

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of the research method, which is presented in details. Also, it covers the program, research design, research site and participants, data collection, and data analysis. The purpose of the study was to investigate the implementation of MALA in EFL academic oral presentation classroom and explore the students' perception toward MALA implementation in supporting their academic oral presentations performance. This study is framed by the following research questions:

1. What are the potentials of the Mobile-Assisted Language Assessment (MALA) implementation in supporting students in EFL academic oral presentation?
2. How do students perceive the implementation of Mobile-Assisted Language Assessment (MALA) support their academic oral presentations performance?

3.1 Research design

The research employed a qualitative case study design in order to gain rich and in-depth insight (Dornyei, 2007) in investigating the process of MALA implementation in online academic oral presentations class and its contribution to the students' academic oral presentation performance. It is supported by van Lier (2005) who points out that one of the areas that currently much in need of case study research is the role of technology in language learning.

The intention of the case study seeks to provide a valuable representation of what happened within the boundaries of the case by thoroughly choosing and presenting descriptions and analyses of discourse, scenes and other information derived from the entire data set (Hornberger & Corson, 1997). In this method of case study, some type of intervention (in this case is the implementation of WhatsApp) within the context of MALA instruction occurred, and then sought to

find out how the intervention have an effect on the phenomenon of interest (in this case is EFL academic oral presentation performance).

3.2 Participants

In order to collect the required data for this study, a group of 10 6th semester nurse students joining the Health Care Language Program were selected randomly. The participants pursued their bachelor degree on the campus, and they need to take the required course speaking class this semester, which is designed to prepare them for giving academic oral presentations in oral thesis defenses, proposal hearings, and conferences.

However, the learning activities in the campus were in online settings due the pandemic of COVID-19 in Indonesia. Most of the students were using their mobile phone for learning activities such as doing the task and online meeting. Therefore, the students were not objected with this kind of study which required them to do online activities. In fact, they had used to it since the had been doing this kind of settings for more than a year.

3.3 Procedures

The present study utilizes the WhatsApp mobile application to serve as an interface for mobile-assisted language assessment because of the features it offers. The WhatsApp mobile application gives a variety of functions, such as text messaging, voice messaging and sharing any types of documents in mobile like video files, attached image, audio files even link to web address. Concerning its function of sending and receiving messages remotely in mobile from individuals or groups, it gives teacher an opportunity to be more efficient in terms of giving instructions, engaging and managing students, giving the feedback instantly and effectively (Rezaee, Alavi, & Razzaghifard, 2019). Therefore, the activities during this study were conducted on this particular mobile application.

The study was conducted following couples of systematic stages (see Table 3.1) with the tasks practiced by the teacher of the course and the students in each stage. In this study, the researcher contributed as the teacher of the study as well. Engagement in the setting permits the researcher to not only observe and see

but also experience reality in a natural setting (Marshall & Rossman, 2006). The range of activities in the classroom in order to collect the data throughout the case study was shown in the (Table 3.1) below.

Table 3.1 *Description of activities*

Activities	Description
Preparation	The students were invited to WhatsApp group and informed about the activities they are going to involve via WhatsApp.
Modelling	Students were informed about the goals of the program and the technical procedures of the use of the Application. The students also got an exploration of what to prepare and to do their presentation
First video presentation	Students make and submit the first presentation performance.
Feedback for first presentation	Students give their partner feedback for the first presentation performance and responded it by thanking, agreeing and clarifying. The teacher gives the feedback as well.
Second video presentation	Students make and submit the second presentation performance by concerning the feedback they had received.
Feedback for second presentation	Students give their partner feedback for the second presentation performance and responded it by thanking, agreeing and clarifying. The teacher gives the feedback as well.
Final video presentation performance	Students make and submit the final presentation performance based on the feedback they had received.

Before the first meeting was conducted, the class was set up in advance by inviting all of the students to join the WhatsApp group (preparation). In the first meeting, the procedure of the activity was explained by the teacher to the students (modelling). The students were also given a task that required the video

presentation performance of them on three different topics in each meeting. The topics were academic procedure of handwashing presentation (first video presentation) which should be submitted in the second meeting, other medical procedures (second video presentation) as the revision from the first presentation, and selected topic of presentation (final video presentation) as the final result of the presentation which should be submitted in the last meeting. All of the presentations were made in the form of video and were uploaded on video platform called YouTube.

Once they had already finished making the video presentation, then they shared their video recording link on the WhatsApp group consisting of all class members as well as the teacher so that everyone on the group could access it. After their video recordings were shared, the presentation was commented on and graded by their peers and the teacher (feedback for first and second presentation). Both peer assessment and also teacher assessment were based on the same evaluation sheet. All of these activities were done repeatedly every meeting from the first meeting until the last meeting.

The following subsections detail how each of the MALA phases was implemented in the academic oral presentation lessons and how the students explained their participation decisions.

3.3.1. Modeling

In the first meeting, this phase was conducted in order to prepare the student for the academic oral presentation lesson using a mobile phone. The teacher explained the goals of learning or assessment which also decided what activities would be like. In this phase, the technical and procedural training was carried out. The technical training sessions of the application used in the program were also informed. Furthermore, several activities such as self and peer assessment, instruction and pilot activities need to be performed in this step were carried out as well. This is in line with Cong-Lem (2019) who stated that in order to familiarize inexperienced students with the activities, the assessment rubrics need to be explained and trained to the students.

The very first step that the teacher did was inviting the students into a WhatsApp group. The teacher sent the link of the invitation group personally to the students where once they clicked the link, they directly joined the group. The group was created in order to make the communication and the instructions easier and well spread.

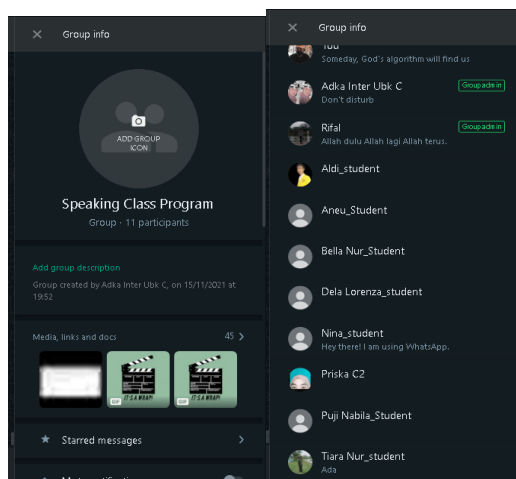


Figure 3.1 Students' WhatsApp group display

The figure 3.1 showed what WhatsApp's display looked like and who were the participants included in the group. After all of the students joined the group, the teacher shared the link of the video conference platform (Zoom) for students to be accessed so that the teacher could meet the students virtually. This particular platform was used since the pandemic condition when this activity was carried out made face-to-face activity for explaining this program was prohibited by the government. It is supported by Guzacheva in (2020) who stated that Zoom grants English teachers to present the content of their material in various ways which one of them is screen sharing feature that could give English teachers a good opportunity to develop students' intercultural skills by sharing engaging materials such as videos and articles, and the slides of presentations. Therefore, video conference platforms like Zoom which was accessible by students' mobile phones created an opportunity to conduct the first meeting activity without having face-to-face meeting.

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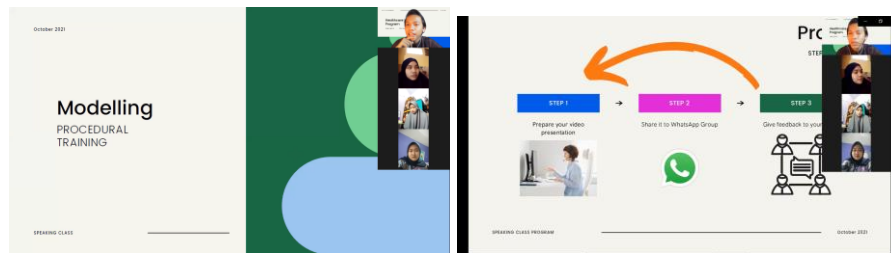


Figure 3.2 Teacher and students video conference

As seen in the figure 3.2, here the teacher presented the timeline of the program. He informed the students about the program and explained the technical procedures of the program. This kind of platform allowed the explanations to be clearer and the misunderstanding about the procedures of the program could be avoided since the students as well as the teacher were connected directly in time. As noted in the field notes, on that platform, students shared some background knowledge about online presentation.

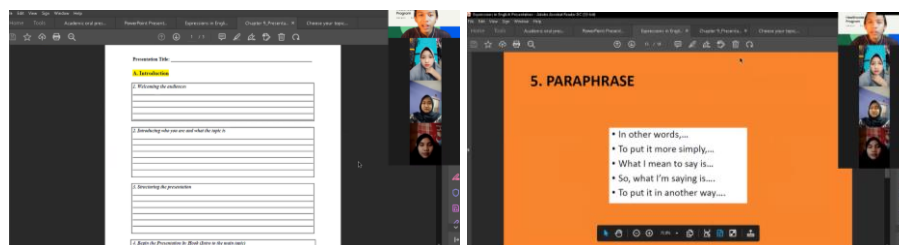


Figure 3.3 Teaching students how to make an academic oral presentation

Here the teacher tried to see the students' knowledge about the lesson. As seen in the figure 3.3, the teacher taught the students about making a good academic oral presentation as well. Moreover, he was not only taught about that, but also explained about the rubric of evaluation form. Here, the students learned how to give feedback. Then, after knowing how to give the feedback, the teacher paired the students one by one and became partners. As stated in the field notes, the teacher decided the partner for the students which meant that the students could not choose their own partner.

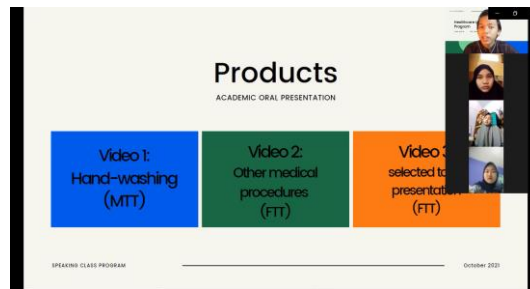


Figure 3.4 Students pairing and receiving the topic for the presentation

Once they got their partner, the student received the topic for their presentation. As seen in the figure 3.4, the teacher gave the students the information of the topic for the students to perform on their first, second and final presentation. Then the teacher instructed the students to make the outline of their own presentation.

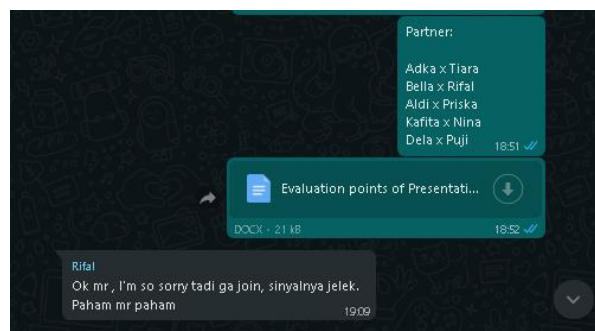


Figure 3.5 Document sharing on WhatsApp group

As shown in the figure 3.5, in this phase, the teacher was not only sharing the material on the zoom, but on the WhatsApp group as well so that the students could access the file easily by downloading it. There was no significant problem during this stage. The students accessed the material easily and prepared for their first presentation for the next meeting.

3.3.2. Presentation 1

In the second meeting, the class was started by greetings from the teacher to the students using a chat feature on the WhatsApp group. The teacher also informed the student what they needed to do for the lesson.

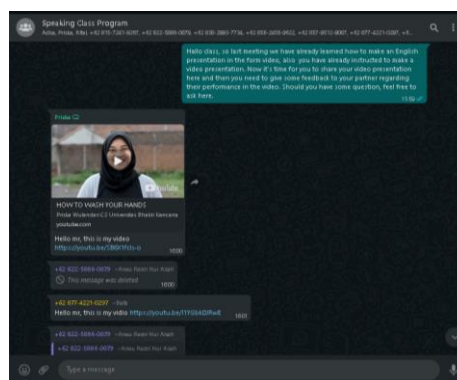


Figure 3.6 Video presentation 1 submission

Here, the students were instructed to share their first video presentation performance on the WhatsApp group. As seen in the figure 3.6, although the teacher invited some questions in case there were something that the students did not understand yet, there were no questions asked. In fact, once after the teacher instructed them, they directly shared their video using the link that directly connected to YouTube.

3.3.3. Teacher and students' feedback 1

After all of the videos from the students were shared, the students started to watch the video presentation performance from their partner and made some comments using the evaluation form that had been shared. This particular step was crucial as the students were expected to exercise their metacognitive skills to self-assess their own and peer work (Cong-Lem, 2019). By using the evaluation form that they had learned before in the modelling stage, here the students tried to assess the presentation of their partner. At the same time, they also learned and reflected on their own video presentation.

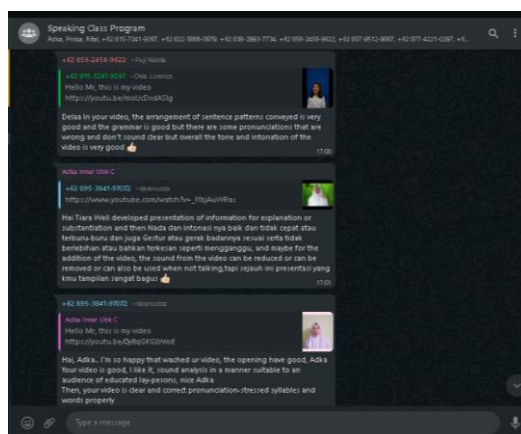


Figure 3.7 Students' giving feedback activities

The next step after they watched and made some comments on their partner's video presentation, they shared their feedback on the group. The figure 3.7 showed how they used the 'reply' feature on WhatsApp in order to make it easier to find the particular video that was being commented. This kind of feature allowed the students to track the specific chat they were concerned about. It was observed that all of the students were using this specific feature even though the teacher did not particularly instruct it.

In terms of the way the students gave the feedback, it was noted that there were some students who gave feedback in English but some of them mixed it with their native language which was Bahasa Indonesia. It could be accepted since the teacher was not forbidding them to use their native language. However, most of the students were using English in giving the feedback to their partner. It was also noted that the essence or the point of the feedback was good even though the way they wrote it was still grammatically incorrect. As seen in figure 3.7, in this activity, most of the students forgot to give the score for their partner. In fact, there was only one student who remembered to give the score. Other students directly did the scoring once after the teacher reminded them.

Another thing that was noted in this giving feedback activity was that they were not only using text but also sticker and emoji in giving the feedback. As seen in figure 3.7, there were only two of the students who were using this feature but most of them were not using it. The process of this activity was also quite fast and

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not only focusing on the content of the feedback but also on some regular conversations. It was noted that they responded to their feedback simultaneously either for thanking or even clarifying things. After the feedback activity finished, the teacher gave some general feedback for the students' performance.

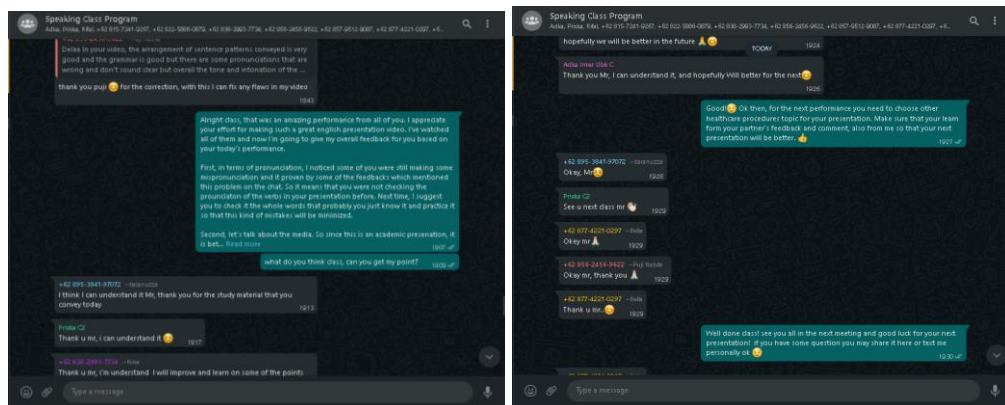
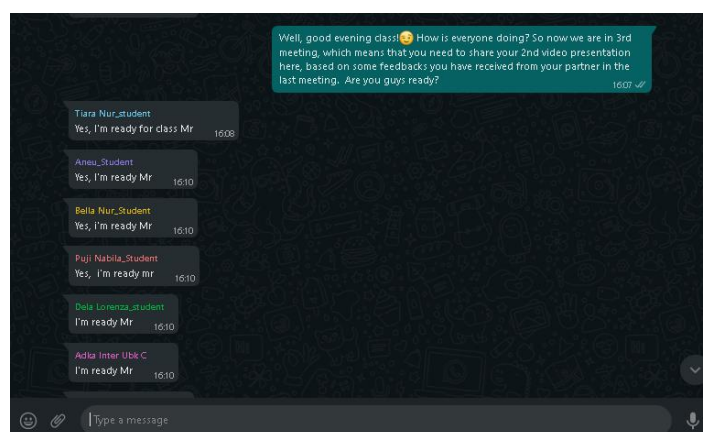


Figure 3.8 Teacher's general feedback and instructions

As seen in the figure 3.8, the students were asked to learn the feedback they have received and implement it into their next performance. This second meeting was closed by the teacher's instruction for the student to make another video presentation.

3.3.4 Presentation 2

In the third meeting, the activity was quite similar to the previous meeting. Here, the class was started by greetings from the teacher to the students using a chat feature on the WhatsApp group. Students' readiness to participate in this session was also checked by how the students responded to the teacher's chat.



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Figure 3.9 Teacher's greeting and checking students' readiness

The teacher also informed the student what they needed to do for the lesson in this meeting. Some different situations were noted in this phase. In this particular meeting, the students were more interactive. It was proven by the fact shown in the figure 3.9 that there were some kinds of natural conversations between the teacher and the student before the lesson started.

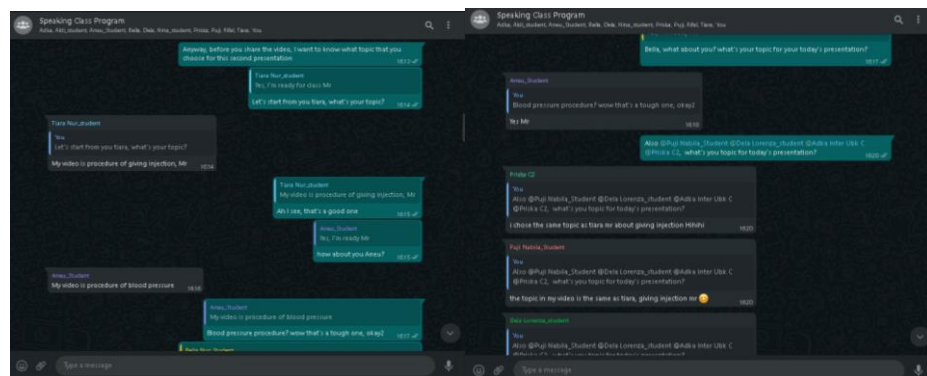


Figure 3.10 Teacher and students' interaction

As seen in figure 3.10, the teacher asked the students what topic they had decided to perform. Here, the students were responding faster than in the previous meeting. However, the students were also instructed to share their second video presentation performance on the WhatsApp group.

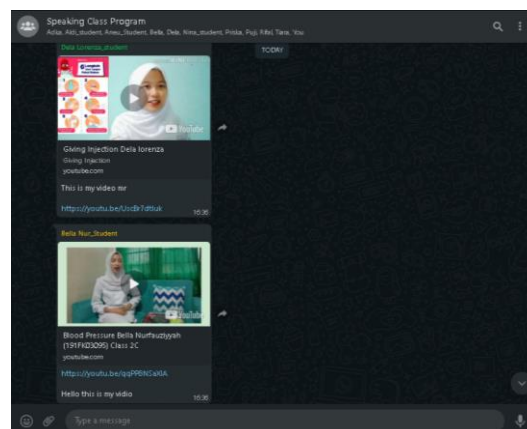


Figure 3.11 Video presentation 2 submission

Just like the previous meeting, there were no questions asked by the students. As seen in the figure 3.11, after the teacher instructed them, they directly shared their video using the link that directly connected as well to the YouTube. In this phase, the video presentation was a new one which was revised based on the feedback they had received. This is in line with (Cong-Lem, 2019) who mentioned that in this phase, the students are required to submit a revised artifact and a totally new one.

3.3.5. Teacher and students' feedback 2

After all of the videos from the students were shared, the students started to watch the second video presentation performance from their partner and made some comments using the evaluation form that had been shared. The next step after they watched and made some comments was similar to the previous meeting.

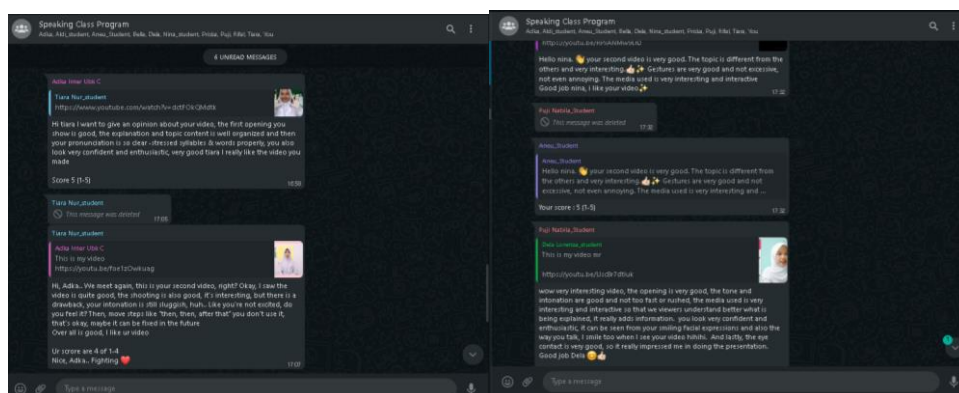


Figure 3.12 Students' giving feedback activities

They shared their feedback on the group and the figure 3.12 showed how the students used the 'reply' feature again on WhatsApp in order to make it easier to find the particular video that was being commented on by them.

In terms of the way the students gave the feedback, it was noted that the feedback activity was getting better than the last meeting particularly in the content and grammar. The content of their feedback was more constructive and critical in commenting on their partner's performance. Furthermore, different from the last meeting where there were some students who used their native language in giving their feedback, in this third meeting, all of them were using English. In terms of their presentation performance, it was also noted that most of

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the students were using English in giving the feedback to their partner. It was also noted that ‘their performances also mostly were getting better’ than the previous performance. It was proven by the feedback from their partner that indicated some positive comment and a better score in the evaluation form as seen in the figure 3.12.

However, different from the previous meeting where the teacher gave the feedback in general to the students, in this meeting the teacher gave the feedback individually.

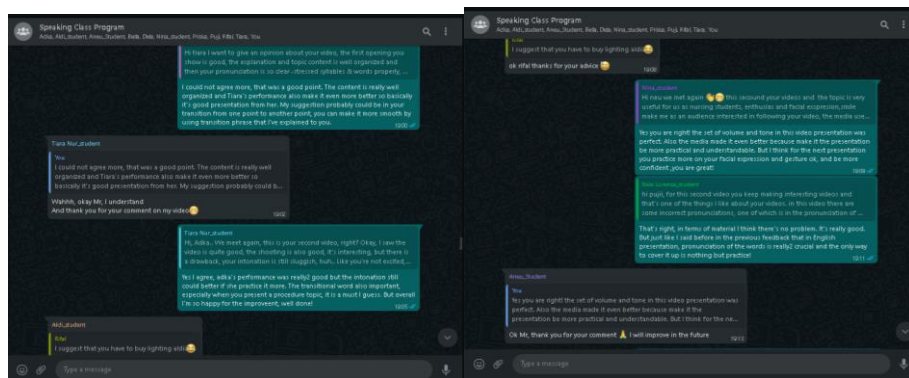


Figure 3.13 Teacher's feedback

As seen in the figure 3.13, here the teacher gave the feedback to each student by following up the feedback they received before. By using the ‘reply’ feature on the WhatsApp group, the teacher noticed some weaknesses from them and emphasized some corrections from their partner. Another thing that was noted in this giving feedback activity was that the interactions were more fluid.

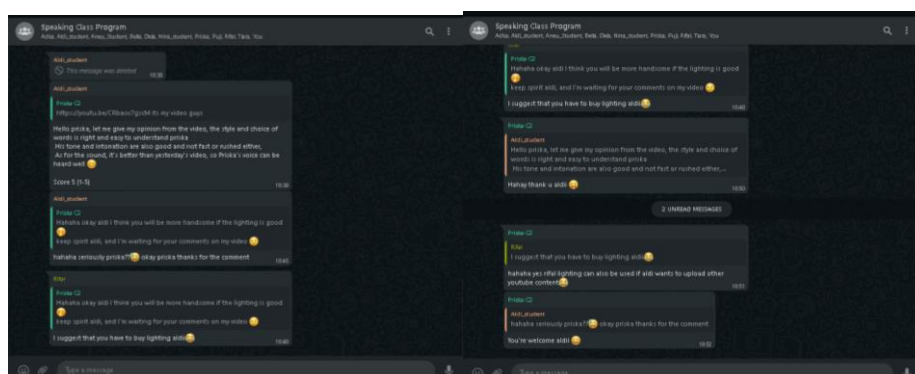


Figure 3.14 Students discussion about the feedback

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As seen in the figure 3.14, they not only responded to the feedback they received but also had some further discussions instead. During this activity, the communication and discussion were relatively quick and even engaging. It was proven by the fact that even though the time was over, the discussion was still going on. However, just like in the previous phase, by the end of the class, the teacher gave some general feedback for the students' performance.

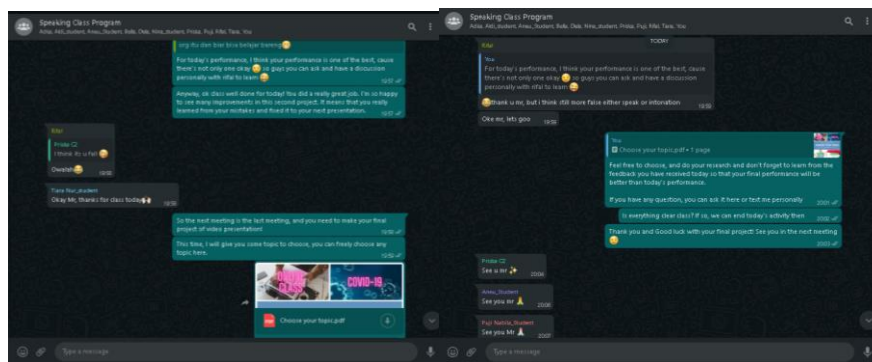


Figure 3.15 Teacher's general feedback and instructions

The students were asked to learn the feedback they have received and implemented it into their final presentation performance. This kind of reflection on learning strengths and weaknesses provide EFL students opportunities in terms of monitoring their learning progress and also make essential modifications to their language learning which in this context is their oral academic presentation performance (Cong-Lem, 2019). This second meeting was closed by the teacher instruction for the student to make their final video presentation. As seen in the figure 3.15, the teacher shared the document using WhatsApp feature for the students to see and choose the topic that will be performed in their final video presentation.

3.3.6. Final presentation

In the last meeting, the activity was relatively quite similar with the previous meeting. Here, the class was started by greetings from the teacher to the students using a chat feature on the WhatsApp group.

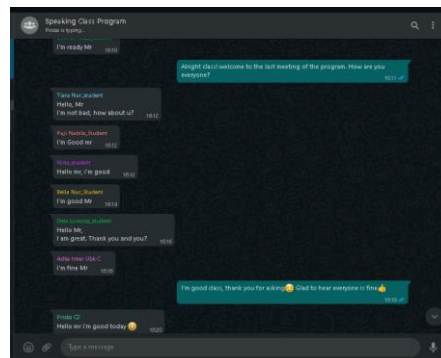


Figure 3.16 Teacher's greeting in the last meeting

The teacher checked the students' availability before starting the activity and the students responded to it by replying to the text from the teacher. The teacher also informed the student what they needed to do for the lesson in this last meeting. As seen in the figure 3.16, during this activity, the students were having a chat with the teacher interactively before going to the main activity.

In order to start the activity, the students were instructed by the teacher to share their final video presentation performance on the WhatsApp group. According to Cong-Lem (2019), in the last phase, the students are instructed to submit their final artifacts which in this context is the video presentation performance as proof of learning achievements.

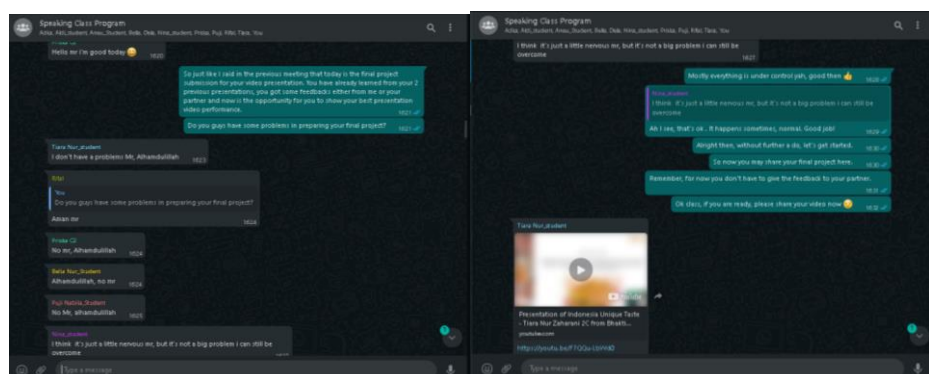


Figure 3.17 Teacher's instructions

As seen in the figure 3.17, similar to the previous meeting, there were no questions asked by the students since they already knew what to do. After the

teacher instructed them, they directly shared their video using the link that directly connected as well to YouTube.

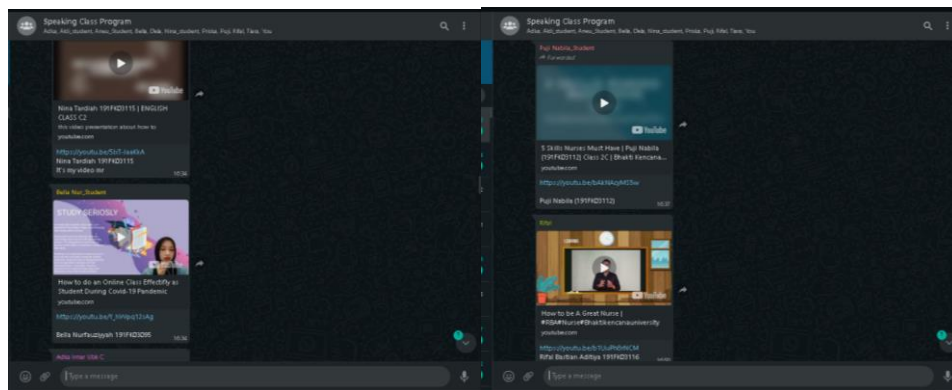


Figure 3.18 Final video presentation submission

During this process of sending the final video presentation, there was no significant problem that occurred. As seen in the figure 3.18, they were mostly not having a problem in preparing their final project as well since they directly sent the video once the teacher instructed them to. After all of the videos from the students were shared with the group, as in the previous meeting, the students started to watch the second video presentation performance from their partner initiatively without particular instruction from the teacher.

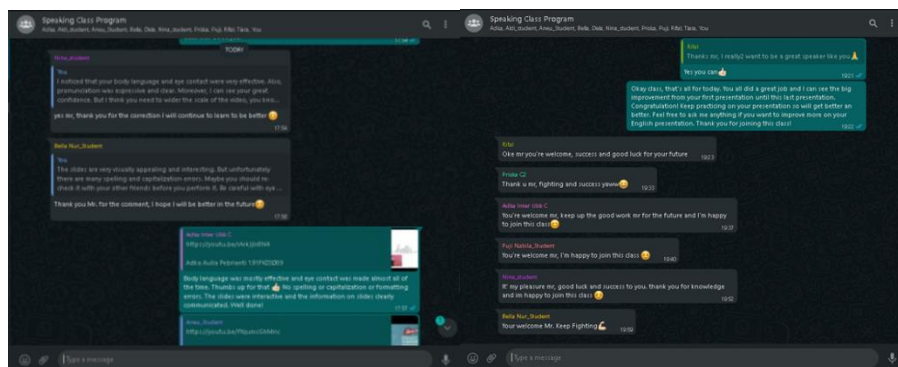


Figure 3.19 Teacher's feedback

However, the difference between this meeting and the previous meeting was that here the only one who gave the feedback was only the teacher. As seen in the figure 3.19, by using the 'reply' feature of WhatsApp, the teacher started to

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watch and give the final feedback for each of the students' presentation performance.

After the process of giving feedback to the students was finished, the teacher gave some general feedback for the whole students' performance. Moreover, the students were also asked to learn the feedback they have received and implemented it into their future presentation performance. This last meeting was closed by some interactions between the teacher and students regarding the activity they had done. As shown in figure 3.19, this kind of interaction was natural. The teacher thanked the students for joining the program and the students responded and thanked the teacher as well. Even most of the students were using emojis in response to the teacher's text. Moreover, the students showed how happy they were in joining the program and wished that they could make a better presentation in the future.

3.4 Ethical consideration

The study received ethical approval from the faculty of language and literature education Universitas Pendidikan Indonesia (see Appendix 1). The permission was also received from the head of the office in the institution before conducting the study. This particular study followed ethical guidelines from the faculty in order to make sure that the study was done ethically as well as sensitively during the whole of the research process. These covered the participants' informed consent, voluntary involvement and withdrawal, and also personal information security.

In this study, the participant received comprehensive information about the study (see Appendixes 2). Informed consent like this is necessary in order to ensuring that the participants are voluntarily participating in the study and that the participants do not feel uncomfortable to participate in this study (Johnson & Christensen, 2014). All the participants are fully aware that their deal to contribute was voluntary and that they were not allowed to withdraw from the study at any stage at all. Also, all participants were told about the degree of confidentiality offered to them when they joined. The participants were confirmed that their

personal information would not be shown at any stage and in any reports in the findings of the research.

As stated, this study carefully considered securing the information of the institution where the participants belong. Therefore, things such as participants' names and their institutions were secured from being identified by the use of pseudonyms in the findings report. The participants clearly aware that any information regarding their voices on the methods would be kept confidential. According to Dörnyei (2007), making sure the confidentiality of the data and the participants' personal information could reduce possible negative impacts on the participants. As a result, during the interview's session, the participants were encouraged to express their voices freely after confirming that their identities would not be revealed in this study.

3.5 Preliminary data collection procedures

This particular section provides an information as well as timeline of the study. It reports the procedures of preliminary data collection. The study began at the beginning of November, 2021. Table 3.2 details preliminary along with the procedures of the main data collection and also timelines from the beginning to the end of the study. Data were collected from November 8th to November 20th, 2021. In preparation of the main data collection, some preliminary activities were conducted. More detailed information regarding these preliminary activities is presented in the following sections.

Table 3.2 *Overview and timeline of the study*

Activity	Timeline
Receiving ethics approval to conduct research.	November 8, 2021
Preparing research instruments and selected participants	November 2021
Meeting with the participants and piloted the instruments	November 14, 2021
Collecting the data	November 15 – 30, 2021

3.6 Data collections

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In order to collect the data, data from various sources like class observation, document analysis, and also the students' interview were collected. The use of three methods was intended to triangulate the data and collect information using a variety of methods. This is in line with Maxwell (1996), who pointed out that triangulation reduces the risk, which researcher conclusion reflected and allowed the researcher to gain a better assessment of the validity and generality of the explanations that was developed. Each data collection is discussed below.

3.6.1 Classroom observation

The observation is conducted to capture a clear picture of student activities. Observation methods propose actual evidence by a systematic documentation of participant in the process of teaching cycle (Hyland, 2009). According to Cohen, Manion, and Morrison (2017) observations are a main way in order to collect first hand, 'live' data in from a natural social context and situations. Classroom observation also played an important role in terms of documenting MALA implementation practices. This dataset helped in re-analyzing the process of learning activities. Moreover, the combination of both analysis of interview data and observation enables for "a holistic interpretation of the phenomenon being investigated" (Merriam & Tisdell, 2016), which for this particular study, supported a deep understanding of the implementation process of MALA in assessing EFL academic oral presentation. During the observation of the activities, some data were collected through these following instruments:

3.6.2 Screen recorded and screen captured

Since the program was in an online learning environment, therefore, the activities will be documented in the form of screen recorded and also screen captured. The whole activities and the students' presentation were screen-captured and downloaded because video data offer "completeness of analysis and comprehensiveness of material" (Cohen et al., 2017). The screen captured also covers the students' conversation activity of giving each other feedback and how the teacher gives instruction to the student. It allowed the

researcher to repeatedly view the completely captured interaction to document the moment-by-moment process of how MALA was implemented in the online classrooms.

3.6.3 Field notes

Field note is one of the significant instruments for future recall of any particular details of the situation (Patton, 2015). Besides allows the researcher an opportunity re-observe at their classroom observation for the analysis concerns, the descriptive notes also give the reader a picture of how the activities took place during the observed studies. Furthermore, field notes give the researcher an opportunity to include reflective comments about their own feelings, reactions and initial interpretations (Patton, 2015; Merriam & Tisdell, 2016).

The field notes focused on recording and describing what happened in the class. The notes covered the lesson sequence as well as the peer feedback activity. For example, during the peer feedback activities, the researcher took notes about the steps the student carried out when they assessed their peers. The notes briefly showed how the students started, made and finished the project. If the student added a new activity or changed an existing activity, the researcher briefly revealed the activities, commented on it and wrote a question about it. Any unexpected behaviors that the student did during the study were also noted. For example, when they were copying other students' feedback. Moreover, the field notes observed the students' reactions and some occasional comments by the teacher. It helped in order to evaluate how MALA was implemented through observing how it supported students in assessing EFL academic oral presentation.

Because of the technical issues, the screen recording could not fully capture several activities such as the interactions between the teacher and students, among the student themselves, and some learning performances the students shared. Therefore, detailed and careful notes on the classroom interaction during each observation were taken. Also, students' attitudes and reactions were carefully noted. The researcher's own feelings and reflections

were noted as well. After each observation, a short review capturing the researcher's reflections, tentative themes and questions to ask for clarification was written. During the process of taking field notes and reflecting on that, the researcher also came up with insights, ideas and interpretations of what the researcher observed and experienced (Patton, 2015). The notes and linked samples of screen capture were used in order to frame questions to ask the students about their activities during the study.

3.6.4 Documents of students' presentation video performance and evaluation form

One of the valuable sources of information in qualitative research is the document (Creswell, 2008). The researcher could gain a lot of data from documents available, which in this case are students' video performances. Each meeting, the students were given a task that required the performance of them on three different topics in the form of video. The students shared respectfully their video presentation performance on the WhatsApp group consisting of the whole class members and the teacher as well.

The document also covered the evaluation form. The evaluation form here was based on Aryadoust (2015) in order to increase the students' awareness of the crucial elements of oral presentation, assist them to assess their peers' oral presentation skills, and definitely supports the teachers in providing students' diagnostic feedback. There were five-point scoring scales in this evaluation form such as (1: poor, 2: below average, 3: average, 4: above average, 5: excellent).

3.6.5. Students' interview

In the last week of the program, the last phase was the students' interview. Six volunteers among the members of the class were asked and discussed their feelings after experiencing the activities using Zoom video conference. The semi-structured interview questions adapted from Tarighat and Khodabakhsh, (2016) were utilized in order to examine the students' general impressions and summative comments toward MALA in academic oral presentations class. The format of interviews which allowed the

researcher to “respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic” (Merriam & Tisdell, 2016). This kind of format also enabled similar interview questions to be used with each student (McKay, 2006), which facilitated the quantification of the data. The interviewees talked in their native language, which was Bahasa Indonesia, in order to get more real and complete results so that the answer will be more precise. These interviews were also recorded and then transcribed then converted into English.

Here is the questions list of interviews used in this study which were adapted from Tarighat and Khodabakhsh, (2016).

1. Did you participate in this activity?
2. What do you like about this method?
3. What do you dislike about this method?
4. What do you think about this method as a system of assessment?
5. What advantages does this method have compared to similar classroom activities?
6. What disadvantages does this method have?
7. Would you like to try this method again?

3.6.6 Summary of data collection

The data collection methods are summarised in Table 3.3 below.

Table 3.3 *Summary of data collection.*

	Methods	Participants	Time	Number of sessions
Phase	Classroom observation	10 students	40 minutes/ session	4 sessions
	Documents	6 students	20 minutes/ performance	6 performances
	Students' interview	6 students	10 minutes/ student	1 session

3.7 Data Analysis

3.8.1 The implementation of Mobile-Assisted Language Assessment (MALA) in supporting EFL academic oral presentation

The data set for this analysis included classroom observation such as screen capture and field notes as well as documents analysis data, which provide the data to address the questions of how the implementation of Mobile-Assisted Language Assessment supported students in EFL academic oral presentation.

There were three steps of analysis of the data. First, it started with the observational data. All of the students' activities on WhatsApp were fully captured and some important things that typically illustrated ways of implementing the key stages of MALA in the process were noted through the field notes. The notes then were checked and analyzed. The analysis tried to describe exactly what the teacher and students had done at each stage of the lesson. This kind of process resulted in classroom observation summaries that related to the research questions. Finally, initial coding on each whole summary based on what the teacher and students did was conducted. After that, the codes and notes were re-examined in order to find the patterns. As a result of the analysis, mostly the interactions and assessment occurred in the both of feedback stages (1 and 2) (see Table 3.3) which indicated the potential of MALA implementation in supporting the students in academic oral presentation class.

Second, in order to see how the implementation of MALA could support students in EFL academic oral presentation, a qualitative analysis of the activities supported by WhatsApp application that is adapted from the study of (Alharbi, 2019) was used. This analysis focused on the way WhatsApp supported EFL academic oral presentation instruction. From this initial analysis, two practices during the activities were identified such as feedback and responses to the feedback (Table 3.3). Then a qualitative content analysis of the foci of feedback was applied for each practice (Bradley & Thouësny, 2017). From the analysis of both practices, the foci of feedback identified were students and teacher feedback in feedback activities. This process helped in terms of identifying some similarities and differences across the teachers' feedback and students' feedback in the process of

discussion on the WhatsApp group. Table 3.3 below illustrates the example of how the data were coded and generated into the themes.

Table 3.4 *Generating theme from data collected adapted from Alharbi (2019).*

Stages	Comments	Codes	Themes	
Students and teacher feedback activities for presentation1 and 2	“.. the explanation and topic content was well organized.”	Peer feedback	Engagement between students and teacher in feedback activities	
	“...there are some incorrect pronunciations...”			
	“My suggestion is that you could add”	Teacher feedback		
	“You could improve your intonation even more...”			
	“...I also think the same things as you...”			Responses to the feedback
	“...to be honest, in the video I still look confused and ...”			

	“Thank you for the correction”		
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Lastly, in order to identify the students’ engagement in the MALA implementation activities in academic oral presentation class, the data were collected using the document analysis of evaluation form which in this study was formed as feedback and the students’ interview. The theme and code were developed using three divisions of students’ engagement suggested by Trowler (2010) and Fredrick, Blumenfeld and Paris (2004) as seen in table 4.3. To analyze the data, codes assigned to the transcripts of the students’ interview as well as the observation of the classroom activity summaries were collected together in order to identify patterns and themes. This enabled the analysis to tabulate a sequence of stages in the process, activities embedded in each stage, and the rationales behind each idea of students’ engagement that was identified.

3.8.2 The students’ perception of the implementation of Mobile-Assisted Language Assessment supported their academic oral presentations performance.

Data for this analysis included semi structured interviews with 6 students. Each interview lasted approximately 30 minutes. The interview was transcribed in their entirety. Care was taken in order to ensure the “accuracy and subtlety in translation” (Marshall & Rossman, 2006). The data were then double-checked so that the accuracy of transcription could be maximized. After deciding what quotes to be included in the report of findings, it translated into English.

Data collected from the semi-structured interviews with the students were analyzed to examine how the students perceived their experiences with the program. The interview transcripts were read several times until the data became understandable. Some words and phrases were circled repeatedly in terms of potential relevance for addressing the

research questions. Those words, phrases, comments, and notes were matrixed. This resulted in a number of initial codes which were then put together in order to identify some patterns and themes. For instance, in each interview transcript, the words identified such as ‘weaknesses’, ‘fix’, ‘compare’, were grouped to the code named “identifying weaknesses”. This code belonged to the “interactivity” which was the bigger theme. Table 3.4 below illustrates an example of how the data from students’ interview were coded and generated into the themes.

Table 3.5 *Four themes and sub-themes with sample experts*

Main Themes	Sub-themes
Interactivity	<ul style="list-style-type: none"> - Identifying weaknesses - Giving feedback
Flexibility	<ul style="list-style-type: none"> - Experiencing the time flexibility - Experiencing the place flexibility
Monitoring	Monitoring and reflecting
Challenging concerns	<ul style="list-style-type: none"> - Internet connection
	<ul style="list-style-type: none"> - Data usage and Memory capabilities
	<ul style="list-style-type: none"> - Flexibility

3.8 Concluding Remarks

This chapter has discussed the research methodology of the study. It covers program, research design, research site and participants, data collection, and data analysis. The research employed a qualitative approach and case study design. In order to collect the data, observation, document analysis, and the students' interview were collected. The present study used a qualitative analysis of the activities supported by WhatsApp application and also analysis of three practices that were identified: feedback, peer assessment and responding to feedback. In the following chapter, there was the explanation of the research findings and discussion.