



Research Article

The Impact of Video-Based Group Presentations on Indonesian EFL Learners' Reading Engagement

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ABSTRACT

Despite growing emphasis on active and multimodal learning in EFL contexts, maintaining learner engagement in reading classes remains challenging. This sequential explanatory mixed-methods study examined how video-based group presentations influence reading engagement among Indonesian EFL learners. Ninety-nine third-semester students from Universitas Sulawesi Barat completed a 5-point Likert scale questionnaire measuring nine engagement dimensions derived from student engagement theory (behavioral, cognitive, affective), while 37 representative participants provided reflective journals for qualitative analysis. Findings revealed a mean engagement score of 3.69/5.0, with 55.8% indicating positive perceptions and 63.6% reporting increased participation. Affective dimensions recorded the highest scores, particularly pride in completing group videos ($M = 4.25$) and enjoyment of engaging materials ($M = 4.11$), whereas cognitive aspects such as comprehension improvement showed moderate levels ($M = 3.41$). Thematic analysis yielded eight themes highlighting enhanced engagement, creative pride, peer-mediated comprehension, and visual learning motivation, alongside time management and social interaction challenges. The study demonstrates that video-based presentations enhance affective and behavioral engagement while fostering creativity and participation. However, moderate cognitive impact suggests structured pedagogical guidance is needed. These findings extend multimedia learning theory by demonstrating how peer-created videos transform passive reading into dynamic collaborative learning experiences, particularly relevant for EFL contexts.

Keywords: Video-based presentations, reading engagement, EFL, multimedia learning, Indonesian context

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INTRODUCTION

The integration of multimedia technologies in English as a Foreign Language (EFL) education has fundamentally transformed pedagogical approaches, particularly in developing reading engagement among learners. Among the various language skills, reading remains one of the most challenging areas to sustain learner engagement, particularly in EFL settings where authentic exposure is limited and traditional text-based instruction often fails to capture students' attention (Guthrie, 2002). Contemporary research has increasingly recognized the potential of video-based learning interventions to enhance various aspects of language acquisition and student participation (Gutiérrez-González et al., 2025; Suen & Hung, 2025). Recent studies have demonstrated that video-enhanced instruction can significantly improve learner motivation, comprehension, and active participation in classroom activities (Pan et al., 2025; Shafiee Rad, 2025).

Shen et al. (2025) found that spherical video-based virtual reality enhanced EFL learners' writing performance and self-regulated learning strategy use, while Nash (2025) explored how video recordings helped students develop metacognitive awareness of their digital reading practices. Furthermore, investigations into video-based learning have revealed positive impacts on emotional engagement, with learners demonstrating increased attentiveness and motivation when exposed to multimedia content (Suen & Hung, 2025). Collectively, these studies underscore the growing recognition that video-based learning environments can enhance both motivation and participation. However, the extent to which these effects translate into sustained reading engagement, particularly through learner-generated video projects, remains underexplored.

The effectiveness of video presentations in fostering collaborative learning has also been documented, with Park (2024) noting that students significantly favored video feedback over traditional written responses for speaking performance assessments. Despite these promising developments, the existing literature reveals significant gaps regarding the specific impact of student-created video presentations on reading engagement in EFL contexts. While numerous studies have examined instructor-created videos or video feedback systems (Cassano & Di Blas, 2024; Petrie, 2025), limited research has investigated how peer-generated video presentations influence reading comprehension and classroom participation among Indonesian EFL learners. Moreover, the majority of existing studies have focused on individual learning outcomes rather than the collaborative dimensions of video-based activities, leaving a substantial gap in understanding how group video projects might enhance reading engagement through peer interaction and shared content creation.

Given the critical importance of reading engagement in EFL learning success and the limited empirical evidence regarding student-created video presentations in Indonesian contexts, this study aims to investigate the impact of video-based group presentations on

“Students create their own video presentations can uniquely enhance their reading engagement in the EFL classroom”

reading engagement among Indonesian EFL learners. The significance of this investigation is underscored by recent calls for more comprehensive research on multimedia learning interventions that consider both affective and cognitive dimensions of engagement (Wang & Hu, 2025; Zhai, 2025). Yang et al. (2024) emphasized the need to explore how interactive learning approaches can enhance reading self-efficacy and engagement, particularly in contexts where traditional teaching methods may not adequately address diverse learning needs. Furthermore, Cai (2025) highlighted the importance of understanding factors that influence engagement in blended learning environments, noting that insufficient research has been conducted on specific interventions that promote active participation in EFL contexts.

This study contributes to closing this gap by examining how peer-created video presentations, rather than teacher-produced materials, can promote collaborative engagement and deeper reading involvement in Indonesian EFL classrooms. By examining both quantitative engagement patterns and qualitative experiences of students participating in video-based group presentations, this research addresses a critical void in our understanding of multimedia learning in non-Western educational contexts. Specifically, this research seeks to answer the following questions:

- (1) To what extent do video-based group presentations impact reading engagement among Indonesian EFL learners as measured by affective, behavioral, and cognitive dimensions?
- (2) How do Indonesian EFL learners perceive their experiences with video-based group presentations regarding reading comprehension, motivation, and classroom participation?
- (3) What are the perceived benefits and challenges of implementing video-based group presentations in Indonesian EFL reading classes from the students' perspective?

LITERATURE REVIEW

Multimedia Learning and Engagement Theory

The theoretical foundation for this study draws upon several interconnected frameworks that explain how multimedia interventions enhance learning outcomes. Multimedia learning theory, as originally established by Mayer (2024), posits that learners process information through dual channels, visual and auditory, which can be effectively leveraged through video-based presentations to enhance comprehension and retention. This cognitive theory of multimedia learning emphasizes three key assumptions: dual channels (separate processing of verbal and visual information), limited capacity (finite cognitive resources for processing), and active processing (meaningful learning requires cognitive effort in selecting, organizing, and integrating information). In EFL contexts, this theory becomes particularly relevant as visual and auditory input can support language acquisition processes that might be challenging through text-based instruction alone, especially for reading comprehension where multimedia scaffolding can reduce cognitive load and enhance meaning-making (Mayer, 2024; Shen et al., 2025).

Complementing this cognitive perspective, Social Cognitive Theory (Bandura, 2002) further supports the implementation of peer-created videos by emphasizing the role of observational learning and collaborative knowledge construction in educational settings. When students create and share video presentations, they engage in reciprocal determinism, a dynamic interplay between personal factors, behavior, and environment where they simultaneously model behaviors for their peers and learn from observational experiences. This creates a learning environment that extends beyond traditional instructor-led instruction, fostering self-efficacy and collective agency. The integration of these theoretical perspectives, cognitive processing and social learning – provides a robust framework for understanding how video-based group presentations can simultaneously address individual cognitive needs and social learning dynamics in reading engagement.

Student engagement theory provides another crucial lens for understanding how video-based interventions impact learning outcomes, particularly in reading contexts. Contemporary conceptualizations recognize engagement as multidimensional, encompassing behavioral, cognitive, emotional, and social dimensions, each contributing uniquely to learning success (Fredricks et al., 2004; Zhai, 2025). Behavioral engagement encompasses active participation, effort, and persistence in learning tasks; cognitive engagement involves strategic and metacognitive approaches to learning; emotional engagement reflects students' feelings of interest, enjoyment, and connection to learning activities; while social engagement encompasses peer interaction and collaborative learning behaviors (Wang & Hu, 2025). This multidimensional framework is particularly valuable for examining reading engagement in EFL contexts, where affective factors like motivation and anxiety often interact with cognitive processes to determine comprehension outcomes. Video-based group presentations potentially activate all four dimensions simultaneously: behavioral (through creation and viewing activities), cognitive (through content analysis and synthesis), emotional (through creative expression and pride), and social (through peer collaboration and discussion).

Video-Based Learning in EFL Contexts

The application of video technology in EFL instruction has evolved significantly, with research demonstrating varied impacts across different skill areas. Video-based interventions can enhance multiple language competencies simultaneously through multimodal reinforcement, which strengthens memory encoding and retrieval by presenting information through complementary sensory channels (Pan et al., 2025). This multimodal advantage is particularly evident in reading comprehension, where visual representations can clarify abstract concepts, cultural contexts, and linguistic nuances that text alone may not adequately convey.

Recent empirical evidence supports these theoretical claims. Shafiee Rad (2025) found that AI-enhanced video interventions significantly improved reading comprehension and self-regulated learning behaviors among EFL learners, with 77% of participants highlighting the platform's effectiveness in fostering engagement and supporting self-regulation. This research demonstrated that video-based learning environments could effectively address

individual learning needs while maintaining high levels of student motivation. However, the effectiveness of video-based learning appears contingent upon several pedagogical design factors, including video length, content structure, and integration with classroom activities. Gutiérrez-González et al. (2025) found that videos under five minutes were associated with higher retention and response rates, suggesting that cognitive load management remains critical even in multimedia environments. Similarly, the role of instructor presence and delivery style significantly influences affective engagement, with vocal attractiveness and paraverbal expressions serving as pivotal elements in establishing social presence in video-based learning (Suen & Hung, 2025).

Student-Created Video Presentations

While instructor-created videos have received considerable research attention, student-created video presentations remain relatively underexplored, particularly in EFL contexts. Yet this approach offers unique pedagogical advantages rooted in constructivist learning principles. The creation process itself serves important functions beyond the final product: it requires students to engage in deep content analysis, collaborative negotiation of meaning, creative synthesis, and metacognitive reflection, all of which are essential for developing reading comprehension skills (Yaşar, 2025).

Nash (2025) conducted a qualitative investigation revealing that the process of recording and analyzing their own video recordings helped students develop metacognitive awareness of their reading strategies and navigation patterns in digital environments. This finding suggests that video creation serves as a powerful tool for self-reflection and learning strategy development, providing insights into learning processes that might not be accessible through traditional reflection methods. The collaborative dimension adds another pedagogical layer. Hasgül (2025) examined video-based spatial reading in architecture education, finding that peer group collaboration in video creation facilitated deep interaction and understanding of complex conceptual relationships. Students demonstrated enhanced ability to synthesize collaborative analyses and develop shared cognitive vocabularies through their video creation processes, suggesting that group video projects serve multiple pedagogical functions simultaneously: content learning, collaborative skill development, and peer-mediated knowledge construction.

These findings align with sociocultural theories of learning (Vygotsky, 1978), which emphasize that knowledge construction occurs through social interaction and cultural tools. In this framework, video creation serves as both a mediational tool (facilitating learning) and a collaborative practice (enabling peer scaffolding within zones of proximal development). For reading engagement specifically, peer-created videos may transform solitary reading tasks into social learning experiences, where students not only comprehend texts individually but also co-construct interpretations through collaborative video production and viewing.

Reading Engagement in EFL Learning

Reading engagement represents a multifaceted construct that encompasses cognitive, behavioral, and emotional dimensions, each contributing uniquely to reading comprehension and academic success in EFL contexts. Guthrie (2002) established that engaged readers are motivated, strategic, knowledgeable, and socially interactive, with engagement serving as a critical mediator between instruction and achievement. Recent research has emphasized emotional engagement factors, particularly reading enjoyment and self-efficacy, in determining reading achievement outcomes. Yang et al. (2024) revealed four distinct profiles of English reading self-efficacy among 361 Chinese university students, with significant differences in reading enjoyment and engagement across these profiles. Students with higher self-efficacy demonstrated greater reading enjoyment and engagement, which subsequently predicted superior reading performance outcomes.

The relationship between reading engagement and digital learning environments has become increasingly important as educational contexts evolve. Wang and Hu (2025) conducted a large-scale international study examining relationships between reading engagement features and digital reading performance among 164,233 secondary school students across 24 countries. Their research revealed that self-perception of reading competence and metacognitive knowledge were consistently positively related to digital reading performance, while self-perception of reading difficulty demonstrated negative associations. Importantly, their findings highlighted cross-country differences in behavioral engagement features and gender differences in reading enjoyment correlations, suggesting that cultural and individual factors significantly influence engagement patterns.

Despite this growing body of research, few studies have explored how multimedia or peer-created video activities can activate these engagement dimensions in EFL reading contexts. The potential for video presentations to serve as catalysts for peer interaction and collaborative meaning-making in reading contexts represents an important area for investigation, particularly given the social dimensions of engagement theory and the collaborative nature of video production processes. Video-based group presentations may uniquely support emotional engagement through creative expression, cognitive engagement through analytical synthesis, behavioral engagement through active production, and social engagement through collaborative meaning-making, yet empirical evidence for these effects in reading contexts remains limited.

Challenges and Considerations in Video-Based Learning

Despite promising potential, video-based learning interventions face several challenges that influence implementation success. Technical barriers and digital literacy requirements can create obstacles for both students and instructors, particularly in contexts where technology access or training may be limited (Nguyen, 2024). The time-intensive nature of video creation and editing processes presents additional challenges, requiring careful consideration of resource allocation and project management skills among student participants. These

practical constraints are especially relevant in the Indonesian EFL context, where infrastructure and technical support may vary significantly across institutions.

Cognitive load considerations also emerge as important design factors. Sweller's (2020) cognitive load theory distinguishes between intrinsic load (inherent complexity of content), extraneous load (imposed by instructional design), and germane load (devoted to schema construction). Well-intentioned multimedia enhancements may sometimes increase extraneous load, competing with primary learning objectives rather than supporting them (Colliot & Flanigan, 2024). This suggests that video-based presentations require careful scaffolding to ensure cognitive resources are directed toward meaningful learning rather than technical navigation or superficial features.

Assessment and evaluation of student-created video presentations present additional methodological challenges. Traditional assessment approaches may not adequately capture the collaborative and creative dimensions of video projects, necessitating holistic evaluation frameworks that consider both content mastery and collaborative skills (Keo et al., 2025). Furthermore, ensuring equitable participation within group video projects requires attention to group dynamics and individual accountability measures to prevent free-riding and ensure all members contribute meaningfully to the collaborative process.

Research Gaps and Study Rationale

The existing literature reveals several important gaps justifying the current investigation. First, while video-based learning research has examined various implementation approaches, limited attention has been given to student-created video presentations specifically in EFL reading contexts. Most existing studies focus on instructor-created content or video feedback systems, leaving peer-generated presentations underexplored. Second, video-based learning research has been conducted predominantly in Western educational contexts, with limited investigation of cultural and contextual factors that may influence effectiveness in diverse international settings, particularly Indonesian EFL environments where collectivist learning orientations and technology access patterns may differ significantly from Western contexts.

Third, the relationship between collaborative video creation processes and reading engagement outcomes remains largely uninvestigated. While individual studies have examined video consumption and engagement or collaborative learning separately, the intersection of these areas through group video presentation projects represents an important research frontier. Finally, most existing research employs either purely quantitative or purely qualitative approaches, limiting comprehensive understanding of both engagement patterns and student experience dimensions that mixed-methods designs could provide.

Addressing this gap, the present study integrates quantitative and qualitative evidence to examine how peer-generated video presentations affect affective, behavioral, and cognitive engagement dimensions in Indonesian EFL reading classes. By investigating both measurable engagement patterns and lived experiences, this research provides

comprehensive understanding of video-based group presentations as pedagogical interventions, contributing empirical evidence to inform practice in similar EFL contexts while extending theoretical understanding of multimedia learning and student engagement.

METHOD

Research Design and Context

This study employed a sequential explanatory mixed-methods design (Creswell & Clark, 2017) to investigate the impact of video-based group presentations on reading engagement among Indonesian EFL learners. This approach was particularly appropriate for engagement research as it enables researchers to first identify broad patterns through quantitative measures, then explore underlying reasons and contextual factors through qualitative inquiry. The design facilitated triangulation and enhanced validity by allowing qualitative insights to contextualize quantitative patterns.

The research was conducted at Universitas Sulawesi Barat, Indonesia, a regional university representing typical conditions of many Indonesian EFL programs: moderate technological infrastructure, diverse student digital literacy levels, and limited prior exposure to multimedia-based pedagogy. This context enhances transferability of findings to similar Indonesian and Southeast Asian EFL settings.

The Video-Based Group Presentation Intervention

The research Students enrolled in Reading courses created video presentations in groups of 4-5 members over one semester (14 weeks). Each group received a different reading text and produced a 5–8-minute video that: (1) summarized main ideas and key arguments, (2) analyzed challenging vocabulary or grammatical structures, and (3) connected the text to real-world contexts or personal experiences.

Implementation followed four scaffolded phases: Phase 1 (Weeks 1-3) introduced the project with sample videos and technical tutorials on basic video editing tools (e.g., CapCut, InShot). Phase 2 (Weeks 4-8) involved collaborative reading, content planning, and storyboard development with instructor feedback. Phase 3 (Weeks 9-12) focused on video recording and editing with technical support available. Phase 4 (Weeks 13-14) featured in-class presentations followed by 10-15 minutes of peer discussion, with all videos accessible through a shared online platform for repeated viewing. This framework balanced creative freedom with pedagogical scaffolding, informed by constructivist learning principles.

Participants

Participants comprised 99 third-semester students (72 female, 27 males; ages 19-22, $M = 20.1$). Third-semester students were selected because they possess sufficient foundational knowledge while developing advanced reading strategies essential for future teaching careers. The sample included five intact classes: E-23 ($n=25$), A-23 ($n=19$), C-23 ($n=19$), B-23 ($n=18$), and D-23 ($n=18$). All participants were native Indonesian speakers with limited authentic English exposure outside the classroom. For the qualitative component, 37 students (37.4%) were selected through stratified purposive sampling ensuring: (1) diversity

of engagement levels, (2) willingness to provide detailed reflections, and (3) proportional class representation.

Data Collection

Quantitative Instrument

A structured questionnaire using a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) measured nine engagement dimensions derived from established frameworks (Fredricks et al., 2004; Wang & Hu, 2025). Items assessed: Affective engagement (pride in video completion, enjoyment, increased motivation), Behavioral engagement (active watching, providing comments, peer connection), and Cognitive engagement (reading strategy development, analytical challenge, comprehension improvement). A binary question evaluated increased classroom participation ("Yes," "No," "Not Sure"). Content validity was established through expert review by three experienced EFL educators, followed by pilot testing with 15 students. Cronbach's alpha was $\alpha = 0.78$, indicating acceptable reliability.

Qualitative Instrument

Structured reflective journals with eight open-ended prompts captured personal experiences regarding emotional responses, classroom participation, comprehension, motivation, reading strategies, peer connections, and improvement suggestions. Students wrote in Indonesian or English based on comfort level; Indonesian responses were translated by two independent translators with discrepancies resolved through discussion.

Procedures

Data collection occurred sequentially over eight weeks after all video presentations concluded. Questionnaires were administered during regular class sessions (15-20 minutes). Two weeks later, 37 selected participants received reflective journals with one week for completion (entries ranged 300-1,200 words, $M = 650$). Throughout both phases, ethical protocols were maintained: informed consent, voluntary participation, confidentiality assurance, and no academic consequences for declining. The study received institutional review board approval.

Data Analysis

Quantitative Analysis

Descriptive statistics (mean, standard deviation, response distributions) were calculated using SPSS Version 26. Frequency analysis determined proportions of positive (4-5), neutral (3), and negative (1-2) responses across engagement dimensions.

Qualitative Analysis

Reflective journals underwent Braun and Clarke's (2006) six-phase thematic analysis: data familiarization, initial coding, theme searching, theme reviewing, theme definition, and report production. Two researchers independently coded 13% of journals, achieving strong

inter-rater reliability (Cohen's $\kappa = 0.82$). Following calibration, the lead researcher completed remaining coding with regular consultations.

Mixed-Methods Integration

Following the sequential explanatory approach, quantitative data were analyzed first to identify engagement patterns, then qualitative data provided explanatory depth for statistical findings. Both datasets were compared and synthesized to develop comprehensive interpretations, with integration points explicitly identified in the Findings section.

FINDINGS

The findings are organized into two sequential phases consistent with the explanatory mixed-methods design. The first phase presents quantitative results from the Likert-scale questionnaire, followed by qualitative insights derived from thematic analysis of reflective journals. This structure allows quantitative trends to be explained and contextualized through participants' personal reflections and experiences.

RQ1: Quantitative Results (Questionnaire Analysis)

Overall Engagement Patterns

The quantitative phase revealed a moderately positive pattern of engagement with video-based group presentations, with an overall mean score of 3.69 (SD = 0.52), indicating above-average engagement (Table 1). Over half of the responses (55.8%) were positive (ratings of 4–5), suggesting that most students viewed video-based group work as beneficial for their learning experience. However, a substantial proportion (36.4%) remained neutral, and a small minority (7.8%) expressed negative perceptions.

Table 1.

Overall Engagement and Key Metrics

Metric	Score
Mean Engagement Score (All Items)	3.69/5.00
Positive Response Rate (4-5)	55.8%
Neutral Response Rate (3)	36.4%
Negative Response Rate (1-2)	7.8%

Detailed Engagement Dimensions

As shown in Table 2, affective engagement items recorded the highest means, particularly pride in completing group videos (M = 4.25, SD = 0.82) and enjoyment of engaging videos (M = 4.11, SD = 0.76). These findings suggest that the intervention stimulated strong emotional and motivational responses. Behavioral engagement was also positive though slightly lower, with active watching behavior (M = 3.76, SD = 0.71) and providing questions/comments (M = 3.67, SD = 0.68) reflecting moderate levels of active participation.

Table 2.
Student Engagement with Video-Based Group Presentations (N=99)

Rank	Engagement Dimension	Mean Score	SD	Positive Responses (4-5)	Distribution
1	Pride in group video completion	4.25	0.82	78.8%	Excellent: 49.5%, Good: 29.3%, Average: 18.2%
2	Enjoyment of engaging videos	4.11	0.76	78.8%	Excellent: 36.4%, Good: 42.4%, Average: 17.2%
3	Active watching behavior	3.76	0.71	64.6%	Excellent: 15.2%, Good: 49.5%, Average: 31.3%
4	Providing questions/comments	3.67	0.68	57.6%	Excellent: 12.1%, Good: 45.5%, Average: 35.4%
5	Increased reading motivation	3.61	0.74	50.5%	Excellent: 11.1%, Good: 39.4%, Average: 41.4%
6	Effective reading strategies	3.58	0.69	46.5%	Excellent: 9.1%, Good: 37.4%, Average: 44.4%
7	Analytical challenge	3.55	0.73	49.5%	Excellent: 12.1%, Good: 37.4%, Average: 43.4%
8	Better reading comprehension	3.41	0.77	42.4%	Excellent: 13.1%, Good: 29.3%, Average: 47.5%
9	Peer connection through discussions	3.24	0.65	33.3%	Excellent: 4.0%, Good: 29.3%, Average: 53.5%

Cognitive engagement indicators, including effective reading strategies ($M = 3.58$, $SD = 0.69$) and reading comprehension improvement ($M = 3.41$, $SD = 0.77$), were less robust, suggesting that while the videos enhanced affective and behavioral participation, direct transfer to reading proficiency was limited. The lowest mean score, peer connection through discussions ($M = 3.24$, $SD = 0.65$), indicates that social engagement benefits were less pronounced despite the collaborative format.

Participation Impact Analysis

As shown in Table 3, 63.6% of participants reported increased classroom participation due to the video-based activities. This finding triangulates with the moderate-to-high behavioral engagement scores in Table 2, reinforcing the conclusion that student-generated videos encouraged greater participation. However, approximately one-third of students remained uncertain (26.3%) or unaffected (10.1%), indicating variability in how learners responded to this mode of instruction.

Table 3.
Student Participation in Reading Classes

Response	Count	Percentage
Yes (Increased participation)	63	63.6%
Not Sure	26	26.3%
No (No change)	10	10.1%

RQ2 and RQ3: Qualitative Results (Thematic Analysis of Reflective Journals)

The thematic analysis of 37 reflective journals revealed eight major themes that provide deeper insights into student experiences with video-based group presentations. The themes are presented with representative quotes translated into English while maintaining the authentic voice of the participants.

Theme 1: Enhanced Affective Engagement and Enjoyment

Students consistently described heightened emotional engagement, enthusiasm, and enjoyment when engaging with video-based reading activities. This theme aligns with the highest quantitative ratings for pride in group work and enjoyment of engaging videos.

"After watching interesting videos, we felt more enthusiastic about discussing them. The visual elements made the reading materials come alive in ways that traditional presentations never could." (RJ12)

"I found myself looking forward to the video sessions because they broke the monotony of regular reading classes. The creativity shown by different groups kept us all engaged throughout the semester." (RJ28)

These reflections highlight that the multimodal nature of video presentations enriched the affective dimension of engagement by introducing novelty, variety, and creativity into reading classes. Students particularly valued seeing their peers' creative interpretations, which generated anticipation and emotional investment in classroom activities.

Theme 2: Pride and Accomplishment in Creative Work

Students expressed strong feelings of pride and accomplishment when completing their group video projects, which corroborates the highest-ranking quantitative item ($M = 4.25$).

"We felt quite satisfied seeing the results of our group work. Creating something visual and creative gave us a sense of achievement that we rarely experienced in other assignments." (RJ07)

"The process of making videos challenged us to think differently about presenting reading materials. When we saw the final product, we felt proud of what we had created together." (RJ19)

This theme suggests that the video creation process fostered a sense of ownership and creative satisfaction that enhanced students' overall learning experience. The tangible, shareable nature of video products appeared to amplify feelings of accomplishment compared to traditional written assignments, contributing to strong affective engagement.

Theme 3: Time Management and Technical Challenges

Despite positive outcomes, students acknowledged significant challenges related to time management and technical complexity, which may partially explain the moderate cognitive engagement scores.

"It consumed quite a lot of time and required us to develop better time management skills. Balancing video production with other coursework was sometimes stressful." (RJ14)

"The technical aspects of video creation were initially challenging for some group members, requiring additional learning and practice beyond the reading course content." (RJ31)

These challenges, while creating initial difficulties, appeared to contribute to students' development of additional skills and collaborative problem-solving abilities. However, the time and effort required for technical production may have diverted cognitive resources away from deeper reading comprehension activities, explaining why cognitive engagement scores remain moderate despite high affective engagement.

Theme 4: Peer-Mediated Comprehension Through Visual Learning

Students valued the opportunity to learn from peer explanations and the ability to review complex concepts through video replays, offering insight into how videos supported cognitive engagement.

"The explanations in videos were very helpful because we could replay them when we didn't understand something immediately. Peer explanations often used simpler language that was easier to follow." (RJ09)

"Seeing how other groups interpreted the same reading materials gave us different perspectives and deeper understanding of the texts we studied." (RJ22)

This theme highlights the peer-mediated learning benefits of video presentations, where students learned not only from creating content but also from consuming and analyzing their peers' interpretations. The replayability of videos emerged as a particularly valued feature, enabling multiple exposures to content and self-paced learning.

Theme 5: Increased Motivation Through Multimodal Representation

The visual and multimodal nature of video presentations enhanced student motivation to engage with reading materials, particularly for learners who benefited from multimedia input.

"I felt more motivated because videos provided real visual examples that connected abstract reading concepts to concrete representations." (RJ16)

"The combination of text, images, and explanations in videos made complex reading materials more accessible and interesting to study." (RJ25)

This theme provides qualitative support for the moderate quantitative scores on increased reading motivation ($M = 3.61$), suggesting that while not all students experienced dramatic motivation increases, those who did attribute it to the multimodal affordances of video-based presentations.

Theme 6: Development of Analytical and Critical Thinking Skills

Students reported developing new analytical skills through both creating and evaluating video presentations, offering partial explanation for the moderate cognitive engagement scores.

"We learned to analyze text content more deeply when preparing our videos because we had to present complex ideas in simple, visual formats." (RJ11)

"Watching other groups' presentations taught us to think critically about different interpretations and presentation methods." (RJ27)

While students recognized analytical skill development, the focus on visual presentation and technical production may have competed with traditional reading comprehension strategies, explaining why reading comprehension improvement scores ($M = 3.41$) remained moderate despite perceived analytical gains.

Theme 7: Mixed Impact on Social Connections

While some students reported improved peer interactions, others noted limited impact on building deeper social connections, reflecting the quantitative finding that peer connection was the lowest-rated dimension ($M = 3.24$).

"It increased interaction because everyone could give comments and participate in discussions after watching videos." (RJ08)

"Participation remained about the same for some people because only certain students were consistently active in discussions, regardless of the video format." (RJ33)

This mixed pattern suggests that while video presentations facilitated academic interaction, they did not necessarily deepen interpersonal relationships. Some students remained passive observers even in video-based contexts, indicating that collaborative format alone does not guarantee social engagement for all learners.

Theme 8: Suggestions for Pedagogical Improvement

Students provided constructive suggestions for enhancing the video presentation experience, demonstrating metacognitive awareness of the learning process.

"Videos could be more effective if there were duration limits and standard formats to ensure consistency across groups." (RJ18)

"Individual evaluation is needed to ensure all group members contribute equally to the video creation process." (RJ24)

"Follow-up discussions could be extended and more structured after watching videos to maximize learning outcomes." (RJ35)

These suggestions reveal student awareness of implementation challenges and offer practical guidance for optimizing video-based presentations in future iterations. The desire for more structured follow-up discussions aligns with moderate cognitive engagement

scores, suggesting students recognized the need for deeper processing activities to complement video viewing.

Integrated Interpretation: Connecting Quantitative and Qualitative Findings

Both datasets confirm that students found video activities highly engaging and motivating, particularly in affective dimensions. The qualitative data enriched understanding of why certain quantitative dimensions scored highly: pride in group work ($M = 4.25$) stemmed from creative accomplishment and tangible product creation, while video enjoyment ($M = 4.11$) resulted from the multimodal affordances of video creation and the social collaboration it entailed. However, the integration also revealed nuanced challenges requiring pedagogical refinement. The moderate scores for reading comprehension improvement ($M = 3.41$) were explained by qualitative findings showing that while students appreciated peer explanations and visual learning, they also faced challenges with time management and technical complexity that may have limited direct academic benefits. The cognitive load imposed by video production, learning technical skills, coordinating group work, managing deadlines, potentially diverted attention from deeper reading comprehension strategies. Similarly, the low peer connection scores ($M = 3.24$) were clarified through qualitative themes showing mixed social impacts, where increased academic participation did not necessarily translate to deeper interpersonal relationships. Some students remained on the periphery of discussions, suggesting that collaborative activities require explicit scaffolding to ensure equitable and meaningful social engagement. Overall, the integration underscores that video-based group presentations function as effective and behavioral engagement catalysts yet require structured scaffolding to optimize cognitive and social learning gains. The findings suggest that video projects work best when embedded within comprehensive instructional frameworks that explicitly support reading strategy development, manage cognitive load, and facilitate meaningful peer interaction beyond surface-level academic exchange.

DISCUSSION

This sequential explanatory mixed-methods study investigated how video-based group presentations influence reading engagement among Indonesian EFL learners. The quantitative results demonstrate that video-based group presentations had a moderately positive impact on reading engagement. This finding aligns with Suen and Hung's (2025) research demonstrating significant improvements in learner affective engagement through multimedia interventions. However, the present study reveals important distinctions across engagement dimensions that warrant deeper analysis and suggest differential effectiveness depending on the specific learning outcome targeted.

The highest engagement scores occurred in affective dimensions, particularly pride in group video completion and enjoyment of engaging videos, suggesting that video-based presentations successfully foster intrinsic motivation and emotional connection to learning activities. These findings corroborate Yaşar's (2025) emphasis on how student-created videos enhance learner autonomy and reflective practice, indicating that the creative and

collaborative aspects of video production generate significant emotional investment in learning processes. The qualitative data provided crucial explanatory depth: students described feelings of accomplishment, creative satisfaction, and anticipation that transformed reading from a solitary, text-focused activity into a dynamic, multimodal experience. From a theoretical perspective, these affective outcomes align with self-determination theory (Ryan & Deci, 2000), which posits that intrinsic motivation flourishes when learners experience autonomy (choosing creative approaches), competence (successfully producing videos), and relatedness (collaborating with peers). The video creation process appeared to satisfy all three psychological needs simultaneously, explaining the strong affective engagement observed. This finding has important implications: video-based presentations may be particularly valuable in EFL contexts where learners often experience high anxiety and low motivation in reading tasks, as the creative and collaborative elements can counteract negative affective responses to challenging texts.

Behavioral engagement demonstrated moderate success with variability. This result supports Cassano and Di Blas's (2024) findings that video-based tools promote student engagement and active participation. However, the moderate scores suggest that while video presentations encouraged participation, the impact was mediated by individual differences in comfort with group activities, technology use, and public speaking preferences. The qualitative data revealed important nuances explaining this variability. Some students reported that video discussions "increased interaction because everyone could give comments," while others noted that "participation remained about the same for some people because only certain students were consistently active." This mixed pattern suggests that collaborative format alone does not guarantee behavioral engagement for all learners. Students who were naturally more extroverted or digitally confident appeared to benefit most, while quieter or less tech-savvy students sometimes remained peripheral despite the supposedly inclusive nature of group work. This finding challenges the assumption that multimedia-based collaborative activities automatically democratize participation. Instead, it highlights the need for explicit scaffolding to ensure equitable engagement, such as assigning specific roles within groups, implementing individual accountability measures, or providing differentiated support based on students' technological and linguistic confidence levels. The Indonesian cultural context, characterized by hierarchical social structures and face-saving concerns, may further complicate participation dynamics, as students may hesitate to offer critical feedback to peers or dominate discussions even when opportunities arise.

Cognitive engagement dimensions, including reading comprehension improvement and effective reading strategies, showed more modest impacts. This pattern differs from Shafiee Rad's (2025) research, which found significant improvements in reading comprehension through AI-enhanced video interventions. The difference likely reflects the peer-generated nature of videos in the present study versus instructor-designed content in Shafiee Rad's research. The qualitative data provided crucial insights into why cognitive gains remained moderate. Students acknowledged that video creation "consumed quite a lot of time" and required "additional learning and practice beyond the reading course content." This suggests

that the cognitive load imposed by video production, learning technical skills, coordinating group work, managing deadlines, potentially diverted attention from deeper reading comprehension strategies. While students recognized analytical skill development through video creation, the focus on visual presentation and technical execution may have competed with traditional reading comprehension activities rather than complementing them. This finding aligns with Sweller's (2020) cognitive load theory, which distinguishes between germane load (devoted to learning) and extraneous load (imposed by instructional format). The video creation process may have introduced substantial extraneous load, particularly for students with limited technological experience, leaving fewer cognitive resources for processing reading content deeply. The peer-generated videos, while motivating and engaging, may lack the pedagogical precision and scaffolding that characterize instructor-designed materials, resulting in less effective cognitive support for reading comprehension. Importantly, this does not suggest that video-based presentations are ineffective for cognitive outcomes, but rather that they require more structured implementation. The moderate cognitive impact indicates the need for explicit instructional support: pre-video reading guides, focused discussion questions, post-video reflection activities, and clear rubrics that emphasize content depth over technical sophistication. Without such scaffolding, students may prioritize aesthetic elements and technical features over substantive engagement with reading content.

The qualitative analysis revealed eight major themes providing nuanced understanding of student experiences. Students consistently reported enhanced engagement and enjoyment, aligning with quantitative findings and supporting Pan et al.'s (2025) research demonstrating that interactive multimedia approaches significantly improve learner motivation. The theme of pride and accomplishment in creative work emerged as particularly significant, reflecting Nash's (2025) findings that video creation processes help students develop metacognitive awareness and ownership of their learning experiences. However, the qualitative data also revealed important challenges, particularly regarding time management and technical complexity. Students acknowledged that video creation required substantial time investment and skills beyond typical coursework demands, echoing Nguyen's (2024) observations about barriers to video-based learning implementation in EFL contexts. This temporal and technical burden represents a significant consideration for scalability: while video projects may be highly engaging as occasional activities, intensive implementation could overwhelm students and detract from other learning objectives.

Despite these challenges, students valued the opportunity for peer-mediated learning through video explanations and discussions. This finding supports Hasgül's (2025) research on collaborative video creation, which demonstrated that peer group work facilitates deep interaction and shared knowledge construction. The ability to replay and review peer explanations emerged as a particularly valued feature, suggesting that video presentations create sustainable learning resources extending beyond initial classroom presentations. This aligns with sociocultural learning theory (Vygotsky, 1978), which emphasizes that learning occurs through social interaction and mediation by cultural tools – in this case, peer-created

videos serving as both social artifacts and mediational resources. The mixed impact on social connections revealed through qualitative analysis provides important insights into the social dimensions of video-based learning. While some students reported improved peer interactions through video discussions, others noted limited impact on deeper social relationships. This finding partially contrasts with Chung and Révész's (2025) research on collaborative task-based learning, which emphasized social benefits of peer interaction in language learning contexts. The mixed social outcomes in the present study may reflect the structured nature of video presentation activities, which promoted academic interaction without necessarily fostering personal connections among participants. Indonesian students' cultural preferences for group harmony and indirect communication may also have limited the depth of peer feedback and critical discussion, even within collaborative video projects.

The integrated findings reveal a complex picture of benefits and challenges in implementing video-based group presentations in Indonesian EFL reading classes. The primary benefits include enhanced creative expression, increased motivation through visual learning, development of analytical skills, and improved peer-mediated comprehension. These advantages align with Shen et al.'s (2025) findings that video-based interventions can enhance self-regulated learning strategies and performance among EFL learners. The visual and multimodal nature of video presentations appears particularly beneficial for learners who struggle with traditional text-based instruction, supporting multimedia learning theory's emphasis on dual-channel processing advantages (Mayer, 2024). However, significant challenges emerged requiring careful consideration for successful implementation. Time management difficulties and technical barriers represent substantial obstacles that may limit scalability of video-based approaches, particularly in resource-constrained contexts. These challenges reflect broader issues identified in video-based learning research, including cognitive load considerations in multimedia environments (Colliot & Flanigan, 2024; Sweller, 2020). Students' suggestions for improvement, including duration limits, standard formats, and individual evaluation mechanisms, provide valuable guidance for optimizing video-based presentations in future implementations. The need for structured follow-up discussions and extended reflection opportunities emerged as particularly important. Students recognized that video viewing alone was insufficient for deep learning; they desired more scaffolded discussion protocols, explicit connections between videos and course objectives, and opportunities to apply insights from peer videos to their own reading practices. This suggests that video presentations work best when embedded within comprehensive pedagogical frameworks rather than implemented as isolated activities. The Indonesian context adds another layer of consideration: in collectivist educational cultures where students may hesitate to critique peers publicly, instructors must create safe spaces for constructive feedback and critical engagement with video content.

This research extends multimedia learning theory by demonstrating how peer-created videos transform passive reading into dynamic collaborative experiences. While Mayer's (2024) cognitive theory focuses primarily on instructor-designed materials, this study shows that peer-generated content introduces additional dimensions, social motivation,

collaborative meaning-making, and distributed expertise, that influence engagement beyond traditional multimedia models. The differential impacts across engagement dimensions suggest video-based interventions effectively enhance affective and behavioral engagement, while cognitive outcomes require additional scaffolding. The findings also reveal that high affective engagement does not automatically translate to cognitive gains, challenging assumptions that motivated students will necessarily achieve deeper learning. Different pedagogical strategies support different engagement dimensions: creative tasks optimize affective engagement, while structured analytical activities better support cognitive engagement. Furthermore, group-based multimedia projects do not inherently produce social engagement for all participants, highlighting the importance of explicit attention to group dynamics and cultural factors.

The research provides actionable insights for EFL educators. First, video projects should serve as motivational catalysts within comprehensive reading instruction, paired with explicit strategy instruction and analytical tasks. Second, institutions should provide technical support, training workshops, and clear guidelines, breaking projects into milestones to reduce cognitive overload. Third, assessment rubrics must balance creativity with content depth, emphasizing analytical engagement and individual accountability through reflection journals or peer evaluations. Fourth, collaborative video creation suits collectivistic contexts valuing group harmony, though instructors must design activities fostering constructive feedback and balancing harmony with intellectual challenge. Finally, peer-created videos function best as supplementary resources rather than primary instructional materials, combined with instructor-designed content and structured reading activities to optimize outcomes across all engagement dimensions.

Several limitations warrant consideration. The single-institution context limits generalizability; the cross-sectional design prevents examining long-term effects; exclusive focus on student perspectives omits instructor observations; and uncontrolled variations in digital literacy, English proficiency, and group dynamics may have influenced outcomes. Digital literacy and proficiency are likely moderated engagement patterns, with tech-savvy or higher-proficiency students experiencing different cognitive demands than their peers. Group dynamics, including composition, leadership, and interpersonal relationships, also likely influenced individual experiences, representing important moderating variables for future investigation.

CONCLUSION

This sequential explanatory mixed-methods study examined how video-based group presentations influence reading engagement among Indonesian EFL learners. The findings demonstrate that peer-created videos effectively enhance affective and behavioral engagement, with students expressing high pride, enjoyment, and increased participation. However, moderate cognitive impact suggests that video presentations function optimally as motivational catalysts within comprehensive reading instruction rather than standalone interventions. Qualitative analysis revealed eight themes highlighting enhanced creativity and peer-mediated learning alongside time management challenges and technical

complexity that may divert cognitive resources from deeper reading comprehension. The research extends multimedia learning theory by demonstrating how collaborative video creation transforms passive reading into dynamic experiences where peer-generated content introduces social motivation and distributed expertise beyond instructor-designed materials. These findings are particularly relevant for collectivistic EFL contexts, though structured implementation requiring technical support and scaffolding remains essential. Several limitations warrant consideration: single-institution context limits generalizability, cross-sectional design prevents examining long-term effects, exclusive student perspectives omits instructor observations, and uncontrolled variations in digital literacy may have influenced outcomes. Future research should employ longitudinal designs, conduct multi-institutional studies, incorporate objective reading performance measures, and investigate optimal implementation frameworks balancing creativity with content depth to advance evidence-based pedagogical innovation in EFL education.

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