

## **CHAPTER III**

### **METHODOLOGY**

This chapter mainly presents the methodology of this study used to answer the research question which covers research design, setting and context, participant, the technique of data collection, and also followed by technique of data analysis.

#### **3.1 Research Design**

This study applied qualitative methods in order to investigate the presentational communicative competence experiences of EFL students (Creswell, 2012). A narrative approach (Creswell & Poth, 2018) was used to obtain further in-depth information on the development of students' presentational communicative competencies during the virtual exchange program.

#### **3.2 Setting**

This study was conducted at one of the universities in Southeast Sulawesi, Indonesia. This study focused on five EFL students who joined the virtual exchange program as speakers. The virtual exchange program in this study refers to an internship program between the Australia Indonesia Youth Exchange Program (AIYEP) with one of the Islamic universities in Southeast Sulawesi. The program commenced on the 15th of November and ended on the 3rd of

December, 2021. This VE was the second internship program, and the program also was undertaken in the previous year for the first time. Mostly, the participants of the program were the students in the first, second, and third-year majoring in English education. Some of them were from non-English students. One of the purposes of this program is to foster and increase cross-cultural understanding of youth. The topic being delivered during this VE was related to culture and students' experiences which aims to exchange information, introduce the culture to each other, and increase cross-cultural understanding.

### 3.3 Participants

This study investigated five students at the English Education Department in one of the universities in Southeast Sulawesi who participated in the virtual exchange programs with an Australian student. This study adopted purposive sampling to gather the needed data. The participants of this study are the students who participated in the synchronous three-week virtual program as speakers or presenters and fulfill the criteria of this study. The participants are recruited based on the following criteria: 1) participated in the VE program as the presenter or speaker, 2) active students of the English Education Department, 3) participated in the first VE before as a participant or speaker.

**Table 3.1: Participants' Profile**

Participant	Gender	Semester	Topic
MA (P1)	Male	8	“Sharing session about organizations”
AH (P2)	Male	4	“How you define a successful life as a

Participant	Gender	Semester	Topic
			student?"
TM (P3)	Female	6	“Famous places in Southeast of Sulawesi; Wakatobi and Buton”
AA (P4)	Male	4	“How you define a successful life as a student?”
NS (P5)	Female	4	“Famous places in Southeast of Sulawesi; Kendari”

### 3.4 Instrumentation

The instruments used in this study were *Can-Do Statements* that specifically focus on the presentational communicative competence and 11 open-ended questions. The *Can-Do Statements* have been adapted and modified by the researcher from the proficiency benchmarks and performance indicators of NCSSFL-ACTFL which have been used for assessing oral proficiency (Brown, Dewey, & Cox, 2014) and ACTFL performance descriptors for language learners (2012). The open-ended questions attempted to explore the students' feelings and perceptions towards the presentation and their experience in the process of preparing the presentation.

#### *What is NCSSFL-ACTFL Can-Do Statement?*

The 2017 NCSSFL-ACTFL *Can-Do Statements* is the result of collaboration between the National Council of State Supervisors for Languages

(NCSSFL) and the American Council on the Teaching of Foreign Language (ACTFL). These statements can guide language learners to identify and set learning goals and chart their progress towards language and intercultural proficiency, educators to write communication learning targets for curriculum, unit and lesson plans; and stakeholders to clarify how well learners at different stages can communicate. The statements are organized according to Interpretive, Interpersonal, and Presentational Modes of communication as described in the *World-Readiness Standards for Learning Languages*. Aligned with the *ACTFL Proficiency Guidelines 2012* and *ACTFL Performance Descriptors for Language Learners*, the Can-Do Statements reflect the continuum of growth in communication skills through the Novice, Intermediate, Advanced, Superior, and Distinguished levels.

The Can-Do Statements are organized through proficiency benchmarks and performance indicators. Proficiency benchmarks identify the overarching features of language performance, i.e., context, text type, and function, in each of the three modes of communication to describe learner's progress along the ACTFL Proficiency continuum. Benchmarks support learners in setting long-term goals and inform program and course outcomes. Then, performance indicators deconstruct the Benchmark by focusing on certain aspects of language performance, i.e., context, text type, and function. Indicators describe the steps toward reaching the overarching Benchmark goal. Indicators support learners in charting progress toward meeting language learning goals and inform unit design. In these statements, the users are encouraged to customize the "I can ..." examples in

order to fit the content and context of the learning and the targeted proficiency level. This Can-Do Statements can be as a starting point for self-assessment, goal-setting, and the creation of rubrics for performance-based grading (ACTFL & NCSSFL, 2020).

### 3.5 Data Collection

Prior to data collection, the researcher explained the aim of this study to the participants and asked for their consent to volunteer in this study. Having the participants' consent, they were given *Can-Do Statements* through Google Form. Once the responses to the statements were submitted, an initial analysis took place. After the initial analysis of the gathered data, each participant was asked to have an interview session. Widodo (2014) stated that an interview can be the right technique to obtain information related to one's perceptions and experiences. The interview consisted of two sessions.

In the first session, the participants were asked to clarify each chosen statement in *Can-Do Statements*. This clarification aimed to check the suitability between self-assessment of students and the actual level of student competence based on the level descriptors of PCC. Additionally, it was used to explore more in-depth information which is not specifically stated in the statements.

In the second session, the participants were asked eleven open-ended questions related to their experiences in developing presentational communicative competence. The questions comprise students' reaction and perception towards oral presentation, the process of compiling the presentation,

personal assessment of their own presentation, and students' perceived benefit during their participation as speakers in the VE program.

### 3.6 Data Analysis

To find out the EFL students' experience in developing presentational communicative competence during the virtual exchange program, the study employed thematic analysis (TA) adapted from Braun and Clarke (2006). They argued that thematic analysis facilitates the researcher to find themes in qualitative research, which conduct by identifying patterns and themes with the result. The data were categorized into seven sub-themes based on the language features that construct presentational communicative competence in the ACTFL performance descriptors and additional themes to support and enrich the findings of this study. The seven sub-themes are coded using different colors. These are Function (**red**), Text Type (**blue**), Vocabulary (**Green**), Communication Strategy (**orange**), Language Control (**purple**), Cultural Awareness (**yellow-tan**), and Content/Context (**pink**). While additional themes in the transcript of second session were coded based on the content of the sentences, namely main sentences (main data) with **red color**, supporting or explanation sentences with **blue color**, and additional information with **green color**.

The display data had been through the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full of corpus (body) interview transcript to make the data stronger (Miles, Huberman & Saldana, 2014). The term of data reduction is avoided because it implies weakening or losing the data.

**Table 3.2 : The Example of Data Coding**

**1. Confirmation Session Coding of P1 MA**

Data Condensation	Coding	Theme & Interpretation	Theme / Categorization
<p>I started by discussing the history of the HMPS organization (such as the year it was founded, the chairmen who had served, the divisions, and their duties), then explained the types of activities that HMPS had carried out such as Teaching Activities at Rambu-Rambu Jaya. After that, I explained in detail what the activity was like.</p> <p>The next thing I will discuss is my experience as the chairman of this organization, what I feel, and my personal</p>	<p>I discussed the history of the HMPS organization (such as the year it was founded, the chairmen who had served, the divisions, and their duties); explain the types of activities that HMPS has carried out; explain the details of the activity.</p> <p>The next thing I discuss is how I felt when I was the chairman of this organization, my personal opinion about team performance, and my experience when I joined an outside organization.</p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>- Describe: organizational history, types of activities, details of activities</li> <li>- Narrate in familiar topic: experience of being a leader, personal opinion on team performance, and experience when following other organizations</li> </ul>	<p>Function Aspect</p>

<p>opinion about how I and the members perform in carrying out the program of activities. I also share my experiences when I joined organizations outside campus such as volunteer activities.</p>			
<p>In presentations, I mostly use sentences in the past tense because I discuss activities that have occurred in the past and also my experiences. In addition, I also use sentences using Present Tense when explaining additional information.</p> <p>I use a variety of sentences in the form of simple, compound, complex, and sometimes compound-complex sentences. This is intended to show that I understand and master this material.</p>	<p>The majority use sentences in the past tense for activities in the past. Present tenses for additional information sentences.</p> <p>Using a variety of sentences in the form of simple sentences, compound, complex, and occasionally compound complex.</p>	<p>Tenses:</p> <ul style="list-style-type: none"> <li>- Past tense = past activities (History; activity details; personal experience)</li> <li>- Present tense = additional information (personal opinion; type of activity; activity details)</li> </ul> <p>Sentence type</p> <ul style="list-style-type: none"> <li>- Simple sentences; compounds; complex; compound-complex = shows that the MA understands and masters this material</li> </ul>	<p>Function</p> <p>Aspect</p> <p>Text Type</p>

## 2. Additional Interview (Second Session) Coding of P1 MA

Red: Main Data	Blue: Supporting/Explanation	Green: Additional information
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Transcript	Code
<p><b>The initial reaction of participants</b></p> <p>In terms of presentation activities, I was <b>not at all surprised</b> when I was told that I would be a speaker. This is <b>because I am comfortable, like, and familiar with the topic</b> because <b>I am the chairman of this organization</b> so the <b>content of information related to this presentation topic is part of my experience and is in my brain</b>. The point is, if a topic has been a part of my experience, I will be comfortable and ready to explain it. For example, when recruiting members of the organization that I participated in high school, I often went to socialize classes related to my organization</p>	<p>Main data: <b>not at all surprised</b></p> <p>Explanation (Reason):</p> <ul style="list-style-type: none"> <li>- <b>because I am comfortable, like, and familiar with the topic</b></li> <li>- <b>because I am the chairman of this organization</b></li> <li>- <b>content of information related to this presentation topic is part of my experience and is in my brain</b></li> </ul> <p>Main data: <b>a little afraid to maintaining attitude</b></p> <p>Explanation:</p>

were at that time I also did a short presentation directly without any PPT preparation or the like. Because I already know and know this organization very well, I can immediately present a presentation.

- I was the one who joked a lot. I have to reduce the habit of often joking and being more formal during presentations because there are students from abroad.

There was a feeling of a little afraid that I felt related to maintaining my attitude because I was the one who joked a lot. I have to reduce the habit of often joking and being more formal during presentations because there are students from abroad. Besides that, I feel happy, plus seeing my photo on the flyer for international events as a speaker makes me feel proud.

Main data: I feel happy and feel proud

Explanation:

- seeing my photo on the flyer



