

Students' Perceptions of Online Presentations Via Zoom and in-Person Presentations in Improving Confidence in Speaking English

<u>INFO PENULIS</u>	<u>INFO ARTIKEL</u>
Hijril Ismail Universitas Muhammadiyah Mataram hijrilismail@ummat.ac.id	ISSN: 2963-8933 Vol. 5, No. 2 Juni 2026 http://jurnal.ardenjaya.com/index.php/ajpp
Edi Universitas Muhammadiyah Mataram	
Ilham Universitas Muhammadiyah Mataram	
Asbah Universitas Muhammadiyah Mataram	
Elsa Khusnul Khatimah Universitas Muhammadiyah Mataram	
© 2026 Arden Jaya Publisher All rights reserved	

Saran Penulisan Referensi:

Ismail, H., Edi, Ilham, Asbah, & Khatimah, E. K. (2026). Students' Perceptions of Online Presentations Via Zoom and in-Person Presentations in Improving Confidence in Speaking English. *Arus Jurnal Psikologi dan Pendidikan (AJPP)*, 5(2), 2040-2045.

Abstract

This study examines presentations as an active learning strategy that can increase student engagement and confidence in speaking English. Although many studies have examined online learning, few have compared students' perceptions of Zoom presentations and in-person presentations in relation to increased confidence. This study aims to reveal students' perceptions of both forms of presentations, compare their advantages and disadvantages, and identify factors that influence confidence when speaking. The method used is descriptive qualitative with a population of students in the English Education Study Program (56 students) and a purposive sample who have presentation experience. Data were collected through a Likert questionnaire and in-depth interviews with 10 selected participants. Questionnaire analysis used descriptive statistics, while interview data were analyzed qualitatively through data reduction, presentation, and conclusion drawing. The findings show that presentations via Zoom can increase confidence for some participants because they reduce anxiety and are supported by technological features, despite being limited by technical problems and nonverbal interaction. Meanwhile, in-person presentations are more effective in training speaking skills, courage, and direct interaction with lecturers and classmates. The main factors that influence confidence are mastery of the material, support from the learning environment, and previous presentation experience. In conclusion, both forms of presentation complement each other, and integrating them into English language learning can provide a more holistic approach to improving participants' speaking confidence, communication skills, and adaptation in various communication situations.

Keywords: Zoom presentations, In-person presentations, Confidence, English speaking skills.

A. Introduction

Presentation is one of the active learning strategies that encourage students to be directly involved in the learning process (Nguyen et al., 2021). Unlike the one-way lecture method, presentations train students to think critically, convey ideas orally, and develop communication skills (Novia et al., 2024). In the context of learning English as a foreign language, presentations are an effective means of speaking practice and help increase self-confidence (Waluyo & Rofiah, 2021). The experience of public speaking not only strengthens speaking competence, but also prepares students for academic and professional demands that require good presentation skills, as well as broader life skills such as teamwork, creativity, and adaptability in diverse contexts. In addition, the practice of delivering presentations provides opportunities for learners to engage actively with content, reflect on their own understanding, and build the confidence needed to communicate effectively in both academic and real-world situations.

With the development of information technology, online learning has become more widespread in higher education, especially since the COVID-19 pandemic (Fauzi, 2022). Zoom is the main platform that supports remote interaction through features such as screen sharing, chat, and breakout rooms, which encourages active student participation (Lee, 2021). However, challenges such as Zoom fatigue, connection constraints, and limited non-verbal interactions often arise. Issues of privacy and surveillance are also a concern for users. In language learning, online mode changes the communication pattern between lecturers and students (Martyushev et al., 2021). Therefore, its effectiveness depends largely on the readiness of the technology as well as the teaching and communication strategies used. In addition, online presentations and discussions require students to adapt their communication style, manage time effectively, and make use of digital features to engage their classmates (Santiago Jr et al., 2021). While online platforms provide flexibility and expand opportunities for learning beyond geographical boundaries, they also highlight the need for digital literacy, self-regulation, and innovative pedagogical approaches. These factors demonstrate that although online learning offers many advantages, its success in supporting language learning depends on how well both lecturers and students can optimize the available tools and overcome the challenges of virtual interaction.

Several studies show that presentasi via Zoom as an active learning strategy are effective in increasing participant engagement and understanding. Kwangmuang et al, (2021), in their research, highlight that this activity creates an interactive learning atmosphere, trains reflective thinking skills, and conveys ideas in a structured manner. Ebrahimi et al, (2021), state that self-assessment and peer evaluation have also been proven to encourage participants' metacognitive awareness. Al-khresheh (2024); Sirisrimangkorn (2021), further emphasize that presentasi via Zoom not only enhance academic performance but also develop essential skills such as critical thinking, problem-solving, and effective communication. Nurhadi et al, (2024) Said that In language learning contexts, this strategy is particularly valuable, as it allows participants to practice speaking, organize their thoughts in the target language, and receive immediate feedback from instructors and classmates. Moreover, presentasi via Zoom cultivate learner autonomy by requiring participants to take responsibility for preparing content, managing time, and reflecting on their own performance, while also fostering collaboration and peer support. These findings confirm that presentasi via Zoom play an important role in supporting learning outcomes, including in language learning, by combining cognitive, social, and communicative aspects that contribute to overall participant development.

The use of Zoom in higher education has increased rapidly since the sudden transition to learning via Zoom due to the pandemic. Shu & Gu, (2023) state that features such as chat and screen sharing enrich learning, but long synchronous sessions cause fatigue. Risma, (2021); Jones, (2025) also note that in English language learning, learning via Zoom facilitates speaking practice, although technical constraints and limited nonverbal interaction remain obstacles. D'Andrea et al, (2024); Kuzheliev et al, (2023) reveal that in conflict areas such as Ukraine, Zoom helps maintain the continuity of education, highlighting the importance of adequate infrastructure and policy support. Moreover, Peper et al, (2021) emphasize that learning via Zoom requires participants to adapt to new communication patterns, develop digital literacy, and manage time effectively to remain actively engaged. The platform also allows for interactive activities such as discussions, collaborative exercises, and presentasi via Zoom, which contribute to improving language skills and building participants' confidence in using English.

Recent research shows that the use of Zoom in English language learning contributes to increased participant engagement and confidence in speaking skills through interactive features such as discussions and presentasi via Zoom. However, the phenomenon of Zoom fatigue states that other factors, such as prior e-learning experience, camera use, and unequal access to technology, also affect learning effectiveness. Furthermore, Millán et al, (2023); Kim et al, (2021) note that the success of learning via Zoom is not solely determined by technological aspects, but is also greatly influenced by participants' psychological readiness, motivation, and social interaction skills. In line with this, Fapohunda & Adediji, (2024); Joia & Lorenzo, (2021) emphasizes that the application of an inclusive and sustainable approach is essential to support the effectiveness of learning via Zoom. Moreover, careful planning of activities, the integration of collaborative tasks, and continuous feedback through presentasi via Zoom can further enhance learning outcomes and help participants develop autonomy, communication competence, and resilience in navigating digital learning environments.

Although many studies address online learning, not many have specifically compared participants' perceptions of presentasi via Zoom and in-person presentations (Vandenberg & Magnuson, 2021). Most studies focus more on the technical aspects or general effectiveness of online learning, rather than on its impact on self-confidence (Ardıç, 2021). In fact, in English language learning, self-confidence plays a crucial role in determining oral communication skills and is strongly influenced by the presentation environment, social interaction, and opportunities for feedback (Ghafar, 2023). Students' comfort level, familiarity with the platform, and peer engagement can all shape their confidence when delivering a presentation, whether in-person or via Zoom (Richards, 2023). Therefore, there is a need for an in-depth study on how these two forms of presentation are perceived by participants in building self-confidence, to fill the gap in previous research and provide practical insights for enhancing presentation-based learning strategies in English language classrooms.

This study aims to reveal participants' perceptions of presentasi via Zoom and in-person presentations in learning English, particularly in relation to increasing confidence in speaking. In addition, this study compares the advantages and disadvantages of each presentation mode based on participants' experiences and engagement during the learning process. By examining these perceptions in greater detail, the research seeks to identify the factors that contribute to effective presentation practices, such as interaction patterns, technological support, and peer feedback. Understanding these perceptions more deeply is expected to provide practical recommendations for the development of learning methods that are more adaptive, student-centered, and aligned with both the affective and academic needs of participants in the digital era. Ultimately, the findings aim to inform educators, curriculum designers, and policymakers about strategies that can enhance speaking skills, build self-confidence, and optimize the integration of digital tools like Zoom in language learning.

B. Methodology

This study uses a descriptive method with a qualitative approach. This approach was chosen because it is suitable for describing and understanding participants' perceptions of two forms of presentation, namely presentations via Zoom and In-person presentations, particularly in the context of increasing confidence when speaking in English. According to (Khan, 2014), the qualitative approach aims to understand phenomena or perspectives from the participants' point of view, while (Lim, 2025) explains that this approach is used to describe and interpret experiences based on patterns and meanings that emerge from the data. By using this method, the study was able to capture the complexity of the participants' experiences, including their emotions, thoughts, and interactions during the presentation process. This approach also allowed for the collection of rich and detailed information through instruments such as questionnaires and interviews, providing a deeper understanding of the factors that influence participants' confidence and engagement.

The population of this study consisted of 56 students majoring in English Education at Universitas Muhammadiyah Mataram, who were in their 3, 5, and 7 semesters. The sample was selected using purposive sampling, which is a sampling technique based on specific criteria. The criteria were students who had taken courses focusing on speaking skills, such as public speaking, because they were considered to have experience in giving presentations both online and face-to-face. The selection of participants with relevant experience ensured that the data collected reflected informed perceptions of both forms of presentation. The involvement of students from

various semesters also provided a broader perspective, as they had different levels of comfort and experience in the context of public speaking.

Data was collected through questionnaires and in-depth interviews. The questionnaire was designed to measure participants' perceptions of the effectiveness of Zoom presentations and In-person presentations in increasing their confidence in speaking English, using a five-point Likert scale: strongly agree, agree, neutral, disagree, and strongly disagree. The questionnaire statements were divided into several sections: numbers 1–10 concerned perceptions of online presentations via Zoom, 11–20 concerned perceptions of In-person presentations, 21–25 concerned comparisons of perceptions of Zoom vs. In-person presentations, and 26–30 concerned factors that influence confidence in speaking. To strengthen the questionnaire data, In-person interviews were conducted with 10 participants selected purposively R1–R10, which were recorded to ensure the accuracy and completeness of the answers and to capture their experiences, thoughts, and reflections on the advantages and challenges of each form of presentation. The research procedure is shown in Figure 1.

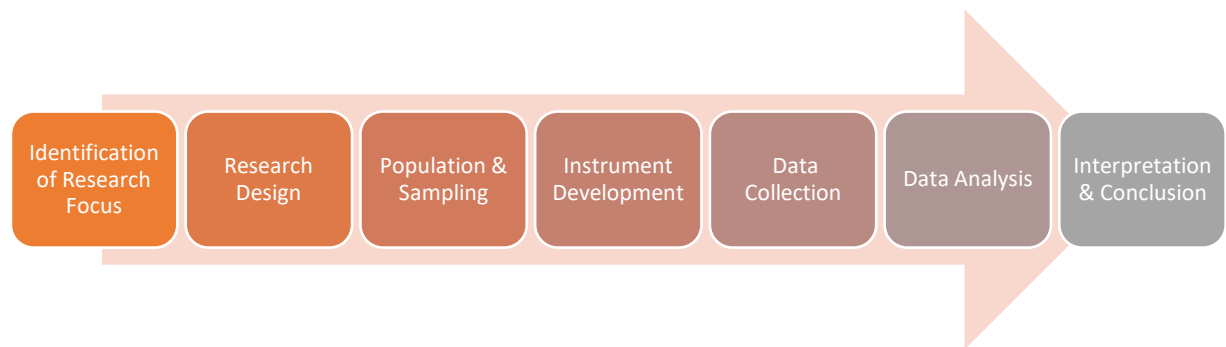


Figure 1. Research Procedure

The questionnaire data were analyzed using descriptive statistics to determine general trends in participants' perceptions. Meanwhile, according to Ningi, (2022) Miles, Huberman, and Saldana (2014), interview data was analyzed using qualitative analysis techniques which included data reduction, data presentation, and drawing conclusions. In the data reduction stage, researchers selected, simplified, and focused on data relevant to the research topic, as well as removed parts of the transcript that were not directly related to participants' perceptions of Zoom and In-person presentations in building self-confidence. The remaining data was then systematically organized and presented to identify patterns, recurring themes, and relationships between participants' experiences. This stage allows researchers to gain a clearer understanding of the factors that influence confidence during presentations as well as the specific advantages and challenges of each format. Conclusions are drawn based on the interpretation of the compiled data, integrating findings from questionnaires and interviews to provide a comprehensive picture of participants' perceptions and support practical recommendations in presentation-based English language learning.

C. Findings and Discussion

Findings

The following data is the result of responses collected from a Likert scale questionnaire that was distributed to 56 students to determine their perceptions of the use of podcasts as a medium for learning English. The questionnaire included 30 statements. Respondents provided responses by selecting one of five categories: 5 for strongly agree (SA), 4 for agree (A), 3 for neutral (N), 2 for disagree (D), and 1 for strongly disagree (SD). This Likert scale allowed the researchers to quantify participants' attitudes and opinions in a structured manner, making it possible to analyze the overall trends and identify specific areas where participants strongly agreed, disagreed, or were neutral. By converting responses into numerical values and percentages, the study can systematically compare perceptions across different statements, providing a clear and comprehensive overview of students' experiences and viewpoints regarding the use of podcasts in learning English. The data also serves as a foundation for further analysis, including comparisons with other learning activities such as presentasi via Zoom and In-person

presentations, to explore how different instructional methods influence students' engagement and confidence in language learning.

The results are presented in the form of percentages for each category for each statement. The following data analyzing students' perceptions of online presentations via Zoom are shown.

Table 1
Perceptions of Online Presentations via Zoom

No	Statement	Responses				
		SA	A	N	D	SD
1	I feel more confident when presenting via Zoom	12,7%	38,2%	32,7%	14,5%	3,6%
2	Presenting via Zoom makes it easier for me to convey my ideas in English.	10,9%	40%	27,3%	21,8%	1,8%
3	I feel anxious when speaking in Zoom presentations.	1,8%	32,7%	29,1%	30,9%	7,3%
4	Zoom features (such as screen sharing and chat) help me convey my material better.	12,7%	41,8%	38,2%	3,6%	3,6%
5	The online environment makes me more comfortable speaking in English	7,3%	45,5%	30,9%	12,7%	3,6%
6	I feel my speaking skills have improved through Zoom presentations.	5,5%	34,5%	43,6%	10,9%	5,5%
7	I find it difficult to interact with my classmates during presentations via Zoom.	7,3%	50,9%	27,3%	16,4%	3,6%
8	I am better able to control my nervousness when presenting via Zoom than In-person.	16,4%	41,8%	20%	18,2%	3,6%
9	I can convey my arguments more clearly during presentations via Zoom.	5,5%	47,3%	30,9%	14,5%	3,6%
10	I often experience technical difficulties that affect my confidence during Zoom presentations.	12,7%	43,6%	30,9%	10,9%	3,6%

Based on Table 1, students' perceptions of presentasi via Zoom show varied experiences. Most respondents, 38.2% agree and 12.7% strongly agree, feel more confident when presenting online, and 40% agree and 10.9% strongly agree that this medium makes it easier for them to convey ideas in English. However, anxiety is still felt by some students, with 32.7% agreeing and 29.1% neutral to this statement, indicating that nervousness remains a factor even in a virtual environment. Zoom features, such as screen sharing and chat, are considered helpful for delivering material, with 41.8% agree and 12.7% strongly agree, and the online environment makes many students more comfortable using English, with 45.5% agree and 7.3% strongly agree. Despite these positive aspects, the improvement in speaking skills has not been felt evenly, as most respondents 43.6% remain neutral. Other challenges that emerged include difficulties interacting with classmates 50.9% agreed and technical issues that often affected confidence 43.6% agreed and 12.7% strongly agreed. These findings suggest that while presentasi via Zoom can enhance confidence and ease of communication for many participants, there are still limitations related to engagement, skill development, and technical reliability that need to be addressed to maximize its effectiveness in language learning.

Based on the interview results, when asked, "How do you feel when giving a presentation via Zoom, and do Zoom's features help you in delivering the material?", respondents stated that presenting via Zoom made them more confident and calm, and that features such as screen sharing and chat were helpful. This can be seen from the following statements from several respondents:

R1 : "I feel more confident when giving presentations via Zoom because I am not In-person with the participants. In addition, Zoom features, such as screen sharing to display PPT files containing materials, are very helpful in delivering presentations."

R2 : "I feel calmer and less nervous compared to In-person presentations. In addition, Zoom features such as screen sharing and chat boxes are very helpful in delivering the material smoothly."

R3 : "I feel more comfortable and flexible when delivering a presentation through Zoom compared to In-person presentations. Moreover, the features available on Zoom greatly assist in presenting the material smoothly."

R6 : *"When giving presentations via Zoom, I feel very confident because I am not In-person with the participants. In addition, Zoom features, such as screen sharing, are very helpful in delivering the material."*

R9 : *"Zoom makes it easier to deliver material, but its effectiveness is not equal to In-person presentations. Although Zoom features are very helpful, participants' understanding can be limited due to constraints such as network or other technical issues."*

The analysis of data on students' perceptions of in-person presentations is shown in Table

2.

Table 2
Perceptions of In-person Presentations

No	Statement	Responses				
		SA	A	N	D	SD
11	In-person presentations help me build more confidence	20%	58,2%	18,2%	3,6%	1,8%
12	I feel more nervous when doing in-person presentations in front of the class.	10,9%	40%	36,4%	10,9%	7,3%
13	Direct interaction with the lecturer and classmates helps me speak more confidently	21,8%	63,6%	18,2%	0%	1,8%
14	I am better able to express myself and use body language during In-person presentations	20%	60%	20%	1,8%	1,8%
15	I feel my public speaking skills have improved through In-person presentations	9,1%	58,2%	27,3%	5,5%	1,8%
16	I often lose focus when speaking in front of the class	12,7%	36,4%	41,8%	9,1%	1,8%
17	The direct support of my classmates helps boost my confidence	16,4%	52,7%	25,5%	7,3%	1,8%
18	I can answer my classmates' questions more fluently during in-person presentations.	14,5%	58,2%	29,1%	5,5%	1,8%
19	I feel more motivated to prepare my material when I have to present live	21,8%	52,7%	21,8%	1,8%	3,6%
20	The classroom atmosphere makes me more enthusiastic about presenting.	9,1%	45,5%	41,8%	0%	5,5%

Based on Table 2, students' perceptions of In-person presentations show a positive trend. Most respondents, 58.2% agree and 20% strongly agree, feel more confident, although some still admit to feeling more nervous when speaking directly in class, with 40% agreeing and 10.9% strongly agreeing. Interaction with lecturers and classmates is considered very helpful, with 63.6% agreeing and 21.8% strongly agreeing, as is peer support, which contributes to increasing self-confidence, with 52.7% agreeing and 16.4% strongly agreeing. In-person presentations were also considered to improve public speaking skills, with 58.2% agreeing and 9.1% strongly agreeing, and to motivate students to prepare their material more seriously, with 52.7% agreeing and 21.8% strongly agreeing. However, some students still face obstacles in the form of nervousness and loss of focus during classroom presentations, with 36.4% agreeing and 12.7% strongly agreeing. These findings suggest that while In-person presentations are generally effective in boosting confidence, engagement, and preparation, challenges such as anxiety and distraction remain, highlighting the need for strategies that help students manage nervousness and maintain focus during live presentations. Additionally, the positive impact of peer interaction and lecturer support underscores the social dimension of in-person learning, which plays a crucial role in fostering students' communication skills and self-assurance in a classroom setting. This can be seen from the following statements from several respondents:

Based on the results of interviews related to in-person presentations, when asked, "In your opinion, do in-person presentations help improve your public speaking skills? Why?", all respondents revealed that presenting directly in front of their classmates was beneficial in

improving their public speaking skills. This can be seen from the following statements from several respondents:

R1 : *"In my opinion, in-person presentations can improve public speaking skills because they provide an opportunity to train the mind and build courage in speaking directly in front of classmates."*

R2 : *"In my opinion, in-person presentations can help improve public speaking skills because they allow me to communicate directly with my classmates, thereby minimizing misunderstandings."*

R4 : *"in-person presentations can improve public speaking skills because they allow us to share information and communicate directly with participants."*

R8 : *"I believe that live presentations are more effective for public speaking because, in addition to speaking, we also learn to interact, answer questions, and respond to feedback from classmates directly."*

R10 : *"Of course, in-person presentations can help hone public speaking skills because they provide an opportunity to test our mental strength and reduce shyness when speaking in public."*

Data analysis was conducted on students' perceptions of the comparison between presentations via Zoom and In-person presentations, as shown in Table 3.

Table 3
Perception Comparison: Zoom vs In person

No	Statement	Responses				
		SA	A	N	D	SD
21	I feel more confident when giving presentations via Zoom than in-person.	7,3%	41,8%	38,2%	14,5%	3,6%
22	I feel I can perform better in person than via Zoom	14,5%	56,4%	25,5%	7,3%	1,8%
23	Online and in person presentations both help boost my confidence	20%	49,1%	29,1%	5,5%	1,8%
24	I find the challenges of online and in-person presentations different but equally beneficial	16,4%	54,5%	23,6%	3,6%	3,6%
25	I am more comfortable delivering presentations In-person	16,4%	50,9%	25,5%	3,6%	3,6%

Based on Table 3, students' perceptions show variations in experience between presentasi via Zoom and in-person presentations. Most respondents, 41.8% agree and 7.3% strongly agree, feel more confident during online presentations than in-person presentations, although 14.5% disagree. Conversely, the majority of students, 56.4% agree and 14.5% strongly agree, claimed to perform better in in-person presentations. In addition, 49.1% agree and 20% strongly agree that both types of presentations, online and in person, are equally capable of boosting confidence. Most respondents, 54.5% agree and 16.4% strongly agree, also believe that the challenges of both types of presentations are different but equally beneficial. Finally, the majority of students, 50.9% agree and 16.4% strongly agree, feel more comfortable giving in-person presentations. These findings suggest that while presentasi via Zoom can provide a supportive and less intimidating environment for some students, in-person presentations offer stronger opportunities for direct interaction, immediate feedback, and engagement with classmates and lecturers. Overall, the results indicate that both modes have unique strengths and challenges, and a combination of online and in-person presentations may provide the most balanced approach to enhancing students' confidence, performance, and overall public speaking skills in English.

Based on the results of interviews related to online and in-person presentations, when asked, "In your opinion, do you feel more confident when presenting online or in-person? Why?", respondents shared a variety of experiences. Some students feel more confident in person presentations because they can interact directly with their classmates, which makes them feel more engaged and comfortable during the presentation. This is evident in the following statements from several respondents:

R1 : *"I feel more confident when giving presentations via Zoom because I am not directly facing my classmates, so I can be more relaxed when delivering the presentation material."*

R2 : *"I feel more confident when giving presentations via Zoom because I am not face to face with my classmates, so I can be calmer and am not as afraid of making mistakes when speaking."*

R4 : *"In-person presentations make me more confident because they give me the opportunity to interact directly and explain the material clearly to participants.."*

R5 : *"I feel more confident when giving In-person presentations because it motivates me to prepare my material more thoroughly. On the other hand, presentations via Zoom tend to make it easier to rely on notes or cheat sheets when delivering the material.."*

R10 : *"I feel more comfortable giving In-person presentations because I can feel the response from my classmates directly, making it easier to know whether they understand the material being presented."*

Next, an analysis of the data on students' perceptions of the factors that influence confidence in speaking was conducted, as shown in Table 4.

Table 4
Factors Influencing Confidence in Speaking

No	Statement	Responses				
		SA	A	N	D	SD
26	The support of lecturers and friends makes me more confident when speaking	23,6%	50,9%	25,5%	0%	1,8%
27	Mastery of the material influences my confidence in presentations	29,1%	56,4%	14,5%	0%	1,8%
28	Previous presentation experience influences my confidence	23,6%	56,4%	16,4%	5,5%	1,8%
29	The quality of my internet connection influences my confidence In-person presentations	18,2%	49,1%	32,7%	0%	1,8%
30	My confidence increases as I frequently present in English	27,3%	65,5%	7,3%	0%	1,8%

Based on Table 4, the factor that most influences students' confidence in speaking is mastery of the material, with the majority of respondents 56.4% agree and 29.1% strongly agree stating that this has a significant influence, as full understanding of the content enables students to explain ideas clearly, avoid hesitation, and respond effectively to questions. Support from lecturers and friends is also an important factor, with 50.9% agreeing and 23.6% strongly agreeing that such encouragement creates a positive learning environment where students feel valued and motivated to perform better. In addition, previous presentation experience was reported to have a positive influence, with 56.4% agreeing and 23.6% strongly agreeing, which shows that repeated opportunities to present can help students gradually overcome anxiety and build self-assurance, although a small proportion 5.5% did not perceive significant improvement. Technical factors also contributed, as the quality of the internet connection affected students' confidence in online presentations, with 49.1% agreeing and 18.2% strongly agreeing, indicating that technological readiness plays an essential role in ensuring smooth delivery and reducing distractions. Finally, the majority of respondents 65.5% agree and 27.3% strongly agree believe that frequent practice of presentations in English can significantly increase their confidence, highlighting the importance of consistent training and practice as an effective way to internalize speaking skills, improve fluency, and reduce nervousness. Overall, these findings demonstrate that students' confidence is shaped not only by personal competence, but also by external support, prior experiences, technical conditions, and continuous practice.

Based on the results of interviews related to confidence in presentations, when asked, "In your opinion, what factors most influence your confidence when giving a presentation?", most respondents emphasized that mastery of the material was the most influential factor. In addition, support from lecturers and classmates, as well as effective public speaking skills, also contribute positively to confidence. This can be seen from the following statements from several respondents:

R3 : *"I feel more confident when I have mastered the material to be presented."*

R5 : *"My confidence increases when I have mastered the material, deliver it with clear and structured grammar, and see the responses of my classmates and lecturers that indicate they understand my delivery."*

R7 : *"Public speaking skills are the main factor that affects my confidence, because fluency in speaking makes me feel more confident when delivering the material."*

R8 : *“The first factor is positive responses from classmates and lecturers, while the second factor is our mastery of the material to be delivered.”*

R10 : *“The main factors influencing my confidence during presentations are mastery of the material and effective delivery methods.”*

Discussion

This discussion aims to explain in more depth the research findings regarding students' perceptions of online presentations via Zoom and in-person presentations in increasing their confidence in speaking English. Confidence is a crucial aspect of oral communication competence, affecting fluency, accuracy, and students' willingness to actively participate in class (Ghafar, 2023; Novia et al., 2024). Thus, this analysis addresses the research questions and provides a comprehensive understanding of the advantages and challenges of both presentation forms, as well as their pedagogical implications for English learning in higher education.

The research findings show that online presentations via Zoom provide a different experience compared to In-person presentations. Some students feel more confident using Zoom because they do not have to face classmates directly, which reduces nervousness and fear of being judged (Nguyen et al., 2021; Shu & Gu, 2023). Features such as screen sharing, chat, and breakout rooms support the smooth delivery of material and encourage interaction in a less intimidating way (Kwangmuang et al., 2021; Lee, 2021). For example, the use of visual aids during screen sharing helps students stay focused and organized. However, confidence can be disrupted by technical obstacles such as unstable internet networks, which can cause delays, interruptions, and loss of important points (Jones, 2025; Risma, 2021). Limited non-verbal interaction also reduces communication richness, as students cannot fully utilize gestures, facial expressions, or eye contact to emphasize their message (Martyushev et al., 2021). These findings align with previous studies emphasizing that online learning's effectiveness depends on technological readiness and the pedagogical strategies employed (Fapohunda & Adediji, 2024; Kim et al., 2021; Millán et al., 2023).

In contrast, in-person presentations significantly train students' courage and public speaking skills. Direct interaction with lecturers and classmates has been shown to increase self-confidence through verbal and non-verbal support, such as nodding, smiling, or asking questions (Ghafar, 2023; Novia et al., 2024). Immediate feedback allows presenters to adjust their delivery in real time, and the opportunity to use body language and facial expressions freely enhances clarity and impact. Nevertheless, challenges such as nervousness, stage fright, and loss of focus remain (Ardıç, 2021; Vandenberg & Magnuson, 2021). These findings indicate that in-person presentations play a critical role in building confidence and improving speaking skills, requiring mental preparedness and resilience.

Furthermore, students' confidence is influenced by mastery of the material, support from lecturers and classmates, and previous presentation experience (Kwangmuang et al., 2021; Nguyen et al., 2021; Novia et al., 2024). Mastery of content is the dominant factor, as students feel more confident when they understand the material thoroughly. Repeated presentation experience, both via Zoom and in-person, helps refine speaking style, improve time management, and reduce anxiety over time (Al-khresheh, 2024; Ebrahimi et al., 2021). Social support from peers and lecturers strengthens confidence by providing positive reinforcement and constructive feedback (Sirisrimangkorn, 2021). Overall, these results demonstrate that confidence in presentations is shaped by a combination of personal readiness, prior practice, and social support, rather than solely by the medium or platform used.

D. Conclusion

This study shows that both online presentations via Zoom and in-person presentations have their own advantages and challenges in boosting students' confidence in speaking English. Presentations via Zoom are considered to reduce nervousness because they do not involve direct contact with classmates and are supported by technological features, although they are often hampered by technical factors such as network quality and limited non-verbal interaction. On the other hand, In-person presentations provide a more authentic communication experience, build courage, and improve public speaking skills through direct interaction with lecturers and classmates. The main factors that influence students' confidence are mastery of the material, support from the learning environment, and previous presentation experience. Therefore, both forms of presentation can complement each other and need to be optimized in English language learning so that students can obtain maximum benefits in both academic and affective aspects.

E. References

- Al-khresheh, M. H. (2024). The role of presentation-based activities in enhancing speaking proficiency among Saudi EFL students: A quasi-experimental study. *Acta Psychologica*, 243(October 2023), 104159. <https://doi.org/10.1016/j.actpsy.2024.104159>
- Ardıç, M. A. (2021). Three Internal Barriers to Technology Integration in Education: Opinion, Attitude and Self-Confidence. *Shanlax International Journal of Education*, 9(S1-May), 81–96. <https://doi.org/10.34293/education.v9is1-may.4004>
- D'Andrea, S. M., Fadul, N., Dery, M. A., Brim, W. L., Israel, A. M., & Struminger, B. B. (2024). Healthcare capacity strengthening in conflict settings through virtual emergency medical training and outreach: Ukraine and Sudan case studies. *Frontiers in Public Health*, 12(October). <https://doi.org/10.3389/fpubh.2024.1441322>
- Ebrahimi, M., Izadpanah, S., & Namaziandost, E. (2021). The Impact of Writing Self-Assessment and Peer Assessment on Iranian EFL Learners' Autonomy and Metacognitive Awareness. *Education Research International*, 2021. <https://doi.org/10.1155/2021/9307474>
- Fapohunda, M. O. E., & Adediji, M. A. (2024). Sustainable Development of Distance Learning in Continuing Adult Education: The Impact of Artificial Intelligence. *Iconic Research And Engineering Journals*, 8(1), 113–118. <https://www.irejournals.com/paper-details/1706017%0Ahttps://www.irejournals.com/>
- Fauzi, M. A. (2022). E-learning in higher education institutions during COVID-19 pandemic: current and future trends through bibliometric analysis. *Heliyon*, 8(5), e09433. <https://doi.org/10.1016/j.heliyon.2022.e09433>
- Ghafar, Z. . (2023). The Influence of Self-Confidence on English Language Learning: A systematic Review. *International Journal of Applied Educational Research (IJAER)*, 1(1), 55–68. <https://doi.org/10.59890/ijaer.v1i1.452>
- Joia, L. A., & Lorenzo, M. (2021). Zoom in, zoom out: The impact of the covid-19 pandemic in the classroom. *Sustainability (Switzerland)*, 13(5), 1–18. <https://doi.org/10.3390/su13052531>
- Jones, L. (2025). WhatsApp and Zoom for communication activities: speaking proficiency and learner perceptions. *Journal of Spanish Language Teaching*, 12(1), 33–57. <https://doi.org/10.1080/23247797.2025.2457210>
- Khan, S. N. (2014). Qualitative research method - Phenomenology. *Asian Social Science*, 10(21), 298–310. <https://doi.org/10.5539/ass.v10n21p298>
- Kim, E. J., Kim, J. J., & Han, S. H. (2021). Understanding student acceptance of online learning systems in higher education: Application of social psychology theories with consideration of user innovativeness. *Sustainability (Switzerland)*, 13(2), 1–14. <https://doi.org/10.3390/su13020896>
- Kuzheliev, M., Zherlitsyn, D., Nechyporenko, A., Lutkovska, S., & Mazur, H. (2023). Distance learning as a tool for enhancing university academic management processes during the war. *Problems and Perspectives in Management*, 21(2), 23–30. [https://doi.org/10.21511/ppm.21\(2-si\).2023.04](https://doi.org/10.21511/ppm.21(2-si).2023.04)
- Kwangmuang, P., Jarutkamolpong, S., Sangboonraung, W., & Daungtod, S. (2021). The development of learning innovation to enhance higher order thinking skills for students in Thailand junior high schools. *Heliyon*, 7(6), e07309. <https://doi.org/10.1016/j.heliyon.2021.e07309>
- Lee, A. R. (2021). Breaking through digital barriers: Exploring EFL students' views of zoom breakout room experiences. *Korean Journal of English Language and Linguistics*, 21(June), 510–524. <https://doi.org/10.15738/kjell.21.202106.510>
- Lim, W. M. (2025). What Is Qualitative Research? An Overview and Guidelines. *Australasian Marketing Journal*, 33(2), 199–229. <https://doi.org/10.1177/14413582241264619>
- Martyushev, N., Shutaleva, A., Malushko, E., Nikonova, Z., & Savchenko, I. (2021). Online communication tools in teaching foreign languages for education sustainability. *Sustainability (Switzerland)*, 13(19), 1–17. <https://doi.org/10.3390/su131911127>
- Millán, M.-R., Villareal-Rodríguez, M., Murrieta-Flores, M. E., Bedolla-Cornejo, L., Vázquez-Villegas, P., & Membrillo-Hernández, J. (2023). Evaluation of online learning readiness in the new distance learning normality. *Heliyon*, 9(11). <https://doi.org/10.1016/j.heliyon.2023.e22070>
- Nguyen, K. A., Borrego, M., Finelli, C. J., DeMonbrun, M., Crockett, C., Tharayil, S., Shekhar, P.,

- Waters, C., & Rosenberg, R. (2021). Instructor strategies to aid implementation of active learning: a systematic literature review. *International Journal of STEM Education*, 8(1). <https://doi.org/10.1186/s40594-021-00270-7>
- Ningi, A. I. (2022). Data Presentation in Qualitative Research: The Outcomes of the Pattern of Ideas with the Raw Data. *International Journal of Qualitative Research*, 1(3), 196–200. <https://doi.org/10.47540/ijqr.v1i3.448>
- Novia, F., Desti Nurdianti, & M Bambang Purwanto. (2024). English Learning and Innovation Skills in 21st: Implementation of Critical Thinking, Creativity, Communication, and Collaboration. *Asian Journal of Applied Education (AJAE)*, 3(2), 113–124. <https://doi.org/10.55927/ajae.v3i2.8318>
- Nurhadi, T., Indra Nugraha, S., & Ridwan, I. (2024). Exploring The Implementation of Task-Based Language Teaching in Teaching Speaking to Secondary Efl Learners: A Qualitative Case Study |1207 Exploring The Implementation Of Task-Based Language Teaching In Teaching Speaking To Secondary Efl Learners: A Qual. *Professional Journal of English Education*, 7(5), 1207–1219.
- Peper, E., Wilson, V., Martin, M., Rosegard, E., & Harvey, R. (2021). Avoid zoom fatigue, be present and learn. *NeuroRegulation*, 8(1), 47–56. <https://doi.org/10.15540/NR.8.1.47>
- Richards, S. (2023). Faculty Perception of Student Engagement in Online Anatomy Laboratory Courses During the COVID-19 Pandemic. *Medical Science Educator*, 33(2), 465–480. <https://doi.org/10.1007/s40670-023-01762-7>
- Risma, S. N. (2021). an Analysis of the Utilizing Zoom Application To English Learners' Speaking Skill Motivation. *PROJECT (Professional Journal of English Education)*, 4(3), 433. <https://doi.org/10.22460/project.v4i3.p433-445>
- Santiago Jr, C. S., Leah Ulanday, M. P., Jane Centeno, Z. R., Cristina Bayla, M. D., & Callanta, J. S. (2021). Flexible Learning Adaptabilities in the New Normal: E-Learning Resources, Digital Meeting Platforms, Online Learning Systems and Learning Engagement. *Asian Journal of Distance Education*, 16(2), 38. <http://www.asianjde.com/>
- Shu, X., & Gu, X. (2023). An Empirical Study of A Smart Education Model Enabled by the Edu-Metaverse to Enhance Better Learning Outcomes for Students. *Systems*, 11(2). <https://doi.org/10.3390/systems11020075>
- Sirisrimangkorn, L. (2021). Improving EFL Undergraduate Learners' Speaking Skills Through Project-Based Learning Using Presentation. *Advances in Language and Literary Studies*, 12(3), 65. <https://doi.org/10.7575/aiac.all.v.12n.3.p.65>
- Vandenberg, S., & Magnuson, M. (2021). A comparison of student and faculty attitudes on the use of Zoom, a video conferencing platform: A mixed-methods study. *Nurse Education in Practice*, 54(April), 103138. <https://doi.org/10.1016/j.nepr.2021.103138>
- Waluyo, B., & Rofiah, N. L. (2021). Developing students' english oral presentation skills: Do self-confidence, teacher feedback, and english proficiency matter? *Mextesol Journal*, 45(3), 0–3. <https://doi.org/10.61871/mj.v45n3-14>