

## STUDENTS' ACTIONAL COMPETENCE IN PRESENTATION SKILLS IN EFL CLASSROOM: A LESSON OF COMMUNICATIVE LANGUAGE TEACHING IMPLEMENTATION

<sup>1\*</sup>Elvira Afifah, <sup>2</sup>Dwiyani Pratiwi, <sup>3</sup>Fadhl Mohammed Awadh Gharamah

<sup>1,2</sup>English Language Education, Faculty of Languages, arts, and Cultures, Yogyakarta State University, Indonesia

<sup>3</sup>English Language Departement, Yofea University College, Lahej University, Yemen

\*Corresponding Author Email: [elviraafifah.2022@student.uny.ac.id](mailto:elviraafifah.2022@student.uny.ac.id)

Article Info	Abstract
<b>Article History</b> Received: June 2024 Revised: August 2024 Published: October 2024	<i>Actional competence refers to the ability to respond and understand communication processes effectively, both in oral and nonverbal communication. It involves the capacity to use language purposefully through vocabulary, words, and utterances, aligning with the 6 C's of education, which emphasize critical skills like communication, collaboration, and creativity. This study investigates the actional competence demonstrated by students in presentation skills within an EFL classroom. Using a qualitative approach, specifically a case study design, the research aimed to identify the extent to which students applied actional competence during their presentations. The study was conducted with 18 students from a private school in Yogyakarta, which was in the process of transitioning from the 2013 curriculum (K13) to the new Merdeka curriculum. The data collection instruments included observation checklists, interview guidelines, and audio recordings to capture and analyze students' presentations. The research identified seven key models of actional competence used by the students during their presentations. These models include Information Exchange, Interpersonal Exchange, Expressing Opinion, Expressing Feeling, Suasion, Problem-solving, and Future Scenario. The findings suggest that Information Exchange was the most frequently used competence, indicating that students were highly focused on providing and receiving information during their presentations. The conclusion shows that the actional competence is a critical component of successful presentation skills, especially in an academic context. The study recommends that students and presenters be encouraged to actively develop and apply actional competence in communicative language practices to enhance their performance and overcome challenges in EFL presentations. This approach can lead to more effective and engaging presentations, promoting better learning outcomes in the classroom.</i>
<b>Keywords</b> Actional competence; Presentation skills; EFL classroom; Communicative language teaching;	
<b>How to cite:</b> Afifah, E., Pratiwi, D., & Gharamah, F.A.M. (2024). Students' Actional Competence in Presentation Skills in EFL Classroom: A Lesson of Communicative Language Teaching Implementation. <i>JOLLT Journal of Languages and Language Teaching</i> , 12(4), 1965-1977. DOI: <a href="https://doi.org/10.33394/jollt.v12i4.11787">https://doi.org/10.33394/jollt.v12i4.11787</a>	

### 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 interchange th terms meaning, sense, and feeling 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 particularly in delivering a presentation in a classroom 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 the 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. 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 the 6C's of education, students have a 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) highlights that 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. 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 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 an essential and current issue. It is one of the critical issues that still relevant with skills that students in the 21st century must be able to master. The problem is that for students, having strong presenting abilities is crucial since they not only improve language skills but also encourage critical thinking, creativity, public speaking confidence, communication, and the courage to establish a good rapport with the audience. However, a lot of EFL students struggle to communicate their thoughts properly and hold the attention of the audience. This is frequently the result of a lack of experience and inadequate instructional approaches. Besides, the students should possess 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 the of presentation as well. Moreover, the requirement of the 6C's of education specifically in communication must be fulfilled by students. Therefore, students should know how language changes depending on the context and situations when practicing actional competence in presentation skills. So the students can convey their knowledge and information to other students during presentations.

The uniqueness of the current research is that it was conducted in one of the private junior high schools in Yogyakarta, where the school is still transitioning and adopting two curricula, namely curriculum 2013 (K13) and Merdeka curriculum. The researchers tried to investigate students' presentation skills by using the posters in a project-based learning approach. Therefore, the researchers proposed the research question, 'What are students' actional competence in presentation skills in EFL classroom?'. This study aims to explore students' actional competence used by students in presentation skills in EFL classrooms, which can be implicated in optimizing, encouraging, and overcoming students' presentation performance in EFL classrooms.

## **RESEARCH METHOD**

### **Research Design**

This study employed a qualitative research. The researcher was conducted a case study 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 as the product of the implementation of the project-based learning approach. Then, for data analysis, the researchers utilized Miles, Huberman, and Saldana (2014).

### **Research Participants**

The current research involved students in one of the private junior high schools in Yogyakarta. The school has applied two curricula: Merdeka 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 researchers chose purposive sampling to select the research subject. This is because the students fulfilled the criteria for 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. Besides, in the interview session, the researchers used semi-structured interviews. Then, the researchers asked students by using open-ended questions to have them express their feelings freely (Creswell, 2012).

## Data Analysis

Describe Miles, Huberman, and Saldana (2014) describe the qualitative case study data using three stages of data analysis. The first stage is data condensation. This stage analyses the rare data from the observation checklist sheet, interview guideline, and audio recording into transcript results. The researchers implicated transcripator application to transcribe the data. Then, the researchers analyzed, identified, classified the observation sheet results regarding to Murcia's theory (2007). Afterward, next to the data display phase. In this phase, the researchers showed the accumulation of data into the diagram and classify the extracts of the audio recording. The last phase is drawing conclusion, 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:

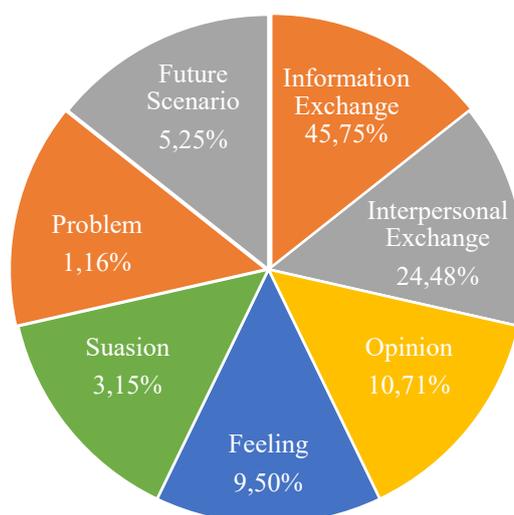


Figure 1. Students' Actional Competence in Presentation Skills

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%, 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%.

## Discussion

### Students' Actional Competence in Presentation Skills

Actional competence is the capacity for appropriate language usage efficiently to become a competent communicator. Bloemer and Pluymaekers (2013) define actional competence is as the capacity to communicate effectively in foreign languages and provide information in a way that is understandable to the speaker. Related to 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. 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) highlights 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 vanilla?”

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

Interpersonal can be occur 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, the 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 ingredient of doughnut?"
Student : <u>"I think it is flour, isn't right?"</u>
Presenter : "Is there any ideas?"
Student : <u>"I supposed that sugar, flour, vanilla extract"</u>
Presenter : "What about the steps of how to make the doughnut? Anybody remember that?"
Student : "Emm... I didn't get all the steps. <u>But, I remember you have to stir the dough to make a smooth dough.</u> "
Presenter : "Good. You're right bro."

In expressing an opinion, the presenters used three provoking 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, 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 provoking questions aim to obtain students' interest.

### Expressing Feelings

Expressing feelings can be happen when the students or the presenters try to react by showing attention, curiosity, surprise, sympathy, happiness, disbelief, and disappointment, they are expressing their feelings. Indeed, expressing feelings also includes how the presenter reacts 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	: <u>"Good"</u>
Presenter	: "We made our poster like this one. It describe about how to make butter cheese cake"
Students	: <u>"Wahh..."</u>
Student 1	: "The poster full of color."
Student 2	: <u>"It's beautiful, pink is my favorite!"</u>
Student 3	: <u>"The combination of the pictures and colours are awesome! for me."</u>

The students' utterances above showed that many students tried to express their feelings. Furthermore, the presenters did not forget to employ provoking 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.

A 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 can be occur when the discourse includes 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 "Attention please!", "Raise your hand!" and "Please ask us now!". On the other hand, asking something can be looked at from the utterance like "Devan, could you please mention the main ingredients of fried rice?". Next, for suasion in warning, for instance, "We just open three questions only everyone." 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 students' actional competence in presentation skills was problem. In problem, it can occur when the speaker in the conversation brings up apologizing and forgiving, and 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 : " <u>In this section, 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, "We just open three questions everyone. I'm sorry." 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

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 : " <u>Yeah, you're right bro. I hope someday you guys will go to Italia.</u> "
Presenter : "Does anyone can guess what is the aim of this poster?"
Students 3 : " <u>To persuade how to make chocolate banana spring roll.</u> "
Presenter : "Right. Awesome!"
Student 4 : "If we don't want to add soy sauce to fried rice, is that okay?"
Presenter : " <u>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.</u> "

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 provoking questions by the audience. Likewise, they tried to give their opinion and speculation to the opponents.

Therefore, there has been a growing interest in developing actional competence in presenting abilities in EFL classrooms, particularly in the 21st century. However, significant study gaps still prevent us from understanding how students learn and use these abilities. For students who want to improve their English language skills, actional competence, which includes the capacity to carry out communicative activities in specific contexts, is essential. Furthermore, studies considering EFL students' varied origins, linguistic abilities, and communicative language skills are needed.

## CONCLUSION

In this study, students' actional competence in presentation skills is explored through several core aspects, including information exchange, interpersonal exchange, expressing opinions, expressing feelings, and other communicative functions such as suasion, problems, and future scenarios. Actional competence, as defined by Bloemer and Pluymaekers (2013), refers to the ability to communicate effectively in a foreign language. When it comes to presentations, this competence is particularly essential for students to convey information clearly, engage their audience, and create meaningful dialogues. The findings indicate that students excel most in information exchange, where they efficiently provide and request information, answer questions, and describe processes. This exchange of information is not only a critical part of the presentation but also serves to engage both the presenters and the audience, as seen when students discussed the steps of making food items like chocolate banana spring rolls, sparking questions and curiosity from their peers. As Casteleyn (2019) and Saleh (2013) highlight, meaningful interaction and audience engagement play a critical role in fostering communicative competence.

Interpersonal exchanges are another vital aspect of actional competence, as they involve greetings, expressions of gratitude, and farewells. These exchanges help to establish rapport and create a dynamic communication environment. The data shows that students were able to open and close their presentations effectively, using greetings like "Hello, good morning friends," and closing with statements such as "Thank you so much for your attention, see you next time." These simple yet crucial interpersonal gestures, combined with provoking questions like "Have you made pizza, guys?" helped maintain audience interest and interaction. This aligns with Duklim and Musigrungsi's (2018) emphasis on the importance of effective presenters' comprehension of subject matter and their ability to use verbal and non-verbal cues. Additionally, expressing opinions and feelings was evident in the students' ability to offer thoughts on presentation topics, such as suggesting alternative ingredients or steps in cooking recipes, as well as their enthusiastic reactions to the presented posters. This shows that actional competence in presentations extends beyond the mere transfer of information—it involves creating a communicative space where students feel comfortable expressing their thoughts, opinions, and emotions.

The study also highlighted other dimensions of students' actional competence, such as suasion, problem-solving, and future scenario discussions, though these aspects were less frequently observed. Suasion, which involves giving instructions, requesting participation, and providing guidance, was present in utterances like "Attention please!" or "We just open

three questions everyone.” These statements demonstrate the presenters’ ability to manage the flow of the presentation and maintain control over the classroom dynamic. Similarly, problem-solving competence was less common but important when addressing classroom issues such as time management, as seen when presenters apologized for limiting questions. This suggests that students are beginning to develop strategies for handling real-time challenges during presentations, which is a key part of their overall actional competence. Moreover, the future scenario aspect of actional competence, involving predictions, hopes, and assumptions, was observed when presenters expressed wishes such as “I hope someday you guys will go to Italy.” This type of discourse allows students to extend their presentation beyond the immediate task, engaging the audience in speculative or aspirational thinking, which adds depth to their communicative abilities.

The findings from this study underscore the growing importance of developing actional competence in EFL classrooms, particularly in the context of 21st-century skills. The ability to communicate effectively, manage an audience, and engage in meaningful dialogue is essential for students who wish to enhance their English proficiency, particularly in presentation settings. However, the study also highlights gaps in the development of certain aspects of actional competence, such as problem-solving and future scenarios, which were less prominent in student performances. These findings suggest that while students are making progress in their communicative abilities, more targeted instruction and practice are needed to fully develop these skills. This research points to the need for further studies that consider the diverse backgrounds and linguistic abilities of EFL students, as well as the specific challenges they face in mastering actional competence in different communicative contexts. By addressing these gaps, educators can better support students in becoming competent communicators, capable of navigating complex linguistic environments both in and outside the classroom.

## ACKNOWLEDGEMENT

The author would like to thank the Ministry of Youth and Sports Republic of Indonesia, especially for the Assistant Deputy for Youth Independence Potential, for providing tuition fees and supporting this research through the scholarship program.

## REFERENCES

- Belaman, J.A.X., Zakaria, S.F.B., Nasharudin, S.N.S., Ibrahim, I.W., Abdullah, S.A.S., & Rahmat, N.H. (2022). *Balancing the use of oral communication strategies and fear for oral presentation: The case for language learning*. International Journal of Academic Research in Business and Social Sciences. 12(6), 849 – 868. <http://dx.doi.org/10.6007/IJARBSS/v12-i6/13207>
- Boonkit, K. (2010). *Enhancing the development of speaking skills for non-native speakers of English*. Procedia-social and behavioral sciences, 2(2), 1305-1309. <https://doi.org/10.1016/j.sbspro.2010.03.191m>
- Brown, H.D. (2001). *Teaching by principles: An interactive approach to language pedagogy*, 2nd ed., New York: Addison Wesley Longman, Inc., p. 268-269.
- Casteleyn, J. (2019). *Playing with improv(isational) theatre to battle public speaking stress*. The Journal of Applied Theatre and Performance, 24(2), 147–154. <https://doi.org/10.1080/13569783.2018.1552129>
- Celce-Murcia, M. 2007. *Rethinking the role of communicative competence in language teaching*. Eds. Eva Alcon Soler and Maria Pilar Safont Jorda. Intercultural Language Use and Language Learning. Dordrecht: Springer, 41-57. Print.

- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Fourth Edition. Boston: Pearson Education, Inc.
- Colle, A. T. L. A. 2020. *Realization of actional competence in mood types of casual conversation*. Journal of English Education and Teaching (JEET). 4(1), 20-35. <https://doi.org/10.33369/jeet.4.1.20-35>
- Colle, A. T., & Fitriati, S. (2018). *Realization of Actional and Formulaic Competence in Teachers'™ Talk in English Language Class*. *English Education Journal*, 9(1), 41-55. <https://doi.org/10.15294/eej.v9i1.26861>
- Duklim, B. & Musigrungsi, S. (2018). *Oral presentation performance and strategies employed by students in an international classroom context*. Songklanakarin Journal of Social Sciences and Humanities, 24(1), 39-74.
- Ellis, R. (2010). *Second language acquisition, teacher education and language pedagogy*. *Language Teaching*. 43(2):182-201. <https://doi:10.1017/S0261444809990139>
- Franklin, C., & Ballan, M. (2001). *Reliability and validity in qualitative research*. In B. Thyer (Ed.), *The handbook of social work research methods* (pp.273–292). Sage Publications. <https://doi.org/10.4135/9781412986182>
- Free Power Points Template. (2020). Retrieved on June 12, 2023, from <https://www.free-power-point-templates.com/articles/different-types-of-presentations/>
- George, M.W. (2008). *The elements of library research*. Princeton University Press.(pp 23).
- Goh, C.C.M. & Burns, A. (2012). *Teaching speaking: A holistic approach*. New York: Cambridge University Press.
- Grieve, R., Woodley, J., Hunt, S.E. & McKay, A. (2021) *Student fears of oral presentations and public speaking in higher education: a qualitative survey*. *Journal of Further and Higher Education*, 45:9, 1281-1293. <https://doi.org/10.1080/0309877X.2021.1948509>
- Harrison, E.E. & Myrick, C. 2020. *Enhancing conversations with English language learners in communication centers*. *Communication Journal Center*. Vol 6 (1). P 18-40. Retrieved from: <https://libjournal.uncg.edu/ccj/article/view/2038>
- Hastamiwati, L. 2009. *Common actional competence used by the students in sending SMS to the lecturers*. A Final Project. English Department. Faculty of Languages and Arts. Semarang State University.
- Herdiawan, R.D. 2015. *Communicative competences in EFL learning*. *Journal of English Language Learning (JELL)*.Vol.2 (1).P 43-46.
- Hymes, D.H. (1972). *On communicative competence*. In *sociolinguistic*: p(269–293). Retrieved from: <http://opendoorsie.wpengine.com/annua-l-release/>
- Karsudianto, F. (2020) *Improving students' motivation and self-confidence in speaking using mingling games*. *Journal of Applied Studies in Language*. Volume 4 Issue 1 (Jun, 2020), p. 18p- <http://dx.doi.org/10.31940/jasl.v4i1.1591>
- Kudooski, J. 2013. *The types of public speaking*. Hubpages. Retrieved from: <https://discover.hubpages.com/business/types-of-public-speaking>
- Lee, Yj.J., Liu, YT. (2022). *Promoting oral presentation skills through drama-based tasks with an authentic audience: A longitudinal study*. *Asia-Pacific Edu Res* 31, 253–267. <https://doi.org/10.1007/s40299-021-00557-x>
- Murcia, C.C. 2007. *Teaching English as a second or foreign language 3rd*. New York: Heile & Heinle. Thomson Learning Inc.
- Putri, A. F. D., Sudarsono S. & Husin, S. (2019). *Improving students' speaking ability through oral presentation*. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 8(3). <http://dx.doi.org/10.26418/jppk.v8i3.32315>.
- Regina, E & Chinwe, U.V. 2014. *Strategies for developing communicative competence in English as a second language (ESL) situation*. *World Journal of Management and Behavioral Studies* 2 (3): 74-79.

- Sahan, A., Abi, B.K., Wisrance, M.W., & Seran, Y. 2022. *Exploring oral presentation performance: Level of mastery and common problems of EFL students from selected university*. REiLA: *Journal of Research and Innovation in Language*. Vol. 4 (3). pp. 320-334. <https://doi.org/10.31849/reila.11005>
- Savignon, Sandra J. 1983. *Communicative competence: Theory and classroom practice*. Menlo Park, California: Addison-Wesley Publishing Company.
- Suanyot, S., Dibyamandala, J., Mangkhang, C. & Wannapaisan, C. 2022. *Enhancing communicative competence in English as a foreign language through hybrid learning*. *Journal of Positive School Psychology*. Vol. 66 (3). P 9617–9622.
- Sudarmo, S. (2021). *The importance of speaking in English as a foreign language between skillful and thoughtful competencies: Studying sociolinguistics perspectives*. *Linguistics and Culture Review*, 5(S1), 113-124. <https://doi.org/10.37028/lingcure.v5nS1.1321>
- Sun, Z., Lin, C.H., You, J., Shen, H.J., Qi, S., & Luo, L. (2017). *Improving the English-speaking skills of young learners through mobile social networking*. *Computer assisted language learning*, 30(3-4), 304-324. <https://doi.org/10.1080/09588221.2017.1308384>
- Susanto, J. (2012). *Communicative competence in teaching speaking*. *Journal of English and Arabic Language Teaching*. Vol.3(1). Retrieved from: <https://ejournal.uin-suska.ac.id/index.php/jealt/article/view/142>
- Tsang, A. (2020). *Enhancing learners' awareness of oral presentation (delivery) skills in the context of self-regulated learning*. *Active Learning in Higher Education*. Sage Journal: 21(1), 39-50. <https://doi.org/10.1177/1469787417731214>
- Winarti. (2017). *Classroom interaction: teacher and student Talk in International Class Program (ICP)*. The 4th International Conference on Language, Society and Culture in Asian Contexts, *KnE Social Sciences*. 220–226. <https://doi.org/10.18502/kss.v1i3.742>
- Yin, R.K. (2011). *Qualitative research from start to finish*. New York: Gilford.