IMPROVING ARCHITECTURE STUDENTS' PRESENTATION SKILLS THROUGH FLIPGRID DURING ONLINE LEARNING

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Abstract

The study aims to explore the use of Flipgrid's features as online learning tools for the architecture students taking the English for Specific Purposes (ESP) to improve their presentation skills. The present study utilized a case study and involved twenty-six students of the Architecture Department in Universitas Kristen Duta Wacana, Yogyakarta. This study employed a qualitative method. The data were collected from students' presentation videos uploaded on Flipgrid and interviews. The result of the study revealed that Flipgrid plays a notable role in improving the students' presentation skills. It is reported that students' verbal performance was advanced as a result of using Flipgrid, as they stated that it improved not only their fluency and gestures but also their pronunciation, grammar, and vocabulary. The students also remarked that the platform was easy to use and that it motivated them to practice more.

Keywords: *Architecture, Presentation Skills, Flipgrid, Online Learning, ESP*

Background

Delivering a presentation in English is a common task in English classes. However, there are still many students who find it challenging and have difficulties communicating in English as English is still considered a foreign language in Indonesia given the fact the students have limited opportunity to practice the language (Al-Jamal & Al-Jamal, 2013; Riasati, 2012; Weda & Tadulako, 2021) Yet, students are still reluctant to use English in their daily communication because they are feeling nervous or afraid of making mistakes then they tend to use their native language to communicate with their peers (Moorhouse, 2020; Tuan & Mai, 2015). Related to the architecture students, students have been urged to improve their oral communication to compete in the global world as presentation skills are essential in the professional world but still often overlooked by the English teachers or lecturers because the teachers tend to focus on improving the students' linguistic ability rather than the students' ability (Kakepoto et al., 2012). This issue is tried to be addressed in the English for Specific Purposes (ESP) class for the Architecture students at Universitas Kristen Duta Wacana Yogyakarta. The class aims to bridge the skills gap between the industry and academia and ensure that the architecture graduates in terms of their presentation skills meet the requirements of the industry.

With the outbreak of the COVID-19 pandemic in Indonesia in mid-March 2020, the urge to avoid physical contact to minimize the spread of the virus has prompted many countries and governments to make new rules and policies. The policy for implementing the "lockdown" was initiated and there was a major change in people's way of life not only in the business world but also in the world of education including schools and universities had to be closed (Atmojo & Nugroho, 2020). Online learning, which popularity suddenly skyrocketed due to the pandemic, is by no means a new concept. Technology has facilitated online learning

activities so that students can gain access to be able to study anytime and anywhere to achieve learning outcomes (Chung et al., 2020; Moorhouse, 2020). Furthermore, online learning is defined as distance learning and is supported by devices such as laptops or smartphones that require an internet connection to allow students to receive lecture instructions from home without having to physically come to campus (Zou et al., 2021)

Compared to offline learning, online learning has several advantages, two of which are that online education can be accessed whenever and wherever the students are so that it can save time, money, and energy, and the availability of lecture's recordings so that students have more freedom to review recordings and understand lecture materials better (Moorhouse, 2020). The advantages of using online learning models are also supported by the finding that students and lecturers have had a lot of experience in applying learning technology (Keiper et al., 2021; Mcclure & Mcandrews, 2016; Stoszkowski, 2018). Furthermore, today's students are completely different compared to the previous generation as they are capable of acquiring technology language like a native (Shin & Yunus, 2021). Various exposure to virtual and digital worlds has advanced the students' interaction with various types of technology which serve multi goals and allow the students to become active learners (Mcclure & Mcandrews, 2016; Zou et al., 2021)).

Online learning can be done via a variety of platforms or online media. Flipgrid is one of the most popular learning platforms, and it is widely employed in English-speaking classes (Carrie Taylor & Timothy Hinchman, 2020; Lowenthal & Moore, 2020; Stoszkowski, 2018). Flipgrid is an alternative to get a free educational tool which facilitates students to record video responses to teacher queries (Shin & Yunus, 2021). (Lowenthal & Moore, 2020) Yet, it is added that Flipgrid is an easy-to-use application for creating a student-centered learning community.

Several researchers have conducted their studies to gain a better understanding of Flipgrid's contributions to online learning. The studies conducted by (Keiper et al., 2021; Lowenthal & Moore, 2020; Shin & Yunus, 2021; Stoszkowski, 2018)indicated that Flipgrid offers notable benefits for learners of all ages. Flipgrid is an application that enables teachers to engage students in various learning and evaluation activities through creating videos and responses which can be a powerful tool for hands-on learning (Keiper et al., 2021; Lowenthal & Moore, 2020). Flipgrid can be used in a variety of learning subjects, including language, engineering, and physics. Flipgrid is an online platform discussion that aims to equip students and encourage them to interact socially (Stoszkowski, 2018). Meanwhile, Flipgrid can also be taken as a lax platform that assisted English learners in improving public speaking skills (Shin & Yunus, 2021). We can observe from the two previous studies that Flipgrid offers options for English learners to make learning become more enjoyable and fun.
The findings of the previous research have shown how Flipgrid offers various benefit in online learning and how students find Flipgrid beneficial in supporting online learning for it advances learning practice hours, pronunciation, and students' teamwork. However, just a few studies have looked into using Flipgrid to improve students' presentation skills, notably in an ESP class in an EFL setting. The majority of Flipgrid-related studies focused solely on students' impressions of Flipgrid and its impact on motivation. Hence, the focus of this research is on how to leverage Flipgrid's features to help architecture students enhance their presentation skills.

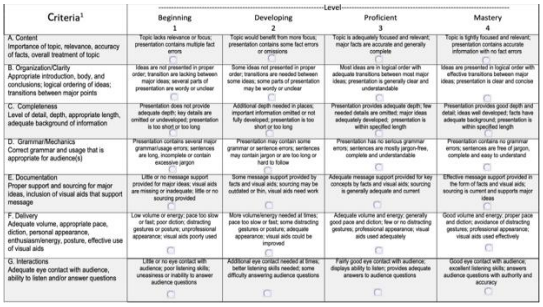
Research Methods

This research was conducted from February to May 2022, there are fourteen meetings in total and six times using Flipgrid. There are 26 students in this class consisting of 12 female students and 14 male students. The researcher was the lecturer of the ESP class who introduced Flipgrid as well as conducted a short training on how to use Flipgrid. Following that, the students began to utilize Flipgrid to submit their presentation videos and to take advantage of all of the capabilities, including likes, comments, and video remarks.

The data was gathered via watching the students' presentations on Flipgrid and doing interviews to get more complete information. The interviews were conducted after the students' presentation videos have been evaluated and the scores totaled. The criteria for choosing six students to be interviewed are students who got the highest score, the average score, and the lowest score. Interviews were conducted in English via a recorded Zoom meeting. Each student was asked a series of questions about their use of Flipgrid in their ESP lesson by the researcher. During the data-gathering phase, the data from the students' presentation videos and interviews are triangulated and integrated. The students' presentations were evaluated using a modified version of the oral presentation criteria from Purdue University's College of Science. Figure 1 below shows the assessment rubric which is used to assess and classify the students' improvement.

Figure 1.

Assessment rubric



Criteria[1]	Level			
	Beginning 1	Developing 2	Proficient 3	Mastery 4
A. Content Importance of topic, relevance, accuracy of facts, overall treatment of topic	Topic lacks relevance or focus; presentation contains multiple fact errors	Topic would benefit from more focus; presentation contains some fact errors or omissions	Topic is adequately focused and relevant; major facts are accurate and generally complete	Topic is tightly focused and relevant; presentation contains accurate information with no fact errors
B. Organization/Clarity Appropriate introduction, body, and conclusions; logical ordering of ideas; transitions between major points	Ideas are not presented in proper order; transition are lacking between major ideas; several parts of presentation are wordy or unclear	Some ideas not presented in proper order; transitions are needed between some ideas; some parts of presentation may be wordy or unclear	Most ideas are in logical order with adequate transitions between most major ideas; presentation is generally clear and understandable	Ideas are presented in logical order with effective transitions between major ideas; presentation is clear and concise
C. Completeness Level of detail, depth, appropriate length, adequate background of information	Presentation does not provide adequate depth; key details are omitted or undeveloped; presentation is too short or too long	Additional depth needed in places; important information omitted or not fully developed; presentation is too short or too long	Presentation provides adequate depth; few needed details are omitted; major ideas adequately developed; presentation is within specified length	Presentation provides good depth and detail; ideas well developed; facts have adequate background; presentation is within specified length
D. Grammar/Mechanics Correct grammar and usage that is appropriate for audience(s)	Presentation contains several major grammar/usage errors; sentences are long, incomplete or contain excessive jargon	Presentation may contain some grammar or sentence errors; sentences may contain jargon or are too long or hard to follow	Presentation has no serious grammar errors; sentences are mostly jargon-free, complete and understandable	Presentation contains no grammar errors; sentences are free of jargon, complete and easy to understand
E. Documentation Proper support and sourcing for major ideas, inclusion of visual aids that support message	Little or no message support provided for major ideas; visual aids are missing or inadequate; little or no sourcing provided	Some message support provided by facts and visual aids; sourcing may be outdated or thin, visual aids need work	Adequate message support provided for key concepts by facts and visual aids; sourcing is generally adequate and current	Effective message support provided in the form of facts and visual aids; sourcing is current and supports major ideas
F. Delivery Adequate volume, appropriate pace, diction, personal appearance, enthusiasm/energy, posture, effective use of visual aids	Low volume or energy; pace too slow or fast; poor diction; distracting gestures or posture; unprofessional appearance; visual aids poorly used	More volume/energy needed at times; pace too slow or fast, some distracting gestures or posture, adequate appearance; visual aids could be improved	Adequate volume and energy; generally good pace and diction; few or no distracting gestures; professional appearance; visual aids used adequately	Good volume and energy; proper pace and diction; avoidance of distracting gestures; professional appearance; visual aids used effectively
G. Interactions Adequate eye contact with audience, ability to listen and/or answer questions	Little or no eye contact with audience; poor listening skills; uneasiness or inability to answer audience questions	Additional eye contact needed at times; better listening skills needed; some difficulty answering audience questions	Fairly good eye contact with audience; displays ability to listen; provides adequate answers to audience questions	Good eye contact with audience; excellent listening skills; answers audience questions with authority and accuracy

The presentation videos provided insight into the students' presentation skills while the in-depth interview is used as a reference to interpret their presentation videos. The objective of the interview is to reveal further information on students' presentation skills by utilizing Flipgrid's features.

Finding & Discussion

The current research looked into how architecture students could improve their presentation skills by using Flipgrid as their online learning platform. The students' overall results from the six presentation videos uploaded to Flipgrid are shown in the table below. The students' scores were added together and ranked to determine the students chosen to be interviewed.

Table 1.

Students' Presentation Score

Name	Total Score	Rank	Initial
A	77.9	21	
B	80.3	20	
C	88	13	S3
D	48.2	24	
E	44.2	25	
F	77.5	22	S5
G	74.8	23	S6
H	88.1	12	
I	87.4	16	
J	43.9	26	
K	85.5	18	
L	85.1	19	
M	89.7	7	
N	91.5	2	S2
O	89	10	
P	88.8	11	
Q	89.76	6	
R	90.4	5	

Name	Total Score	Rank	Initial
S	89.5	8	
T	90.5	4	
U	91.3	3	
V	89.1	9	
W	91.8	1	S1
X	86.9	17	
Y	87.9	14	S4
Z	87.6	15	

The students D, E, and J were excluded from the ranking as they missed 3 tasks which made them unqualified to become study participants. Hence, F and G were chosen as students with the lowest score. As observed in Table 1, the highest score is 91.8 out of 100. W was chosen to be S1 as W gets the highest number of accumulated scores 91.8 while S2 was N who got the total score of 91.5.

Figure 2.
Presentation instruction

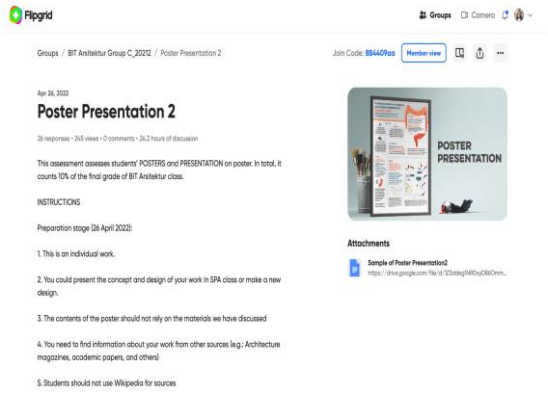


Figure 2 shows the example of an instruction given to the students to submit their presentation videos to Flipgrid. There were 26 videos uploaded, 245 views, and a total of 24.2 hours of discussion which are conducted outside the synchronous meeting.

Figure 3 shows the screen capture of the most seen video.

Figure 3.
The most seen presentation video

This video also received many comments and likes from other students as they found it inspiring. Some comments are:

> ...You really scored here! You make it look so easy... [Vien/F]

> ...Wow, nice job dude! I really enjoyed your video... [Patrick/M]

Students' presentation videos scores for S1-S6 can be seen in Table 2. The modified grading rubric was used to assess the content, organization, grammar/mechanics, and delivery. The delivery consists of pronunciation, fluency, confidence, gestures, and facial expressions.

Table 2.
Students' Design Presentation Score

Name	Content	Organization	Grammar/ Mechanics	Delivery	Total Score
S1	23.5	23	22.5	22.8	91.8
S2	23	23	22	23.5	91.5
S3	23	22	21	22	88
S4	23	22	21.5	21.4	87.9
S5	21	18	18	20.5	77.5
S6	20	18.4	18	18.4	74.8

According to the students' interviews, the majority of them stated that their speaking abilities had improved. Three of the five participants said they improved in numerous elements of speaking. S2 noted that her fluency had

improved since she had to repeat herself several times before shooting the video, which helped her avoid stuttering when presenting. S4 agreed with S2 that she practiced a lot and paid special attention to pronunciation, phrase choice, and other things in addition to video recording. Other students, such as S5, reported that she improved her pronunciation by checking it in a dictionary before making the video. The task to record a video engages students in learning by allowing them to examine recordings as well as identify presentation delivery robustness and areas for development (Shin & Yunus, 2021). S3 and S1 make different statements. Flipgrid, according to S3, is merely a medium via which you could upload your videos. S2 and S4 suggested that the feedback option, which allows the user to provide feedback on other students' videos, could help enhance speaking skills. They are unsure, however, whether their speaking abilities have improved. In addition, students were questioned about their experiences with Flipgrid in speaking classes. From S1 to S5, there are a variety of responses. Flipgrid, according to S1, is an appropriate platform to use for online learning in this pandemic circumstance. Students can use Flipgrid to participate in online discussions using short videos while also being able to monitor and share remarks with one another (Carrie Taylor & Timothy Hinchman, 2020). S2 stated that Flipgrid is an easy approach for lecturers to examine our speaking ability, which supports S1's argument. The results are comparable to those who said that Flipgrid is a simple and free classroom video platform (Keiper et al., 2021; Lowenthal & Moore, 2020; Stoszkowski, 2018).

In this study, students' speaking skills increased, however not entirely as a result of using Flipgrid's features but mainly because they had to record and then upload their videos to Flipgrid. They must first think about and practice the message they want to portray in order to avoid making mistakes while producing a video. They can improve their vocabulary and grammar abilities by choosing the words to convey (Al-Jamal & Al-Jamal, 2013). Before recording the video, they also do a lot of practice, which can boost fluency. It can also be seen in the Findings that for the pronunciation element, the participant reads a dictionary to examine how specific words should be spoken. Furthermore, as a result of learning what to say and how to say it effectively as well as how to make natural and appropriate facial expressions and movements, their facial expressions and gestures have also improved.

Conclusion

Flipgrid is an effective tool for facilitating social learning and assisting students in the development of creating engaging and informative video content. As it is easy and innate to use, students favor its simplicity and amicable user interface. It is believed that Flipgrid will supplement the students' individual blogs on the module by enabling more direct peer engagement and collaboration.

The findings suggest that students' presentation skills could be improved by uploading their speaking videos to Flipgrid. It was revealed that the student's verbal performance was positively affected, as students said that utilizing Flipgrid enhanced not only their fluency and gestures but also pronunciation, grammar, and vocabulary. Furthermore, the students said that the platform was simple to use and it encouraged them to practice more. However, the conclusions of this study should not be interpreted as a criterion by which every Flipgrid user could improve students' presentation skills and scores. As a result of this study, it is suggested that more research be conducted on Flipgrid in order to better understand the impact of Flipgrid on students' presentation skills.

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