

## CHAPTER THREE

### METHODOLOGY

This study was conducted according to the purposes of the research. The first purpose is to construct, implement and develop English oral presentation lessons based on strategic language training. The second purpose was to investigate oral presentation skills of the students after being trained and to explore students' prefer strategies in giving an oral presentation

In this study, the researcher would like to see more than just a statistical result, but to provide 'holistic understanding' through qualitative and quantitative data. The goal is to provide from both the researchers and participants' perspective and to discover the precise role of individual element relate to strategic training and students' usage of language learning strategies in giving an oral presentation.

The quantitative data for this research was drawn from multiple sources such as a checklist for reliability of the lesson plans, questionnaires, results for criteria of assessment for oral presentation and checklists of the useful phrases when giving and oral presentation. The qualitative data was drawn through classroom observation and semi-structure interview. Therefore, this study, provide both 'methodological triangulation' and 'theoretical triangulation' for both data collection and data analysis procedures

### 3.1 Research Question

1. Is the strategic language training effective in developing students' oral presentation skill?
2. What are the students' preferred strategies in giving oral presentation?

### 3.2 Target group

The target group of the study was twenty-seven Payap University students enrolled in English 2 (AE102) during the summer course of the academic year 2007. The students from all majors are required to complete 12 credits equal to four courses of English in order to graduate. The students must take and pass AE 101 class (English 1) before they can study AE 102 course or English 2. Some of the students already took this course once or twice, and there was one who had already repeated this course five times. There were also eight students who were taking this course for the first time.

The students were from nine programs of the study: Marketing (12), Human Resources (5), Mass Communication (1), Management (2), Computer Science (2), German (2), Economy (2) and Hotel and Tourism management (1). There were, however, some problems encountered with this group of the students in the study are; firstly, one student dropped out of the course right after the mid-term examination and five students attended class less than 60 percent of the total class hours. Therefore, the research focused on only the

twenty one students who attended class regularly and were present more than 70 percent of the total class hours.

### 3.3 Research Design

This research is a research and development project in which first, the teacher writes lesson plans, teaches the lesson then revises lesson plans after each class. The target group had to conduct two oral presentations. The first oral presentation was conducted before training. The second presentation was given right after training with teacher guidance.

### 3.4 Research Instruments

The two types of instruments used in this study are experimental instruments and data collecting instruments. Data triangulation in this study is used to verify the findings. At first the researcher was only going to utilize two main instruments in order to explore whether or not language learning strategies training is suitable in improving students' oral presentation skills. However, after the students gave the first oral presentation, it was clear that more instruments should be used in order to understand the depth of this study and to enhance the reliability and validity of the findings. Data were drawn from multiple sources such as a questionnaire, classroom observation, oral presentation assessment criteria, an interview and checklists of useful phrases when giving an oral presentation.

The experimental instrument was created as a treatment for students' oral presentation skills while the data collecting instruments were created to elicit students' oral presentation skills and students' usage of language learning strategies in giving an oral presentation before and after training.

#### 3.4.1 Experimental Instrument

The experimental instrument was created as a treatment for students' oral presentation skills. The experimental instrument consisted of six lesson plans (see appendix A), which were based on language learning strategies namely metacognitive strategies, cognitive strategies, and social affective strategies which are useful in planning and giving an oral presentation. For the validity and reliability of the lesson plans, the researcher first watched the students' oral presentations before they were trained. The researchers then construct the lesson plans and then gave the lesson plans to the experts to assess the content of the lesson plan through criteria of assessment of the lesson plans. The researchers revised the lesson plans, trained the students from the lesson plans and revised each lesson after training.

The class of instruction totaled 22 periods and each period took 50 minutes. There were two extra periods used only for students to give the first oral presentation. The class met five days a week on Monday to Friday from 15:00-17.00 PM. The content and objectives of the lesson plans aimed to develop the three main language learning strategies (metacognitive, cognitive and social affective strategies) and their sub strategies which wer useful in planning and giving an oral presentation are as follow.

Table 3.1: Content and strategies objective of the lesson plans.

Lesson plan	Strategies
1. Classroom contract	Social affective strategy 1. Motivational strategy
2. Introduction to language learning strategies 3. Choosing the topic	Cognitive Strategy 1. Activate background knowledge strategy Metacognitive Strategy 1. Planning
	Cognitive Strategy 1. Activate background knowledge strategy 2. Key word strategy 3. Selective attention strategy
4. Planning the content	Metacognitive Strategy 1. Planning Cognitive Strategy 1. Resources strategy 2. Summary strategy 3. Note-taking strategy through graphic-organizer 4. Selective attention strategy
5. Script Writing	Cognitive Strategy 1. Memory strategy 2. Organizational strategy

Table 3.1 (Continue)

6. Giving and oral presentation	<p>Metacognitive Strategy</p> <p>1. Evaluating</p> <p>Cognitive Strategy</p> <p>1. Rehearsal strategy</p> <p>Social Affective Strategy</p> <p>1. Co-operation</p> <p>2. Self-talk</p>
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In addition, the instructional procedure for each lesson plan consisted of four steps which were warm-up, presenting, practice, and wrap-up.

1. Warm-up

The teacher normally asked questions to activate background knowledge of the students about strategies they used for learning English.

2. Presenting

The teacher presented or introduced new strategies that could be useful for giving oral presentations, and demonstrated how each strategy can be used in different parts of planning and giving an oral presentation.

3. Practice

The teacher asked the students to practice using the strategies they learn in planning oral presentation.

4. Wrap-up

The students were usually asked to apply strategies they learned in different contexts and review what they have learned.

The following were the steps of the lesson plans designed.

1. The researcher studied the course description of English 2 (AE102) course of the English department, Payap University.
2. The researcher studied many texts about language learning strategies, learner autonomy, and oral presentation skill. The researcher then chose strategies which were useful for planning and giving oral presentation.
3. After the lesson plans were written, they were given to the supervisor, to check the appropriateness of the topic, objective, teaching procedures and activities.
4. The researcher taught the lessons in the lesson plan, made comments about each lesson and then revised the lesson.

#### 3.4.2 Data Collecting Instruments

Data collecting instruments were used to elicit students' oral presentation skills and to gain an insight into students' opinion towards strategic training and students' preferred strategies in giving an oral presentation. The data collecting instruments used in this study were criteria of assessment for an oral presentation, questionnaires, checklists of useful phrases when giving an oral presentation, observation of the lesson plans being taught, and semi-structured interviews.

### 3.4.2.1 Criteria of assessment for an oral presentation (See appendix C)

The criteria of assessment for an oral presentation were modified from Tutor resource (2007). The assessment assessed the three main elements in giving an oral presentation which are delivery (voice, body language, and visual materials), content and organization, and language (grammar and pronunciation). The criteria of assessment for an oral presentation was used to assess each student' oral presentation skill before and after they were trained through language learning strategies.

The criteria of assessment have a four-level scale of 1-4: 1= poor, 2= fair, 3=good and 4= excellent. For the validity and reliability of the criteria of assessment for an oral presentation, the researcher tried it with students from other section and revised it. The researcher, then, gave the criteria of assessment to the experts.

In order to make the students' score more reliable and to avoid bias (Heaton, 1997), the researcher chose three scorers which were the researcher, a native speaker of English, and the AE 102 instructor to assess the students' performance, and then calculated for the inter-rater reliability using Ebel's (1951) method of estimation of the reliability of rating.

There were, however, some drawbacks in using three scorers in assessing students' oral presentation skills using four-point scales for impression marking. In some cases there was a wide discrepancy in the marks. In organizing the test items in detail help made the assessment on the performance easier and reduce the discrepancy of the score's result. After the



assessment was created, the researcher then tried out the criteria of assessment with students who were not from the focus group and eliminated all the unambiguous items.

#### 3.4.2.2 Checklists of useful phrases when giving an oral presentation (See appendix D)

The checklists of useful phrases when giving an oral presentation were created after the researcher and the scorers watched the students giving the first oral presentation during class and on the video. The researcher and the scorers had a difficult time understanding students' first oral presentation due to their lack of useful vocabulary in giving an oral presentation. The majority of the students did not say their name or notify the audience the topic's name. The students' oral presentation also ended abruptly. The checklist of useful phrases was modified from Nantachaipan (2004) and Wongsatian (2007) and some lists were created from watching the video of students' first oral presentation.

The students were also given and trained through the guidelines for oral presentations which consisted of useful phrases for giving an oral presentation during the training. The guideline focuses on words and phrases importance for introductory, greeting, linking words, temporal transitions, giving examples and personal opinion, concluding, and leave taking.

The researcher watched the video of each student from the first and second presentations and made a check list of the phrases that students used

in giving an oral presentation in order to compare the number of phrases or words used by the students.

### 3.4.2.3 Questionnaire (See appendix E)

The questionnaire consisted of fourteen questions asking students about language learning strategies they used for planning, giving and evaluating their oral presentations. The questions listed in the questionnaires focused on the strategies that were use for training which were planning strategy, evaluation strategy, directed attention strategy, selective attention strategy, summary strategy, resources strategy, organizational strategy, rehearsal strategy, note-taking strategy, memory strategy and self-talk strategy. See the table below for the summary strategies used for this study.

Table 3.2: Summary of language learning strategies used for this study.

1. Metacognitive Strategies	1. Planning Strategy 2. Evaluating Strategy
2. Cognitive Strategies	1. Directed Attention Strategy 2. Selective Attention Strategy 3. Summary Strategy 4. Resources Strategy 5. Organizational Strategy 6. Rehearsal Strategy 7. Note-taking Strategy 8. Memory Strategy
3. Social Affective Strategies	1. Self Talk Strategy

The questionnaire was given to the experts and the supervisor in order to check whether or not the questionnaire covered all the strategies that were used for training. Hence, the questionnaire consisted of preparation, presentation, and evaluation stages. Due to the low proficiency of some students in the course, the researcher translated the entire item of the questionnaire into Thai language in order to avoid confusion, and to gain an insight into students' opinion towards training and language learning strategies used in giving an oral presentation.

#### 3.4.2.4 Semi-structure interview (See appendix G)

The researcher divided the students into a successful group and an less successful group. The successful group referred to students who made the most improvement (moving up several levels in the criteria i.e. from fail to excellent) after their first presentation, and the less successful group was the group that did not make or made very little development on presentation score.

The researcher drew 3 students from the successful group and 2 students from the less successful group and conducted a semi-structured interview. Each interview was tape-recorded. The interview aimed to explore how students planned their oral presentation, their struggles about planning or giving oral presentation, and whether they found the training helpful and what area of the training they found most useful. The interview also discussed the students preferred strategies and how students modified strategies for their personal benefit.

### 3.4.2.5 Observation of students giving the 1<sup>st</sup> and 2<sup>nd</sup> oral presentation.

The observation focuses on students performance in giving the 1<sup>st</sup> and 2<sup>nd</sup> oral presentation. The observation focus on how did students perform, did they memorize the script? Did they read the script out loud and etc.

### 3.5 Data Collecting Procedure

Ten steps were used to collect data in this study.

Step 1: The researcher observed the students' first oral presentation before they were trained. The researcher also recorded each student's presentation, and the researcher, the native speaker of English and one teacher of the AE 102 course rated the students' performance.

Step 2: The researcher gave the questionnaire to each student right after they gave the first oral presentation.

Step 3: The researcher watched the Video of students' oral presentation and made checklists of the words and phrases they used in giving an oral presentation.

Step 4: The researcher designed the lesson plans.

Step 5: The researcher taught the lessons and observed the class.

Step 6: The students gave the second oral presentations.

Step 7: The researcher gave the same questionnaire to the students right after they gave the second oral presentation. The researcher also recorded each student's presentation, and the researcher, the native speaker of English and one teacher of the AE 102 course rated the students' performance.

Step 8: The researcher watch the Video of students' oral presentation and make checklists of the words and phrases they used in giving an oral presentations.

Step 9: The researcher analyzed the data.

Step 10: The researcher divided the students into two groups; successful and less successful, and conducted the interviews with the students from both groups.

### 3.6 Data Analysis

The researcher used both statistical analysis and descriptive analysis. Data gained from both experiment instruments and data collecting instruments were analyzed differently. The researcher analyzed the reliability of the lesson plans by calculated the result into mean score and standard deviation. The results gained from the criteria of assessment of the students' oral presentation before and after training were compared and calculated for the mean score and standard deviation. A two tailed t(t-test) was also conducted in order to assess whether or not there was any significant different

between the score before and after training through language learning strategies.

The result gained from the checklist for useful phrases when giving an oral presentation pre- and post- training were calculated by mean score, standard deviation and t (t-test) for the significant differences. The results obtained from the questionnaire were also calculated for the mean score and percentage. Finally, descriptive analysis was used to report data gained from classroom observations of the lesson plans being taught and the semi-structured interview.