealed that students' sense of accountability increased as a result of the peer feedback procedure. The university students developed a greater sense of commitment to their own projects by evaluating and commenting on the work of their peers. Feedback should be reciprocal in order to encourage students to generate better work and to help them gain a

**Vol 7 No. 2 (2024): ESTEEM**

thorough comprehension of the subject matter. Smith and Lee (2021) assert that better academic achievement and a higher level of satisfaction with the learning process can result from this increased investment in learning activities.

The study's consideration of feedback revealed that students enjoyed the variety of viewpoints provided by peer feedback. Students were able to view their work from multiple perspectives thanks to the diverse opinions and recommendations expressed by their peers, which expanded their comprehension and method of approaching problem-solving. This result is consistent with the work of Garcia and Patel (2022), who discovered that engaging with peers can expose one to a variety of viewpoints and lead to more creative and comprehensive answers. Furthermore, the students' capacity to integrate a range of input into their projects improved their presentations and equipped them for real-world collaborative work.

- *Self-Reflection and Personal Growth*

The information gathered suggested that students engaged in profound introspection as a result of the interactive video project. Seeing their filmed speeches, according to a number of college students, let them evaluate their strengths and shortcomings objectively. Their communication style is becoming more apparent as a result of it. Students' development of a more certain public speaking character was greatly aided by this self-reflection. The importance of self-reflection in promoting self-regulated learning is

highlighted in recent research, which validates this conclusion (Hsu & Wang, 2022).

Additionally, by engaging in self-reflection through interactive video projects, university students were able to pinpoint particular patterns and behaviors that they may change, like the use of filler words, their body language, and their vocal tones. Their general development as speakers was aided by this understanding, which made it easier for them to practice these skills specifically and gradually. The capacity to view oneself objectively gave pupils a distinct viewpoint that is frequently hard to obtain through live presentations alone. Schön's (2021) findings were consistent with the current reflective practice outcome. The notion of "reflection-in-action," in which students adapt in the moment, and "reflection-on-action." Higher degrees of proficiency and confidence in public speaking are attributed to both kinds of contemplation.

Because of this, the iterative nature of the video project promoted a growth attitude in students and a constant cycle of self-evaluation and improvement. The majority of students in the semi-structured interview admitted that making mistakes is not a sign of failure but rather a chance to grow and learn. This mentality change is important because it pushes students to want ongoing development and empowers them to take charge of their education (Dweck, 2022). The results imply that the reflective activities helped to foster the long-term development of useful communication abilities in addition to helping to boost confidence in the short term.



**Vol 7 No. 2 (2024): ESTEEM**

According to Zimmerman and Moylan (2023), students' personal development and persistent confidence in public speaking are supported by this mix of quick feedback and continuous self-reflection.

- *Overcoming Anxiety Through Familiarity with Technology*

It's interesting to note that the study also discovered that students' public speaking fear was decreased when they were comfortable with the technologies utilized in the interactive video project. The university students' use of technology as digital natives was demonstrated in the film project. Those who used video recording and editing software reported feeling less anxious and concentrating more on honing their public speaking abilities. According to Jones and Lee's (2023) research, students who are proficient in utilizing educational technology tools are more likely to manage their anxiety and participate more actively in class. Students were given the opportunity to practice with different speaking approaches in a safe environment by means of pauses, retakes, and editing in the interactive video project.

Furthermore, the capacity to manage the tempo of their talks and try different approaches without the pressure of a live audience. This interactive video project component aligns with recent research findings that highlight the value of a supportive learning environment in mitigating performance anxiety. Alami and Saleh's (2022) study, for example, found that students who were given the chance to practice and record

their presentations in a controlled environment showed less fear and increased confidence when it came to their public speaking classes.

The ability to modify and polish their presentations gave students the freedom to concentrate more on the presentation's substance and delivery than on their anxiety about making mistakes in real time, which helped them project a more at ease and self-assured image.

Finally, this context's use of technology draws on the digital literacy abilities that kids are learning and applying more and more to their daily lives. In addition to enhancing student engagement, this technological familiarity gives students confidence by providing them with tools they are accustomed to using. Students gain experience in handling the technical facets of public speaking, such as pace control, tone modulation, and effective use of visual aids, as they work through the processes of recording, editing, and analyzing their presentations.

These abilities help students feel more prepared and in control of their presentations, which makes them essential for boosting confidence (Huang & Zhang, 2023). This technological and skill-development synergy highlights interactive video projects' potential as a comprehensive strategy for boosting public speaking confidence in educational contexts.

#### **4. CONCLUSION**

Conclusively, the study conducted on the interactive video project highlights the noteworthy possibilities of incorporating

**Vol 7 No. 2 (2024): ESTEEM**

technology into teaching methodologies to augment learners' self-assurance in English public speaking. The results show how important the project's iterative practice is in helping students improve their public speaking abilities and self-efficacy, especially when combined with peer feedback and collaborative learning. The initiative establishes a low-pressure, supportive environment that encourages ongoing progress and growth by giving students the opportunity to record, review, and improve their presentations. Furthermore, peer evaluation has a favorable effect on students' confidence, which emphasizes the importance of collaborative learning in helping students overcome performance anxiety and foster a feeling of community.

The study's findings support recent studies on the advantages of peer feedback and iterative practice, demonstrating the efficacy of both strategies in improving students' public speaking skills. In light of the ongoing pursuit of novel approaches to foster student growth, the interactive video project presents a promising means of tackling prevalent obstacles in public speaking. Subsequent investigations may delve deeper into the enduring effects of those treatments and their suitability for implementation in a variety of educational contexts.

All things considered, this study adds to the increasing amount of data that supports the use of interactive technologies to help students develop their confidence and communication skills, which will ultimately help them succeed in both their academic and professional

activities. Furthermore, the results imply that interactive video projects can be incorporated into academic curricula. As a result, the students will receive regular practice, which is an effective way to increase their confidence in public speaking in English. Finally, the students mentioned that the initiative can help improve the students' general communication skills.

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**Vol 7 No. 2 (2024): ESTEEM**

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