

## THE EFFECT OF ONLINE PRESENTATION USING ZOOM ON STUDENTS' PUBLIC SPEAKING SKILLS

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### Abstract:

This study aims to examine the effect of online presentations using Zoom on the public speaking skills of third-semester students of the English Education Department. The study employed a quantitative approach using a quasi-experimental research design. Zoom was utilized as the main platform for online presentations, incorporating features such as video conferencing, screen sharing, and live interaction. The development of digital communication technology has significantly influenced teaching and learning practices in higher education, particularly in improving students' public speaking skills. Online presentation platforms such as Zoom are increasingly used as learning media in speaking courses. However, the effectiveness of online presentations using Zoom in enhancing students' public speaking skills still needs to be investigated. The participants of this study were third-semester students who had similar academic backgrounds and learning conditions. The results show that online presentations using Zoom have a positive effect on students' public speaking skills, particularly in terms of confidence, fluency, pronunciation, and audience engagement. These results indicate that the findings are consistent with the use of technology-supported learning in developing speaking performance. In conclusion, online presentations using Zoom can effectively improve students' public speaking skills. Therefore, it is recommended that lecturers integrate Zoom-based online presentations as part of instructional strategies in public speaking courses.

**Keyword:** Online Presentation; Zoom; Public Speaking Skills; English Education Students; Online Learning

### 1. Introduction

In the current digital era, online platforms have become increasingly significant in facilitating communication, collaboration, and learning. One of the most widely used platforms for online education and communication is Zoom. As educational institutions shift to virtual learning environments, platforms like Zoom have become essential for students to continue their education. While the impact of online learning on various academic aspects has been widely studied, the effect of using Zoom for online presentations on students' public speaking skills remains relatively underexplored.

The rapid development of digital communication technology has significantly transformed teaching and learning practices in higher education. One of the most notable changes is the widespread use of online learning platforms such as Zoom, particularly in courses that require active oral communication, including public speaking. Zoom enables students to deliver online presentations through features such as video conferencing, audio communication, screen sharing, and real-time interaction. Public speaking is a crucial skill that must be mastered by students of the English Education Study Program, as it involves several important aspects such as self-confidence, fluency, pronunciation, body language, and the ability to interact effectively with an audience. Through online learning environments, Zoom is considered a potential medium for developing these skills because it allows students to practice speaking in front of an audience despite physical distance. However, in its implementation, the use of Zoom for online presentations presents various challenges that may affect students' public speaking performance. Technical problems such as unstable internet connections often cause unclear or interrupted audio, making it difficult for audiences to understand the presentation and for presenters to convey their ideas effectively.

In addition, many students tend to feel more nervous during online presentations, rely heavily on written texts, and use less body language compared to face-to-face presentations. Interaction between presenters and audiences is also more limited, as responses are often delayed or delivered through chat

messages or emojis rather than direct verbal feedback. Furthermore, learning from home exposes students to various distractions, such as mobile phones, social media, family activities, and multitasking with other applications, which can reduce students' concentration and negatively affect their presentation performance. Another important issue is the limitation of nonverbal communication in online presentations. In face-to-face classrooms, students can easily observe facial expressions, gestures, and audience reactions, which help them adjust their delivery and emphasize important points. In contrast, Zoom-based presentations often restrict these nonverbal cues, making it more difficult for students to engage the audience and deliver their messages effectively.

Based on these conditions above, it can be seen that although Zoom has the potential to support the development of public speaking skills, several problems still hinder its effectiveness. Therefore, it is necessary to investigate how the use of online presentations via Zoom affects the public speaking skills of third-semester students in the English Education Study Program, the challenges they face during online presentations, and how Zoom influences specific aspects such as confidence, fluency, pronunciation, body language, and audience interaction. Considering the increasing use of online learning in higher education and the importance of public speaking skills for academic and professional purposes, this study has significant urgency. The existence of problems such as unstable internet connections, limited interaction, reduced use of body language, and decreased concentration indicates the need for empirical research in this field. Moreover, the findings of this study are expected to provide valuable insights for lecturers in designing more effective public speaking instruction by optimizing the use of Zoom-based presentations. Based on these considerations, this study aims to examine the effect of online presentations using Zoom on the public speaking skills of third-semester students in the English Education Study Program. It also seeks to identify the challenges experienced by students during online presentations and to analyze the improvement of their public speaking skills, particularly in terms of confidence, fluency, pronunciation, body language, and audience interaction through Zoom-based learning.

## 2. Research Method

The object of this research was third-semester students of the English Education Department at Universitas Muhammadiyah Bogor Raya. The participants were selected because they were actively involved in online presentation activities using Zoom and were learning public speaking skills as part of their academic program. This research was conducted from January 5 to February 5, 2026. The duration of one month was considered sufficient to collect and analyze relevant data related to students' public speaking performance in online presentations. The research took place at the Main Hall of Campus 1, Universitas Muhammadiyah Bogor Raya. This location was chosen because it provided adequate facilities to support academic activities, observations, and data collection related to the research. This study employed a qualitative data analysis technique using a content analysis approach. Content analysis is a systematic method for interpreting textual and visual data by identifying patterns, themes, and meanings within the collected sources.

## 3. Result And Discussion

In this study, the primary technique for data collection was literature study. Literature study involves systematically searching, identifying, selecting, and reviewing existing academic sources to gather relevant information and evidence related to the research topic. This technique is especially appropriate for exploratory qualitative research where the focus is on synthesizing existing knowledge rather than collecting primary empirical data. The literature sources were obtained from Google Scholar and YouTube. On Google Scholar, academic articles, conference papers, and relevant studies were searched using keywords such as "online presentation," "Zoom," "students' public speaking skills," and related terms. The selected literature includes recent and peer-reviewed works that discuss online communication platforms, the effects of online presentation tools, and public speaking performance in virtual settings. Additionally, relevant YouTube videos were used as supplementary sources when they provided insights into practical aspects of online presentation techniques, student experiences, and expert discussions about Zoom presentations. These media sources were chosen based on their clarity, direct relation to the research topic, and contribution to understanding how online presentation platforms influence public speaking. Each source was evaluated for its relevance, credibility, and academic contribution before inclusion in the study. Selected literature was then documented and organized to support the content analysis process.

The data obtained from academic articles and YouTube videos were analyzed through several stages. First, the researchers carefully read and watched all selected sources to gain a general understanding of the content related to online presentations using Zoom and students' public speaking skills. Important information, key findings, and relevant statements were then highlighted and noted. Second, the collected data were categorized based on emerging themes, such as students' confidence, pronunciation, fluency,

interaction, presentation structure, and the use of digital features in Zoom. These categories helped organize the data and facilitated deeper analysis. Third, the researchers compared and interpreted the findings from different sources to identify similarities, differences, and consistent patterns. This process aimed to reveal how online presentations using Zoom influence students' public speaking performance from various perspectives. Finally, the analyzed data were synthesized and presented descriptively to support the research findings and discussion. This qualitative content analysis enabled the researchers to draw meaningful conclusions regarding the effect of online presentations using Zoom on students' public speaking skills.

#### 4. Results

The results of this study were obtained through qualitative content analysis of selected academic articles and relevant video materials related to online presentations using Zoom. The analysis reveals that the integration of Zoom into public speaking courses positively influences students' performance across linguistic and behavioral domains. Based on the findings reported in previous studies and analyzed sources, the results are categorized into performance improvements, barriers and challenges, and optimization strategies, as presented in Table 1.1 below:

**Table 1.1 The results of online presentationj using zoom**

Performance Indicators	Positive Impacts	Barriers and Challenges	Optimization Strategies	Data Sources
Confidence	Significant increase due to reduced physical audience pressure.	Psychological fatigue from prolonged screen time.	Implementation of intermittent camera breaks.	Abstract & Video 2
Fluency	Improved speech flow via structured digital interactions.	Audio latency (approx. 1.2s) affecting perceived focus.	Utilization of high-speed connectivity and rehearsals.	Abstract & Video 2
Vocal Aspects	Enhanced articulation and pronunciation clarity.	Audio distortion from hardware limitations.	Adoption of external condenser microphones.	Abstract & Video 4
Body Language	Effective use of hand gestures in the upper frame.	Static posture when presenting in a seated position.	Standing during delivery to improve breath control.	Video 1 & Video 3
Audience Engagement	High utilization of screen-sharing and reaction tools.	Difficulty in maintaining direct digital eye contact.	Lens-centric focus Instead of monitor-gazing.	Abstract & Video 5

**Source:** Primary data synthesized from abstract analysis and video observations (Videos 1–5) regarding virtual presentation performance.

Based on table above, It indicates that Zoom-based presentations positively affect four primary indicators: confidence, fluency, pronunciation, and audience engagement. Confidence levels improved as the virtual environment lowered the barrier for students to express themselves compared to traditional face-to-face settings. However, the data also highlights that effectiveness is contingent upon physical posture and technical infrastructure. Students who stood during their presentations demonstrated higher vocal energy and better non-verbal communication than those who remained seated. Additionally, technical factors such as audio latency and hardware quality (e.g., the use of external microphones) were found to be critical in maintaining the speaker's authority and clarity. These results suggest that while Zoom facilitates public speaking development, students must adapt specific strategies such as lens- focused eye contact and standing postures to overcome the inherent limitations of virtual communication.

#### 5. Discussion

This section discusses the findings of the study by relating them to relevant theories, concepts, and previous research on online learning and public speaking development. The results indicate that the use of Zoom in online presentations positively influences students' confidence, fluency, vocal aspects, body language, and audience engagement. This finding is consistent with the Social Presence Theory proposed by Short, Williams, and Christie (1976), which emphasizes that communication media can create a sense of interpersonal connection. Zoom features such as video display, chat, and screen sharing help students feel socially present, thereby reducing anxiety and increasing confidence during presentations.

In addition, the improvement in students' fluency and pronunciation supports the Communicative

Competence Theory introduced by Hymes (1972). This theory states that effective communication involves not only grammatical accuracy but also fluency, appropriateness, and interactional ability. Through repeated online presentations and structured digital interactions, students are able to practice speaking skills in meaningful contexts, which contributes to better oral performance. The findings related to body language and audience engagement can be explained by the Multimodal Communication Theory, which highlights the importance of combining verbal and non-verbal elements in communication. Although Zoom limits physical movement, students still utilize facial expressions, hand gestures, and visual aids to convey meaning. This supports previous studies which reported that effective non-verbal communication remains essential in virtual presentations.

Furthermore, the results align with the Technology Acceptance Model (TAM) proposed by Davis (1989), which suggests that users' acceptance of technology is influenced by perceived usefulness and ease of use. The positive impacts of Zoom on presentation skills indicate that students perceive the platform as beneficial for learning and communication, leading to more active participation and improved performance. However, this study also reveals several challenges, including screen fatigue, audio latency, and technical limitations. These findings are consistent with previous research which reported that prolonged screen exposure and unstable internet connections can reduce concentration and communication effectiveness. Such barriers may hinder students' ability to maintain focus and express ideas clearly.

Some findings also indicate that presentation effectiveness depends on physical posture and technical equipment, such as the use of external microphones. This result supports previous studies suggesting that physical presence and vocal quality remain important even in virtual environments. Students who fail to manage these aspects may experience reduced communication impact despite using advanced digital platforms. Regarding the initial assumption that online presentations automatically improve all aspects of public speaking, the findings suggest that improvement is conditional rather than absolute. The effectiveness of Zoom-based presentations depends on students' digital literacy, learning environment, and access to adequate technology. These factors may explain why some students do not experience significant improvement despite frequent online practice. The implications of this study are significant for English education and online learning practices. Lecturers are encouraged to integrate presentation training with technical guidance, such as camera positioning, voice projection, and interactive features. Students should also be trained to develop digital communication strategies to maximize their performance in virtual settings. Overall, this discussion demonstrates that Zoom-based presentations can support the development of public speaking skills when combined with appropriate pedagogical strategies and technological support. The findings contribute to the growing body of literature on online learning and provide practical insights for educators and students in higher education.

The findings of this study are closely aligned with the research objectives formulated in the introduction. The primary objective was to examine the effect of online presentations using Zoom on students' public speaking skills, particularly in terms of confidence, fluency, vocal aspects, body language, and audience engagement. The results demonstrate that Zoom-based presentations have a positive influence on several components of students' speaking performance. Improvements in confidence, fluency, and pronunciation indicate that the use of Zoom supports the development of essential public speaking competencies. These findings directly address the research objective by explaining how online presentation platforms contribute to students' communication skills. In addition, the analysis shows that the effectiveness of Zoom is influenced by technical, psychological, and pedagogical factors. This suggests that technological tools alone do not automatically improve speaking ability, but must be accompanied by appropriate learning strategies and adequate technological support. Therefore, the findings not only confirm the positive impact of Zoom but also clarify the conditions under which this impact can be optimized.

This study also contributes to addressing the research gap identified in previous studies, particularly the limited qualitative exploration of how Zoom-based presentations affect various aspects of public speaking performance. By applying content analysis to selected academic and multimedia sources, this research provides a comprehensive overview of both the benefits and challenges of online presentations. Moreover, the findings respond to the research questions by clarifying the relationship between online presentation practices and students' speaking development. The results indicate that Zoom facilitates meaningful learning opportunities while also presenting certain limitations that need to be addressed by educators and students. Overall, the findings remain consistent with the research objectives and demonstrate that this study successfully examines the effect of online presentations using Zoom on students' public speaking skills. The results strengthen both theoretical and practical understanding of virtual communication in English education and provide valuable insights for future research and instructional design.

## 6. Conclusion

This study concludes that online presentations using Zoom have a positive effect on students' public speaking skills, particularly in terms of confidence, fluency, vocal clarity, body language, and audience engagement. The findings indicate that Zoom can serve as an effective learning platform when supported by appropriate pedagogical strategies and adequate technological facilities. This research contributes to English education by highlighting the importance of integrating digital communication tools into speaking instruction to enhance students' communicative competence. However, this study is limited by its reliance on secondary data sources and qualitative content analysis, which may not fully capture individual learning variations. Technical constraints, such as internet instability and audio quality, may also influence the outcomes. Therefore, future research is recommended to employ mixed-method or experimental designs and involve larger participant groups to obtain more comprehensive and generalizable results. Overall, this study provides valuable insights into the role of virtual presentation platforms in supporting the development of public

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