

Using Classroom Presentation Technique in Teaching Speaking Explanation Text in Senior High School

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Abstrak

Berbicara adalah hal yang sangat penting dalam pembelajaran dan pengajaran bahasa Inggris. Selama bertahun-tahun, penelitian telah membuktikan bahwa bentuk pembelajaran yang dilakukan oleh guru di dalam kelas adalah dalam bentuk *drilling*. Situasi itu membuat siswa menjadi pelajar yang pasif, meskipun itu dalam aktivitas berbicara. Sebuah kurikulum yang baru di Indonesia saat ini mengharuskan siswa untuk dapat berkomunikasi dengan baik sebagai hasil belajar berbicara. Metodologi dan teknik telah dikembangkan oleh para ahli dalam pengajaran bahasa Inggris dan diharapkan dapat diterapkan dalam pengajaran bahasa Inggris yang sesungguhnya oleh para guru yang tentunya berkaitan dengan konten dan materi pembelajaran. Oleh karena itu, perlu dilakukan penelitian untuk menyelidiki bagaimana presentasi kelas membantu guru untuk melaksanakan proses belajar mengajar di kelas. Penelitian ini bertujuan untuk mendeskripsikan (1) bagaimana guru menerapkan teknik presentasi dalam pengajaran teks naratif berbicara dan (2) bagaimana siswa menanggapi penerapan teknik penyajian kelas dalam pengajaran teknik penjelasan bacaan. Desain penelitian bersifat deskriptif dan pendekatannya bersifat kualitatif. Pengamatan dilakukan didalam kelas dimana fenomena terjadi. Data diambil dalam bentuk observasi, *checklist* observasi, dan catatan lapangan. Setelah mengumpulkan data dengan mengamati di kelas, data dianalisis dan diinterpretasikan untuk melaporkan hasilnya. Berdasarkan hasil penelitian, teknik presentasi kelas membantu siswa dalam kompetensi komunikatif, membantu siswa dalam menguasai kemampuan berbicara, memberikan dimensi pembelajaran aktif, dan memberikan partisipasi kelas untuk semua siswa.

Kata Kunci: Presentasi Kelas, Berbicara, Teks Explanasi

Abstract

Speaking is a very important thing in English language learning and teaching. For many years, scholars proved that the form of learning conducted by teachers inside the classroom was in the form of *drilling*. That situation as made the students to be passive learners, although in speaking activity. A recent curriculum in Indonesia nowadays requires the students to be able to communicate well as the outcome of learning speaking. Methodologies and techniques have been developed by experts in English language teaching and are expected to be applied in real teaching of English by teachers related to content and material of learning. Therefore, it was necessary to conduct research to investigate in what way classroom presentation helps teacher to carry out the teaching and learning process in the classroom. This research aimed to describe (1) how the teacher implemented the presentation technique in teaching speaking narrative text and (2) how the students responded toward the implementation of classroom presentation technique in teaching speaking explanation technique. The research design was descriptive and the approach was qualitative. The observations were done in the classroom where the phenomena occurred. The data was taken in the form observation, observation checklists, and field notes. Having collected the

data by observing in the classroom, the data was analysed and interpreted to report the results. Based on the result of the research, classroom presentation technique helped the students in communicative competence, assisted the students in mastering speaking skill, providing dimensions of active learning, and providing classroom participation for all students.

Keywords: Presentation, speaking,, explanation text.

INTRODUCTION

Learning speaking is a very important thing in English language learning and teaching. There have been occurred that teaching speaking in foreign language context were in the form of drilling. The common form was that students were taught to memorize and to repeat kinds of dialogues. That situation has been continued for many times in many places. Nowadays demand has changed the aim of teaching speaking. For those who become the English teacher should be able to improve the student communicative skill. It aims to make students are free to express their thoughts and ideas toward learning. Thus, it has created many studies about how to have a good principles and pedagogy in teaching speaking in order to afford the goal. Finally, experts suggested teacher to use various methods and techniques in principles of teaching speaking.

There was a fact found that students speak little in classroom. That may because of the chance for students to speak more is limited. Some of them may be nervous whenever the teacher asks them to speak up, stating their idea, etc. Otherwise, incorrect pronunciation may be one of them, so the students feel afraid to speak, as they do not want to make mistakes in pronouncing the words. That was why, students keep silent more.

In Indonesia, the recent curriculum (curriculum of 2013), the main goal is to enable students to communicate. As the fact happened in field, teaching English is failed as it is not the same different between the fourth and seventh graders. Nowadays, English subject for the elementary level is deleted, while the period in teaching English for senior high level is added. The activity seems more being accustomed for students to product oral activity or to speak, just like greeting teachers, greeting other classmates, etc. which the purpose is enabling students to speak English well.

Regarding the problem above, teachers in English as foreign language context are hoped to conduct the activity of teaching process become more alive, both providing the chances for students to speak and giving interaction each other as feedback the process of teaching and learning itself. It is important for them to encourage students' interactions. Most of students may feel shy to speak in the classroom so they do not take part in classroom discussion. More importantly, teachers should give opportunities and comfort and free feeling to express their idea. Therefore it can make students take part in classroom participation. Therefore, to solve those problems, there must be a suitable teaching methodology and technique which can be applied to help students speak up, either providing the opportunity or giving interactions to each other.

Presentation is not a new technique in the language teaching methodology nowadays. It is a technique covered by PPP which stands for Presentation, Practice, and Production which was a variation of audio-lingual method. Then, it appeared in the world of English Language teaching in the 1990s. Presentation which is a variation of audio-lingualism has a theoretical framework and stands under the oral-based approach which relies on the use of situations to teach language. It does not emphasize more in grammatical pattern in learning, instead of seeking opportunities for learners to practice speaking the target language. Teachers which apply presentation were expected to be able to perform grammatical points taught through examples. This is because the learning of foreign language should be the same as the acquisition of the native language. Therefore, students are expected to be the active learner as well they have opportunities to speak (Harmer, 2001; Larsen-Freeman, 2000).

Classroom presentation is one of activities in language learning. In learning English as foreign language context, especially in speaking, classroom

presentation leads the students involving in the process during the teaching and learning activities. It is kind of activity where the students presenting their work in front of the class, either individual or groups. However, there is a fact that not all students are fluent in speaking English; therefore, teacher in EFL classroom can use this to build up and improve the students speaking ability. This can elevate students' motivation, confidence, sense of community, speech fluency and accuracy (Masmaliyeva, 2014).

According to the fact discussed above, it was necessary to conduct research to describe the process of teaching and learning speaking English that used classroom presentation technique. The research focused on these aspects; how the teacher implemented the classroom presentation technique in teaching speaking explanation text and how the students responded toward the implementation of the technique. In short, the main point of the research was to investigate the process of teaching and learning conducted by the teacher by using classroom presentation technique in teaching speaking narrative text. While, for the purpose to describe the investigation, this research was a carried out in a school that applied the classroom presentation technique in conducting teaching and learning speaking process.

Commonly, teaching and learning English is conducted in the classroom in the form of drilling, making students have little opportunity to speak. In contrast, recent curriculum (K-13) instructed the process of teaching speaking could make students speak up well. Therefore, there were two research question formulated.

1. How is the implementation of classroom presentation technique to teach speaking explanation text for the tenth graders in senior high school?
2. How do the students respond toward the implementation of classroom presentation technique in teaching speaking explanation text?

There were two objectives of study in this research based on the research questions mentioned above. Those are:

1. To describe the implementation of classroom presentation technique to teach speaking explanation text to the tenth graders of senior high school.
2. To investigate the students respond toward the implementation of classroom presentation technique to teach speaking explanation text to the tenth graders in senior high school.

This research was conducted to describe the implementation of classroom presentation technique in teaching speaking explanation text. It was expected that it gave benefit for those who wish to conduct teaching and learning process. In addition, it was expected that there were researchers in conducting researches related to either classroom presentation technique and/or explanation text.

This research was aimed to describe teaching and learning process conducted by a senior high school teacher in a small town in Jawa timur who applied classroom presentation technique in teaching speaking explanation text when conducting teaching and learning speaking process. There must be many aspects in the teaching learning process observed. However, this research was focused only on how the technique implemented and the students' responses toward the implementation of the technique.

METHOD

This chapter describes the procedures used in conducting the research. This consists of research design, subjects of the study, setting of the study, data and source of the data, research instruments, data collection technique, and data analysis technique.

This research aimed to describe the implementation classroom presentation technique in teaching speaking explanation text. The design of this study was qualitative. Ary et al (2010) states that descriptive design of the study is presented to gain information by having focus on the phenomena.

In answering the two research questions which can only be answered by using word rather than numbers, therefore, the approach of the research is qualitative. That is, all researches which collect non-numerical data, which is in the form of words and pictures rather than numbers is qualitative research.

The subjects of this study are an English teacher and a class of ten grade students at senior high school in Nganjuk. The research will be conducted while the teaching and learning process are being done. The school was chosen as the subject of this study because the phenomena happening over there. The teacher was chosen because of many considerations. The teacher has applied the technique in conducting teaching and learning of speaking. Meanwhile, the tenth grade student was chosen as the subject of the study because according to the current curriculum, explanation text is taught in this grade.

This study contains two research questions. The first question is about how the implementation of classroom presentation helps the students to speak up. The second is about how the students respond toward the implementation of the technique. To answer those research questions, the data was taken from two kinds of activities. Using verbal activities, the researcher did the interview with the teacher as the preliminary study, and did the non-verbal activity which means that the researcher did the observation. The source of data is a class in which the teacher conducted presentation in teaching and learning speaking process.

To answer those research, question the data was taken from two kinds of activities. Those are verbal and non-verbal activities. The source of data is a class which is the teacher conducted outdoor setting in the teaching and learning speaking process. Therefore, all activities, both oral and verbal will be observed. It could be teachers' performances, instruction and students' performances.

In this research, Researcher used qualitative technique to describe teacher' performances, behavior and students' responses toward outdoor learning implemented in the learning process. Furthermore, it was non- participatory research. Therefore, researcher was only the observer and did not involve in the teaching and learning process.

The first research question data is the description of teacher's and students' activities in learning process toward the implementation of the technique. The second research question data will be taken from the questionnaire distributed to students. Therefore, all activities will be observed. This could be the teacher's performances, instruction and students' performances.

There are three stages in analyzing the data of the study in the qualitative research. Those are familiarizing and organizing, coding and reducing, and interpreting and representing.

In the familiarizing and organizing, the data which have been gained were read and reread, were checked and rechecked for many times. It functions to familiarize and organize the data for easy retrieval. The researcher arranged the activities from the beginning until the end of the class. This is to have description of the class sequences and write the activities in the form the field note. That will ease the researcher in understanding the data.

In the next step, coding and reducing, the researcher sorted the data to answer the research question. Coding here is about developing concept from the raw data. It includes reducing the data which have no relation to research question. The researcher marked some data which is importantly related to research question.

The last step in analyzing the data is interpreting and representing. After finishing in interpreting all the data and reducing data which is not related to the research questions, the researcher told and explained result of the research. The researcher made interpretation of the data after organized and coded to answer the research questions. Besides, the researcher also described the students' actions during the teaching and learning. It includes the table of conversation among the teacher and students. Pictures were also given to support the situation of what is being done by students. After that, researcher presented the data to answer the research questions systematically. In the end, the researcher concluded the result and presented it in the last chapter to have conclusion and suggestion.

After all, the researcher systematically presented the data to answer the research questions. The researcher took the sample of the data to give evidences for each of aspect investigated to describe and explain the result. After that, the researcher concluded the result

RESULT AND DISCUSSION

This chapter presented the results and the discussion of this study to answer the two research questions. Those are: how is the implementation of classroom presentation technique in teaching

speaking explanation text to the tenth graders of senior high school, and how do the students respond toward the implementation of classroom presentation technique.

Here, the researcher described the results from the implementation of presentation technique to teach speaking explanation text to the tenth graders SMAN 1 Nganjuk and the students' responses toward the application of presentation technique based on two research questions in chapter one. The observation of this research was conducted in two meetings. It was conducted in 10th and 17th April 2015. The teacher did not directly and suddenly apply the presentation technique during the teaching and learning process. The technique was used to apply in the second meeting of learning. To lead the students to the classroom presentation technique, the teacher did several steps of teaching and learning. Both in the first and in the second meeting were the same steps of teaching and learning. Those were classified as preliminary learning, whilst learning, and post learning activity. Yet the first and the second meeting were the same in the steps, they distinguished in the task that should be completed by the students before the students had classroom presentation. The fact observed by the researcher, the teacher did those any kinds of activities were to build the students' knowledge about the material delivered during the lesson. For instance, brainstorming session was used by the teacher as warming up activity to have the construction of thinking about the material delivered. Specifically, the teacher asked the students what they knew about natural disaster. In included other questions; what caused it, what the victim should do. After the students expressed their opinions in answering the teacher questions, the teacher guided them to depth understanding to the material. There were several tasks to complete by the students.

Coming up deeper to the material next, the teacher presented power point containing of slides about material of explanation text. After that the teacher guided the students to find out main idea, topic sentence, supporting sentences, and grammar aspects related to the material as the teacher had explained previously in the slides. The end of the class activity ended in translating a short paragraph of tsunami to have the students' deeper understanding about explanation text, then discussed together.

Before having the classroom presentation, the teacher divided the class into several groups of work. The teacher instructed them to find out a text to be presented next meeting.

Coming in the second meeting, the teacher did some similar activities like the first meeting. The teacher implemented the classroom presentation technique in this meeting. As the teacher instructed before for students, the students in groups presented their work. Each groups had different material to present in front of the class. The students presented in front of the class by using multimedia power point as the tool. It eased the other students to follow what the current group presented. Having presented their material, the teacher followed them in giving them oral feedback. Every group member had occasion to speak up, delivering his/her part inside the material. After that, the teacher let the audience to speak up whether asking question or giving comment. What the teacher followed by comment included the material delivered and suggestion for the group to have better performances in the following meeting. After having presentation session, the teacher commanded the students to summarize what they had presented in the form of simpler explanation text using the students' own words. Thus, the teacher tried not only made the students understand first about the material, but also they could identify the characteristics of explanation, and review what the students had understood about material to be put on the written form of groups work to be submitted. Actually, seeing that condition, the teacher not only tried to have students speak up, but also to develop the students' writing skill.

Based on the observation result analyzed by the researcher, there are similarities and, of course, the differences of implementation of the technique between the theory and the real teaching conducted by the teacher. Both of them are compared and described to know whether the implementation of presentation technique is based on the theory, and/or there is additional activity. The following paragraph will explain both of them.

According to the theory, the first step is an activity of the teacher introduces the situation of certain material related to what will be learned. The situation must contextualize to the language to be taught. In real teaching, the researcher found that the teacher did the similar activity. The teacher presented the slides of

power point. In beginning the lesson, the teacher started by showing the slide “speaking on explanation”. The teacher aimed to lead the students to the material that will be learned, which was, explanation text about the natural disaster. After that, the teacher also presented a slide which was not a picture like before. The slide contained a paragraph explaining what a tsunami was.

The teacher read the paragraph first, while the students kept silent. The students were listening to the correct way of reading. After she had read the paragraph, the students read the paragraph together. Then, the teacher translated the paragraph. The teacher in this stage also did the similar steps. She had the students practice using the reproduction language. The students read the paragraph as like the teacher said.

In the last step, according to the theory, the students are asked to use the language in sentences on their own. At the end of the lesson in whilst activity, the teacher did not ask the students to use the language on their own. The teacher assigned the students to have presentation in front of the class. She assigned them in the previous meeting to find out a text of explanation, especially natural disaster, to be presented. The teacher aimed to have students practice speaking to help them in communicative competence. Every group presented their tasks, followed by the teacher’s feedback for each group. Seeing that condition, every student took part to participate in speaking activity.

Based on the data interpreted by researcher, classroom presentation technique that the teacher has used helped the teacher in several aspects. Besides, the technique applied was also useful for students.

Classroom Presentation Helps the Students’ Communicative competence.

For students in EFL context, learning English as the foreign language means a way of being able to use it to comprehend, communicate and think as well they do in their first language. For teachers, teaching itself belongs to be able to guide their students to comprehend, communicate and think in foreign language. In providing the learning of English, teachers have a framework guiding them in language-teaching practices as it is called goal. Therefore, in teaching practices, the teacher should be able to guide

learners to develop communicative competence in a new language, understanding the target language to produce meaningful messages that includes the application of knowledge and appropriate use of grammar and vocabulary. Besides, they are expected to be able to transfer knowledge to the learners, in order to make them being able to practice in real life situation. By using classroom presentation technique, the teacher tried to optimize and develop the students’ communicative competence. It was because all students had to speak up to deliver the material in the form of group presentation.

Assisting Students in Mastering Speaking Skill

In implementing the classroom presentation technique, the teacher wanted to build the student self-confidence and improve the student speaking skill. The practice of the technique made the students to have good communication whenever they deliver the material to other students as audience. May aspects of good speaking as correct grammatical pattern and meaningful speaking guided the students to able to communicate in target language. Therefore, classroom presentation technique is usefully applicable for language teachers especially in foreign language classroom context to use it nowadays. By having that technique, the teacher can improve the students’ mastery of speaking skill. This is in line with the goal that mastering speaking skills in English is a priority for foreign language learners.

Classroom Presentation Provides the Dimension of Active Learning

There are four dimensions of teaching process to optimize the active learning. They are context setting, class preparation, class delivery, and continuous improvement. Context setting refers to action in establishing atmosphere that facilitates student interaction and engagement. Class preparation refers to the thought, planning, and creativity on both content and process. Class delivery refers to the actual facilitation of a specific classroom session. Continuous improvement refers to how teachers improve the way to teaching leading to the successful of learning the students do. By implementing the classroom presentation technique, the teacher tried to optimize active learning. This could be seen that the teacher had the students to prepare what they would

be presented, facilitating them to speaking session in classroom presentation in front of the class, and provided feedback to be better.

Providing Classroom Participation for Students

Considering the process of classroom presentation is beneficially technique to apply in teaching English as a foreign language, all students could participate in the teaching and learning process conducted by the teacher. A group was presenting the certain material in front of the class. The other groups took part as audience. What the presenter task was to deliver the information about the material. Here, the material was about explanation text, especially the natural disaster that commonly happened.

As the audience, the students had to pay attention and to concentrate, because after their classmates presented their work, the audience were given chances whether to ask or in order to give comment or suggestion. Of course, the students how took part as audience could not ask or give comment if they did not pay attention to the group who was presenting in the front the class. In sum, what the teacher did was involving all students in the classroom to have student participation in EFL teaching and learning. In this case, classroom presentation technique was use by the teacher in two sides inside the learning. First, having students speak up front of the class, and the second is stimulating the students as audience to take part by asking question after that.

Students' Responses toward the Implementation of the Technique

According to data interpreted by the researcher, the students were enjoyable and interested in following the teaching and learning process conducted by the teacher. The students were enthusiastically following every stages of teaching process which the teacher carried out to lead them in understanding the lesson about explanation text and the natural disaster material. Since this research was the descriptive qualitative study, the researcher did not take a look in the how outcome instead of the process occurred during the learning process.

There were three kinds of specific responses that the researcher could analyze from the situation. Some students were actively asking questions, answering

questions from the teacher, and some of them were quiet in following the lesson. But, whenever the presentation was coming in turn, all of them could speak without any fearless. Other students who were in position of audience also paid attention in the presentation. That was because in presenting the material, the students used power point multimedia as a tool in order to make the presentation session more interesting instead of delivering material of task by reading only. Analyzing the situation, the presentation delivered in front of the class was not boring. Each groups presented their work well.

Concerning the students responses toward the implementation of classroom presentation technique, there are several benefits the students could get. The researcher presented the benefits related to students' responses in two views. First, the students could be active participant in the learning. More importantly they could increase their self-confidence.

Students Become Active Participation in Learning Process

In following the lesson by taking part inside the learning, unconsciously, made the students support active learning. Not only taking part in presentation session in front of the class, but also question and answer session had carried the students themselves as active participant during the teaching and learning process. They involved in doing things and thinking about what they were doing, as the impact of the implementation of the technique by the teacher in the learning process. This situation highlighted that there were opportunities given by the teacher to students and focused on developing not only the students' knowledge, but also their skills and abilities to talk and listen, read, write, and reflect to course content. Therefore, the existence of active learning in the classroom has been shown by the reflection of the students' responses toward the implementation of classroom presentation technique to teach speaking explanation text.

In addition, the students showed their participation actively toward learning not only in presentation session, question and answer session, giving comments, but also their activity in working in pairs and in groups before they had presentation in front of the class. Another fact that the students could be active participant in the learning could be seen

from whilst-learning activity, the teacher also had her students work either in pairs or in groups. Moreover, the students were in such condition to do certain tasks in book instructed by teacher, for instance, matching cause and effect task, completing missing-words in email task, and so on. To be involved in many activities, the students had supported the teacher's successful classroom management.

Helping Students Get More Self-Confidence

By having classroom presentation technique, the students could remove their physiological barriers toward learning. Some of them felt afraid of making mistakes whenever they wanted to state their opinion. Some students felt ashamed whenever they were asked to speak to express their answer.

To stimulate the students, the teacher motivated them that they could speak, they could do everything to follow the lesson actively. The teacher did it in all activity, such as whenever the students wanted to ask question, answer question from the teacher, do tasks given by the teacher. The teacher thought that by giving motivation, it could push the students to the better learning, as it is an effective strategy that can help the students to develop their English language skills. Thus, motivation is important because it contributes to achievement of student learning and grows up the student confidence.

One function of motivation is to trigger someone that s/he can do certain thing. Related to its function, in language learning, motivation can decrease the barriers of student learning, especially eliminating the feeling that students cannot be successful in learning. The function of motivation in decreasing the barriers of learning has similarity to a method in English language teaching called *Dessugestopedia*. It is an affective-humanistic approach, in which there is respect to students' feelings in the aim of helping students overcome the barriers to learning.

In line with the classroom presentation, it was the technique that could decrease the students' barriers toward learning. Doing presentation in front of the class, it could be a way for students to be brave to speaking in front of audience, delivering material. Behind it, unconsciously, the students tried to overcome their barrier toward learning by reducing

their fear of making mistakes during the learning and increasing their self-confidence.

As a result, this seating arrangement is suitable for that day material. The students can see the teacher clearly and the teacher gets good view to pay attention. When the students are not discipline, the teacher soon knows it. In conclusion, the teacher can convince that every student involves in the teaching and learning process.

CONCLUSION AND SUGGESTION

Having presented the previous explanation and discussion, the researcher would like to present the conclusion of the discussion. In addition, the researcher involved some suggestions related to the teaching and learning English.

CONCLUSION

Based on the result of the data in observation, the researcher concluded this research in four points:

1. The teacher followed the stages of teaching process. The teacher conducted teaching and learning process in several stages; pre-teaching, whilst teaching, and post teaching. The teacher also had various activities in every stages of learning to guide the students in following the lesson and to make them get more understanding about the material.
2. Classroom presentation helped the teacher to develop the students' communicative competence, and help the teacher to improve the students' mastery of speaking skill.
3. Classroom presentation provided the dimension of active learning by giving opportunities for students to take part in any kinds of activities.
4. Classroom presentation helped the students to reduce their barrier to learning by growing up their self-confidence.

The conclusions showed that classroom presentation was helpful for teaching and learning speaking. Regarding that this study was descriptive qualitative research, the research could not gauge about the successfulness of the technique applied to measure the students' ability, because the classroom presentation was not the only technique that could be used in teaching and learning speaking.

SUGGESTION

At the end of this study, the researcher would like to give some suggestion.

1. Understanding and mastering the teaching and the principles is very important for those who want to be a teacher. Guiding the students in learning should be in appropriate method and technique in order to have successful learning, making them have good understanding about the materials.
2. For the teacher, it would be better to try to implement the classroom presentation technique not only in teaching explanation text, but also for other lessons.
3. For the next researcher. Hopefully, there will be further research in the same study. It is expected for the next researcher to conduct research of implementing classroom presentation technique in different level and/or different kinds of text.

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