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*by* Elvira .

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# STUDENTS' ACTIONAL COMPETENCE IN PRESENTATION SKILLS IN EFL CLASSROOM

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| Article Info | Abstract |
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| **Article History**<br>*Received:*<br>*Revised:*<br>*Published:*<br><br>**Keywords**<br>*Actional competence;*<br>*Presentation skills;*<br>*EFL classroom;* | *Actional competence is the response capability and understanding of the communication process in oral or nonverbal communication. Communication aims to use the ability to communicate effectively through vocabulary, words, and utterances particular in 6 C's of education. This study explores students' actional competence in presentation skills in EFL classrooms. This research utilized a qualitative research design to know specifically students' actional competence applied in presentation skills. The study involved 18 students in one of the private schools in Yogyakarta. The instruments of this study were observation checklists, interview guidelines, and audio recorder as equipment of the research. There were seven models of actional competence in presentation skills that were implicated by the students and presenters, which contains: 1) Information Exchange was 45,75%, 2) Interpersonal Exchange was 24,48%, 3) Expressing opinion was 10,71%, 4) Expressing Feeling was 9,50%, 5) Suasion was 3,15%, 6) Problem was 1,16%, and 7) Future Scenario was 5,25%. In conclusion, students' actional competence is essential to complete academic requirements, particularly in presentation skills, where the students or presenters could be required to give a good presentation.* |

## INTRODUCTION

Actional competence is a means by which people can express their wants and needs to one another (Regina & Chinwe, 2014). One of the tools that is always needed to communicate is speaking. People frequently use the terms meaning, sense, and feeling interchangeably when speaking. The topic of conversation also comes up in the workplace, where tasks are completed through dialogue between teachers and students. It is important to pay attention to students, when they communicate since it fulfills several functions that can only be properly carried out when students can do so steadily. Nevertheless, The students must follow some guidelines to produce clear and successful communication particular in deliver the presentation in classroom in verbal communication (Goh & Burns, 2012).

A verbal schemata inventory with illocutionary power and awareness of these schemata are the foundations of actional competence. Herdiawan (2015) defines that he capacity to link actional intent with linguistic form is the process of understanding how to communicate and using words to carry out specific actions, such as establishing commitments, issuing commands, complaining, etc. Sudarmo (2021) notes that students must be aware of social and functional standards to comprehend language's structural principles since doing so will help them utilize language in ways that are appropriate for the setting in which they find themselves, particularly in presenting skills. The 6C's of education, notably

in the educational process for students and teachers, include communication skills. Through 6C's of education, students have competency guide in achieving learning goals (Susanto, 2012). Communicative competence includes actional competence. The ability to communicate is called communicative competence, these skills may be written, nonverbal, or both.

Communicative competence is a general term that refers to using the language to communicate in educational circumstances, particularly for students. Four communication skills of listening, speaking, reading, and writing make up language as a tool for interaction. Reinforced by Sipra (2013), actional competence calls for knowing when, where, and with whom to use the language in a context-appropriate fashion. It is essential for teaching and acquiring second language proficiency in English. As stated by Colle (2020), most actional competence subcomponents, including information sharing in terms of seeking and giving out information, may be found in casual conversation. The declarative mood type also predominated the conversation during this time. The assertion is that learners' communication skills will improve from engaging in natural conversation. By providing them with pertinent materials that emphasize language use rather than usage, the teacher should encourage pupils to speak. It will expose more students to casual discussion (Susanto, 2015).

Some studies have looked into actional competence by Harisson & Myrick (2020) for instance, the first stage of teaching is when teachers must focus on all issues relating to the students as well as issues with the teaching and learning process. It entails how the teacher develops excellent speaking and listening skills in the classroom. Students also have needs, particularly in the disciplines that interest them and are pertinent to their daily lives (Belaman *et al.*, 2022). Moreover, Hastamiwati (2009) highlight that in order to effectively create the specified learning management, students must apply appropriate from the analysis of the problem conditions, context, and needs while producing the courses, particularly when it comes to presentation skill. Suanyot *et al.* (2022) points out that the teacher can utilize the techniques described below to bring the patterns, ideas, concepts, and theories connected to research in teaching and learning into practice in order to engage actional competence in the classroom as a foreign language, i.e., 1) Consider the problem situation and the learners' contextual needs; 2) Design the learning management system; 3) Apply the desired learning management in actual settings and document your outcomes; and 4) Assess the students' learning potential.

Presentation skills are among the most important ones that students in EFL classes need to have. To improve their presentation abilities, students are advised to use structured approaches to support their in-class presentations. In the context of an EFL classroom, the main goal of stressing presenting skills is to advance students' professionalism. In this era of technological advancement, students may enhance their ability to present material professionally by utilizing state-of-the-art technology to improve their presenting abilities.

Linked to the presentation skill, students who are adaptable, active, imaginative, and creative in their problem-solving and decision-making, as well as those who can successfully communicate and collaborate, are needed in the modern global society. In order to be ready for the specific requirements of the 21st-century world, students must develop their potential as individuals in this quickly changing environment. Thus, one needs to comprehend and mastery by students are how to use language and communicate (Hedge, 2000). Therefore, dealing with the actional competence, in speaking should be equipped with four elements, including linguistic competence, sociolinguistic competence, discourse competence, and strategic competence (Canale and Swain, 1980: 47). Students ought to collaborate during the presentation performance.

However, this study is essential and currently issue. It is one of the critical issues and skills that students in the 21st century must be able to mastery. The pupils can convey their

knowledge and information to other students during presentations. Nevertheless, the students should posses the ability to comprehend the context, content, and atmosphere to hold the audience. They should be aware of the social and functional aspects of language to present the content of presentation as well. On the other case, the requirement of 6C's of education specifically in communicative must fullfil by the student. Therefore, students should know how language changes depending on the context and situations when practising actional competence in presentation skills. Thus, this study aims to explore students' actional competence in presentation skills in EFL classroom that can be used to encourage student's presentation performance.

## RESEARCH METHOD
### Research Design
This study employed a qualitative research design. In this research, the researchers tried to determine the students' actional competence in presentation skills. Hence, it used actional competence based on Murcia's theory (2007). The researchers used purposive sampling to select the research subject (Yin, 2014). This is due to the students completing the research criteria, where the class did learn procedure text, and the students had a chance to present their poster by group presentation.

### Research Participants
The current research involved students in one of the private junior high schools in Yogyakarta. The school has applied two curricula: Merdeka Learning Curriculum for grades VII and VIII and Curriculum 2013 (K13) for grade IX. This research involved only students in grade IX as research participants. The research participants were 18 students who used a project-based learning approach, specifically for procedure text material. The students were divided into six groups, each group presenting their procedure text poster in front of the class as a final project.

### Instruments
The current research utilized an observation checklist and interview guidelines. The trustworthiness of the research is applied by both instruments, as in data collection of qualitative data through multiple resources (Franklin & Ballan, 2001). The observation checklist was adapted by Murcia (2007). Additionally, the researchers used a voice recorder as a research tool to record students' voices in the presentation. In the interview session, the researchers asked students open-ended questions to have them express their feelings freely (Creswell, 2012).

### Data Analysis
The qualitative data used three data analysis stages, as Miles, Huberman, and Saldana (2014) described. The first stage is employed data condensation. This stage analyses the rare data from the observation checklist, interview guideline, and audio recorder into transcript results. Afterwards, next to the data display phase. In this phase, the researchers show the data in the diagram and identified the extracts. The last phase is concluding, the researchers analyzed and discussed the results to conclude the research findings.

## RESEARCH FINDINGS AND DISCUSSION
### Research Findings
The purpose of the current research is to investigate the actional competence employed by the students in a presentation activity in the class. The findings are presented as follows:

**Students' Actional Competence in Presentation Skills**

The current research based on the observation, the researchers found that students' actional competence in presentation skills, as presented in figure 1:
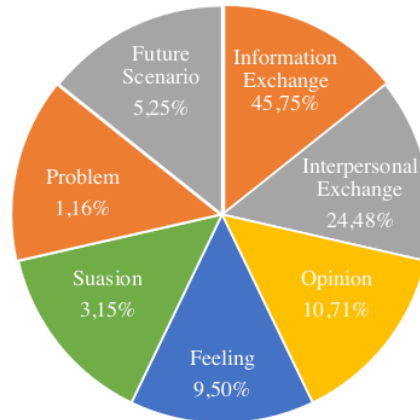


Figure 1. Students' Actional Competence in Presentation Skills

From the chart above, the researchers found that the information exchange was the highest point in the student's presentation skills, at about 45,75%. Then, followed by interpersonal communication was 24,48%, opinion was 10,71%, feeling was 9,50%, suasion was 3,15%, the problem was 1,16% as the lowest point of students' actional competence, and the future scenario was 5,25%.

**Discussion**
**Students' Actional Competence in Presentation Skills**

Actional competence is the capacity for appropriate language usage efficiently in order to become a competent communicator. Bloemer and Pluymaekers (2013) define actional competence is the capacity to communicate effectively in foreign languages and provide information in a way that is understandable to speaker. Related to the presentation skills, presentation abilities are essential for pupils to have in the classroom. A vital presentation aids in students' comprehension and retention of the material to deliver in the class. Therefore, here are students' actional competence in presentation skills:

**Information Exchange**

The highest point in actional competence in presentation skills was information exchange with 45,75%. In information exchange, students presented the poster in front of the class and explained it group by group. The activity describes how the students give information, report or describe something, and explain their poster in information exchange.

Requesting and providing data, disclosing (i.e., illustrating or describing), and making sense of where all ways that information was exchanged during the debate are included. It is impossible to separate the patterns of information-seeking and -giving in effective communication. A response is needed to finish the pattern if a question is given. It is simply one of many instances of requesting and giving information in a spoken conversation. Casteleyn (2019) highlight that the critical significance that engaging a genuine audience plays in fostering oral L2 proficiency.

Table 1. Students' Actional Competence in Information Exchange

| Extracts: |
| --- |
| "The theme of our group is how to make chocolate banana spring roll". |
| "Actually, this dish has four steps. First, you might prepare any types of banana, dark chocolate, and butter." |
| "To ensure the banana is rolled neatly, you have to press the dough when rolling it." |
| |
| Student   : "Can we use any type of banana? |
| Presenter  : "Of course, you can." |
| Student    : "What if we change the chocolate with strawberry sauce or vanila?" |

The table above shows that there was asking and giving information among the presenter and students. Information exchange is the main activity in the conversation. Saleh (2013) claims that actional competency is a stage of language acquisition at which language learners are able to interact with others and understand their messages in specific settings. As displayed in the utterance above, asking and giving information occurred when the presenters shared information about the theme, the process, and the tip of the poster's topic. Then, there was an asking and giving question between the presenter and student. In other words, the student showed his curiosity about the topic delivered by the group. Reinforced by Winarti (2017), questioning is commonly employed in EFL classrooms because it serves various purposes, including fostering student interaction, assessing comprehension and reviewing prior material, captivating students' interest and participating in the learning process.

Besides, the presenters tried to describe the item's ingredients in reporting or describing. The explaining point occurred when the presenter explained the procedure tips and stressed the utterances, for instance, "To ensure the banana is rolled neatly, you have to press the dough when rolling it." Brown (2001) claims that speaking performance included brief responses to questions or comments raised by students, or that the student presenter formed a great atmosphere in speaking. Qashoa (2013) notes that questioning is essential for classroom engagement. Teachers ask many questions. In this term, students' and presenters' questioning and answering could increase classroom interaction. In short, the information exchange occurs when asking and giving information, reporting or describing, and explaining something else. In short, the information exchange occurs when asking and giving information, reporting or describing, and explaining something else.

**Interpersonal Exchange**
The interpersonal exchange had 24,48% in students' presentation skills. It can be occured when the presenters say the greeting, say goodbye, express gratitude, and reply to the other person's speech, which are all parts of interpersonal communication. Moreover, introducing oneself, creating and breaking agreements, praising others, and responding to the other person's speech are also included in this process. Additionally, the interpersonal nature of communication competence includes dynamic. It relies on meaningful negotiations between two or more individuals who have a shared symbolic system. A dynamic and interpersonal concept, communication competency depends on participant collaboration. The only way to analyze it is to see how two or more individuals negotiate meaning.

The processes of greeting, saying goodbye, expressing gratitude, and replying to the other person's speech are all parts of interpersonal communication. In this instance, the greeting took place during the first speaking dialogue session. In addition, when the speaker attempted to finish the discourse with the listener, leave-taking happened (Herdiawan, 2015).

Introducing oneself, offering, accepting, rejecting offers invitations, creating and breaking agreements, congratulating and praising others, and responding to the other person's speech by expressing consideration, interest, shock, compassion, satisfaction, doubt, and disappointment.

Table 2. Students' Actional Competence in Interpersonal Exchange

| Extracts: |
| --- |
| "Hello. Good morning friends, we are from group three." |
| "How was your morning? We hope you always grateful." |
| Presenter   : "Have you made pizza, guys?" |
| Presenter   : "Does anybody know where it comes from?" |
| "Thank you so much for your attention, see you next time." |

From the presenters utterances above, interpersonal exchange can be said to be part of a student's ability as a presenter in opening a presentation. In the opening session of the presentation, students can use an opening greeting, a hope, or through provoking questions. For instance, "Have you made pizza, guys?", "Does anybody know where it comes from?". Those aim to build communication between the presenter and the audience. In addition, these activities can aim to attract students' attention. In addition, Duklim and Musigrungsi (2018) state that proficient presenters must comprehend the subject matter, employ both verbal and non-verbal cues, and arrange their information well.

Additionally, in the last session of the presentation, the presenters delivered the closing statement to end the presentation. The closing statement is included in the interpersonal exchange. Savignon (1983) points out that communication skills differ from person to person. A dynamic and interpersonal concept, communication competency depends on participant collaboration. The only way to analyze it is to see how two or more individuals negotiate meaning

**Expressing Opinion**

Expressing opinion had 10,71% in students' actional competence. Delivering opinions is also one of the activities involved in conveying opinions. It involves presenters and other students. The process of soliciting and offering opinions, as well as expressing agreement and overview, is included in the component of expressing opinions. Moreover, a student who performs well in eye contact may also do well while interacting with the audience (Tsang, 2020). Expressions of agreement and disagreement, support and criticism, satisfaction and unhappiness are also included.

Table 3. Students' Actional Competence in Expressing Opinion

| Extracts: |
| --- |
| Presenter  : "Do you know what is the main ingridient of doughnut? |
| Student    : "I think it is flour, isn't right?" |
| Presenter  : "Is there any ideas?" |
| Student    : "I suposed that sugar, flour, vanilla extract" |
| Presenter  : "What about the steps of how to make the doughnut? Anybody remember that?" |
| Student    : "Emm... I didn't get all the steps. But, I remember you have to stir the dough to make a smooth dough." |
| Presenter  : "Good. You're right bro." |

In expressing an opinion, the presenters used three provocating questions to boost students' attention. The presenters asked the students based on what they had explained. The presenters used the items of the material to enhance students' memory. Putri *et al*. (2019) highlight that oral presenting techniques can help students improve their speaking skills and strengthen their capacity to express their thoughts or opinions in front of others about a particular subject. Thus, with communication competence would allow pupils to interact with others and speak effectively in particular circumstances( Brown, 1987).

On the other hand, based on the utterances above represented that the students did not hesitate to express their opinions when the presenter asked them. They also employed utterances that describe expressing an opinion. For instance, "I think it is flour, isn't right?", "I supposed that sugar, flour, vanilla extract", and "But, I remember you have to stir the dough to make a smooth dough." The students' utterances showed that students are free to express their opinions in front of the class. Besides, the presenter's provocating questions aim to obtain students' interest.

## Expressing Feelings

Expressing feeling had 9,50% in students' actional competence. It can be happened when the students or the presente try to react by showing attention, curiosity, surprise, sympathy, happiness, disbelief, and disappointment, they are expressing their feelings. Indeed, expressing feeling also include the how the presenter react by using nonverbal expression.

Nonverbal expressions include the presenter's tone of voice and the amount of physical distance between the audience and the other person (Matthews, 2020). The posture, body tension, facial expressions, degree of eye contact, hand and body motions, speech patterns, and any physical contact are part of nonverbal. The communication process should take all of these things into account.

Table 4. Students' Actional Competence in Expressing Feelings

| Extracts: |
| --- |
| Presenter   : "How was your morning? We hope you are always grateful." |
| Students   : "Good" |
| Presenter   : "We made our poster like this one. It describe about how to make butter cheese cake" |
| Students   : "Wahh…" |
| Student 1   : "The poster full of color." |
| Student 2   : "It's beautiful, pink is my favorite!" |
| Student 3   : "The combination of the pictures and colours are awesome! for me." |

The students' utterances above showed that many students tried to express their feelings. Furthermore, the presenters did not forget to employ provocating questions to attract students' attention in the opening. It is from when the presenter asked students' feelings in the morning, for instance, "How was your morning? We hope you are always grateful." The question describes how the presenter tried to establish a good atmosphere in the presentation. Thus, the students' reactions displayed how they expressed their feelings. Their utterances showed their feelings, for example, "Good", "Wahh…", "It's beautiful, pink is my favourite", "The combination of the pictures and colours is awesome! for me." Those utterances imply students' excitement with the poster presentation of the group.

Poster is a visual communication tool. Poster presentations can benefit from using appropriate writing instruments, including table and figure formats for manuscripts and live

presentations. A poster should concentrate on communicating just one concept. The information should be set up so that it may be read from left to right and down columns, thus the poster can attract students attention (Susanto, 2012). In short, expressing feelings is not always about happiness, sadness, or anything. But, how the students react to the good things, excitement, and sympathy are part of expressing feelings.

**Suasion**

Suasion had 3,15% in students' actional competence. It can be occured when the discourse included requests and suggestions. Suasion also occurs when the speaker uses words like instructing, giving orders, advising, and warning. As well as persuading, encouraging and requesting, granting and refusing permission.

Table 5. Students' Actional Competence in Suasion

| Extracts: |
| --- |
| Presenter 1   : "Hello, <u>attention please</u>, everyone!" |
| Presenter 2   : "Is there any ideas? <u>Raise your hand!</u>" |
| Presenter 3   : "<u>Devan, could you please mention the main ingredients of fried rice?</u>" |
| Presenter 4   : "If you guys have a question, <u>please ask us now!</u>" |
| Presenter 5 : "In this section, <u>we just open three questions everyone. I'm sorry.</u>" |

The table above shows the presenters' suasion. Presenters' utterances displayed how to give instructions, ask something, command, and warn in suasion. Based on observation, those utterances existed in the presentation's middle or the last section. For instance, giving instructions such as "<u>Attention please!</u>", "<u>Raise your hand!</u>" and "<u>Please ask us now!</u>". On the other hand, asking something can be looked at from the utterance like "<u>Devan, could you please mention the main ingredients of fried rice?</u>". Next, for suasion in warning, for instance, "<u>We just open three questions only everyone.</u>" It showed that the presenter reminded the audience to set the time management for the presentation to continue to the next section.

**Problem**

The lowest point in sudents' actional competence in presentation skills was problem with 1,16%. In problem, it can be occurred when the speaker in the conversation brings up apologizing and forgiving, a dilemma arises. Tsang (2020) points out that students who are proficient in voice delivery typically display excitement. Additionally, it happens when the speaker complains and shames, assigns blame, admits and denies, and expresses regret.

Table 6. Students' Actional Competence in Problem

| Extract: |
| --- |
| Presenter 5 : "In this section, <u>we just open three questions everyone. I'm sorry.</u>" |

Based on observation, the problem is actional competencies that are rarely used by students and presenters during presentation activities in class. This is because the problem refers more to utterances with a negative impression. This can be illustrated through complaints, denies, refusals, and apologies. For instance, "<u>We just open three questions everyone. I'm sorry.</u>"From the utterance, it can be described that there was an apology from the presenter to the audience because they had to limit the questions to manage the presentation time in front of the class.

**Future Scenario**

Future scenario had 5,25% in students' actional competence. The future scenario occurs when the speaker discusses sharing and understanding desires, goals, and dreams. How to communicate and elicit plans, objectives, and intentions. It also has to do with expressing hope, making predictions, speculating, and talking about one's ability.

Table 7. Students' Actional Competence in Future Scenario

| Extracts: |
| --- |
| Presenter : "Have you made pizza, guys?" |
| Student 1 : "Yes, I have. Once." |
| Presenter : "Oh, really? Nice. Does anybody know where it comes from?" |
| Student 2 : "Yes, It is from Italia. Right?" |
| Presenter : "Yeah, you're right bro. I hope someday you guys will go to Italia." |
| Presenter : "Does anyone can guess what is the aim of this poster?" |
| Students 3 : "To persuade how to make chocolate banana spring roll." |
| Presenter : "Right. Awesome!" |
| Student 4 : "If we don't want to add soy sauce to fried rice, is that okay? |
| Presenter : "Sure. But, I assume that if you add soy sauce, it will add a savory taste to the fried rice. It is entirely up to you." |

From the utterances above, it can be seen that there were hope, aims of something, and assumptions. For instance, "I hope someday you guys will go to Italy." It showed a positive utterance from the presenter to the audience. Besides, to declare the aim of something from a student, such as "To persuade how to make chocolate banana spring roll," He did not hesitate to explain the aim of the procedure text poster. It also displays the student's interest in the topic of procedure text. Moreover, there was an assumption utterance from the presenter. For example, "Sure. But, I assume that if you add soy sauce, it will add a savoury taste to the fried rice." Occasionally, the presenters tried to reply to the provocating questions by the audience. Likewise, they tried to give their opinion and speculation to the opponents.

**CONCLUSION**

In conclusion, students' actional competence is essential for students, especially in presentation skills, to complete academic requirements and 6C's of education. The presenters and students in presentation skills are implicated that the information exchange was the highest point in the student's presentation skills, was about 45,75%. Then, followed by interpersonal communication was 24,48%, opinion was 10,71%, the feeling was 9,50%, suasion was 3,15%, the problem was 1,16% as the lowest point of students' actional competence, and the future scenario was 5,25%. All actional competence forms have advantages and particular applications where the students or presenters could be required to give a good presentation. In addition, based on the observation, the used of poster presentation can boost students' attraction in the class. Nevertheless, students can use them for various presentations, regardless of casual or formal presentation.

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