

SELF-ASSESSMENT THROUGH VIDEO-
RECORDED SPEECH REHEARSALS IN
DELIVERING TECHNICAL ORAL
PRESENTATIONS

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Doctor of Philosophy

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SELF-ASSESSMENT THROUGH VIDEO-RECORDED SPEECH
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BENRAGHDA ABDELMADJID

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SUPERVISOR'S DECLARATION

I hereby declare that I have checked this thesis and in my opinion, this thesis is adequate in terms of scope and quality for the award of the degree of Doctor of Philosophy.

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STUDENT'S DECLARATION

I hereby declare that the work in this thesis is my own except for the quotations which have been duly acknowledged. I also declare that this thesis has not been accepted for any degree and has not been concurrently submitted for award of other degree.

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DEDICATION

This thesis is dedicated to my beloved family.

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ABSTRACT

The present study embarked upon the issue of the effectiveness of self-assessment in developing non-verbal communication skills among engineering undergraduates in delivering technical oral presentations. It is aimed at identifying the effectiveness of the self-assessment strategy in enhancing the engineering undergraduate's non-verbal communication skills and to see if there is any statistical correlation between the engineering undergraduates' self-assessment scores and the engineering lecturers' assessment scores in non-verbal communication skills of Undergraduate Research Project 2 (URP2) final presentations. In addition, the study generated essential findings pertaining to the engineering undergraduates and lecturers' perceptions about the use of self-assessment in delivering oral presentations in academic context. The researcher conducted this research with 127 engineering undergraduates of the Faculty of Civil Engineering and Earth Resources, in Universiti Malaysia Pahang (UMP). Quantitative and qualitative approaches were employed to answer the research questions of the current study. The first research question tackles the issue of implementing self-assessment among engineering undergraduates in enhancing non-verbal communication skills. In answering the first research question, the qualitative data revealed important findings pertaining to the engineering undergraduates' enhancements after using the assessment in non-verbal communication skills (such as facial expressions, hand gestures, body language, and eye contacts) of URP2 final presentations. In addition, the findings of the second research question revealed a moderate positive correlation between the engineering undergraduates' self-assessment scores and the engineering lecturers' assessment scores in non-verbal communication skills. The third research question's findings indicated that the engineering undergraduates hold positive perceptions towards the use of self-assessment technique in delivering URP2 oral presentations. The positive perceptions depict the significance of this assessment in enhancing their non-verbal communication skills in the engineering undergraduates' views and the significance of being good presenters. In the same vein, the final research question of the study investigated the engineering lecturers' perceptions regarding the use of self-assessment technique among the engineering undergraduates to develop their non-verbal communication skills and to enhance their presentation skills of URP2. It was demonstrated that the engineering lecturers possessed positive perceptions towards the use of self-assessment among the engineering undergraduates' in delivering oral presentations. This study is significant as the issue of understanding and realising the importance of the self-assessment in developing the engineering undergraduates' non-verbal communication skills of URP2 final presentations will help lecturers as well as undergraduates in establishing, developing and improving the tertiary undergraduates' oral presentations skills. In addition, the study is essential as it may confront the engineering undergraduates' presentation weaknesses, and thus, assists them to make successful oral presentations.

ABSTRAK

Kajian ini adalah tentang isu keberkesanan penilaian sendiri bagi membangunkan kemahiran komunikasi bukan lisan dalam kalangan mahasiswa kejuruteraan dalam pembentangan teknikal secara lisan. Ia bertujuan mengenal pasti keberkesanan strategi penilaian sendiri bagi meningkatkan kemahiran komunikasi bukan lisan mahasiswa kejuruteraan dan untuk melihat sama ada terdapat sebarang korelasi statistik antara markah penilaian sendiri mahasiswa kejuruteraan dan markah penilaian pensyarah kejuruteraan bagi kemahiran komunikasi bukan lisan dalam pembentangan akhir Projek Penyelidikan Sarjana Muda 2 (URP2). Di samping itu, kajian ini memberi dapatan penting terhadap persepsi pensyarah dan mahasiswa kejuruteraan mengenai kaedah penilaian sendiri dalam menyampaikan pembentangan lisan dalam konteks akademik. Penyelidikan ini melibatkan 127 mahasiswa kejuruteraan Fakulti Kejuruteraan Awam dan Sumber Alam di Universiti Malaysia Pahang (UMP). Pendekatan kuantitatif dan kualitatif digunakan bagi menjawab persoalan kajian. Persoalan kajian pertama menjawab permasalahan dalam pelaksanaan penilaian sendiri dalam kalangan mahasiswa kejuruteraan bagi meningkatkan kemahiran komunikasi bukan lisan. Menjawab persoalan kajian pertama ini, data kualitatif menunjukkan terdapat peningkatan oleh mahasiswa kejuruteraan selepas menggunakan penilaian dalam kemahiran komunikasi bukan lisan (seperti ekspresi muka, isyarat tangan, bahasa badan, dan pandangan mata) sewaktu pembentangan akhir URP2. Di samping itu, dapatan persoalan kajian kedua menunjukkan korelasi positif sederhana antara markah penilaian sendiri mahasiswa kejuruteraan dan markah penilaian pensyarah kejuruteraan dalam kemahiran komunikasi bukan lisan. Dapatan persoalan kajian ketiga menunjukkan bahawa mahasiswa kejuruteraan mempunyai persepsi positif terhadap kaedah penilaian sendiri dalam membuat pembentangan URP2 secara lisan. Persepsi positif menggambarkan kepentingan penilaian ini bagi meningkatkan kemahiran komunikasi bukan lisan mereka dan kepentingan menjadi pembentang yang baik. Dalam masa yang sama, persoalan kajian terakhir menyelidik persepsi pensyarah kejuruteraan tentang kaedah penilaian sendiri dalam kalangan mahasiswa kejuruteraan untuk meningkatkan kemahiran komunikasi bukan lisan dan kemahiran pembentangan URP2. Hasilnya menunjukkan bahawa pensyarah kejuruteraan mempunyai persepsi positif terhadap kaedah penilaian sendiri dalam kalangan mahasiswa kejuruteraan bagi membuat pembentangan secara lisan. Kajian ini penting kerana isu kefahaman dan kesedaran tentang kepentingan penilaian sendiri dalam membangunkan kemahiran komunikasi bukan lisan mahasiswa kejuruteraan dalam pembentangan akhir URP2 pada asasnya akan membantu pensyarah dan juga mahasiswa dalam mewujudkan, membangunkan dan meningkatkan kemahiran pembentangan secara lisan oleh mahasiswa. Selain itu, kajian ini adalah penting bagi mengatasi kelemahan mahasiswa kejuruteraan dalam pembentangan, dan dengan itu dapat membantu mereka membuat pembentangan secara lisan dengan jayanya.

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LIST OF ABBREVIATIONS

ESL	English as second language
EFL	English as foreign language
LEP	Limited English Proficiency
URP	Undergraduate Research Project
SA	Self-Assessment
AA	Alternative Assessment
TOP	Technical Oral Presentation
FCEER	Faculty of Civil Engineering & Earth Resources
CMLHS	Centre for Modern Languages & Human Sciences
PA	Peer Assessment
EU	Engineering Undergraduate
CBE	College of Basic Education
CA	Communication Apprehension
ESP	English for Specific Purposes
SL	Second Language
UMP	Universiti Malaysia Pahang
SEM	Structure Equation Modelling
SPSS	Statistical Package for Social Sciences
CA	Communication Apprehension
CEFRL	Common European Framework of Reference for Languages
ELP	European Language Portfolio
UTM	Universiti Teknologi Malaysia
USA	United States of America
SCT	Social Cognitive Theory
ELT	English Language Teaching
SUT	Sharif University of Technology
CHSE	Clinical Health Sciences Education

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