

THE UTILIZATION OF PRESENTATION ACTIVITIES IN ONLINE SPEAKING CLASS

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Abstract

The objective of this research was to see the utilization of presentation activities in online speaking class. Pre-experimental design was adapted in this study. The respondents in this research were students in the eleventh grade at SMA Negeri 4 Sidrap academic year 2021//2022 through random sampling technique and XI IPA 1 was selected as the sample of this research. The instrument of this research was speaking test which was delivered as pre-test and post-test. The result shown that the utilization of presentation activities was significant to improve students' speaking performance. It was proved that the students' mean score of pre-tests was 5.72 and the students' mean score of post-tests was 7.31 with percentage 28% of improvement. It could be concluded that the utilization of presentation activities in online speaking class can improve students speaking performance.

Keywords— Presentation Activities, Online Speaking Class, Speaking Performance.

INTRODUCTION

English has become an important language to learn and people's need in this globalization era especially the young generation, since it is used various sector such as: education, economics, social and technology. On March 11th, 2020, Covid-19 was declared a pandemic in Indonesia, a sickness that spreads to all countries. Covid-19 was spreading so rapidly that it has infected 185 nations throughout the world (CSSE, 2020).

All education levels institution in Indonesia probably from elementary school to colleges or universities which controlled by Education and Culture Ministry and Ministry of Religious felt the bad effect caused by Covid-19. Therefore, the government give instruction to all schools and universities to apply online teaching and learning. This pandemic makes the students learning online which is learning from home that results to stop their face-to-face learning in class to cut the spreading of Covid-19.

In this condition, learning and teaching process are carried out via online. The development of technology information plays their important role as the utilization of technology in education sector. Teachers, students, and also parents are forced to handle this method in a short time because in this pandemic, online learning is being the best solution to do. Even though schools and universities are closed but learning process can still be reached.

The online learning is an educational renewal to answer the defiance of availability during this pandemic. According to Purbo (2002) the online learning process can be explained as a sort of information technology which is used in education with virtual schools' form, where students study by using an application that connects them to their teacher.

The researchers tried to solve the problem of learning speaking through online class because the instructor should provide effective activities to boost students' attention in the class in order to improve their speaking performance while teaching speaking. Giving presentation activity is a good way to teach speaking skill because the student should master their material before presenting in the class, they can do discussion with their groups and also finding some references through internet.

In addition, stated by Kazoma (2009) the advantage of presentation activity can increase learning and teaching activity and help the students in better understanding the lecture and content.

From the background, the researchers are interested to find out how does presentation activities improve students speaking performance through a research entitled "The Utilization of Presentation Activities in Online Speaking Class". The goal of this research is to see whether or not presentation activities improve students' speaking performance.

LITERATURE REVIEW

1. Speaking

a. Definition of Speaking

As we know speaking defines as fundamental key of oral interaction. According to Tarigan (1990:15) speaking is the capacity to articulate articulation of sounds or words for expressing, explaining, and transmitting ideas, thoughts, and feeling. Speaking as complicated task since it involves grammar, pronunciation, fluency, and vocabulary. So, it is not easy to develop effective speaking skills since we must master some of those elements. According to Gronbeck (1992),

speaking is information since it provides ideas, asks questions, and provides replies that are related to their perspective or argument, which might encourage pupils to defend their opinion.

The researchers can infer from the definitions that speaking defines as the exchange of information between the speaker and the listener during oral communication.

b. Types of Speaking

Brown (2001) stated the two types of speaking as follows:

1) Monologue

Monologue is the speaking that the speakers use spoken language for a long-time speech, teaching, news broadcaster, and reading, then the listener should process the information from the speaker without any interruptions.

2) Dialogue

Dialogue is defined as conversing between two or more people. All the speakers communicated each other by giving information and maybe there is an interruption in the speech when one of them does not understand or does not get the point.

c. Elements of Speaking

Harmer (1991) defines speech as having six components:

1) Vocabulary

Vocabulary has relation with speaking, because we cannot say something and also, we cannot understand what the speaker says without memorizing vocabulary.

2) Pronunciation

Pronunciation is one of activities where the speaker tries to produce a clearer language when speaking to make the information is easy to understand.

3) Grammar

Grammar is a field of linguistics concerned with word structure and meaning (phonology), as well as phrase and sentence formation standards (syntax).

4) Fluency

Fluency is the ability of a student to communicate smoothly and accurately without hesitation. Fluency also relates to how well a student communicates the meaning without making errors in grammar, vocabulary, or pronunciation.

5) Comprehension

Comprehension is the ability which everyone has to know or get the information from the speaker or partner and also to understand the situation during the conversation.

6) Self-Confidence

Self-confidence is essential for the speaker because when the speaker has high faith in their abilities, they can more easily give information during the conversation.

2. Online Learning

a. Definition of Online Learning

Online learning is type of study which makes use of applications, electronics, and the internet as a learning medium. According to Ally (2008), Online learning is the use of the internet to access learning resources, get materials, interact with teachers and students, increase knowledge, and extend learning experiences.

b. Types of Online Learning

Hardjito (2002) defines three categories of online learning that may be used to create an internet-based learning system such as:

1) Web Course

A "web course" is defined as the use of the internet for educational purposes, with all consultations, learning materials, discussions, assignments, exercises, and assessments taking place in a virtual classroom.

2) Web Centric Course

A web-centric course defines as one in which the learning materials and exercises are supplied online while assessments and consultations are conducted in person or over the phone. This style combines online and offline learning by dividing it into two sessions.

3) Web Enhanced Course

The use of the internet in the education sector to improve teaching and learning quality in the classroom is known as web enhanced courses. In this type of course, the major learning delivered face to face and the internet is used to give various resources to support the offline class.

3. Presentation

a. Definition of Presentation

A presentation is an action in which the presenter demonstrates their expertise of a certain subject to their audience. According to King (2002), presenting is an effective communicative exercise that EFL conversation instructors have regularly used to improve students' speaking skills.

b. Kinds of Presentation

Heaton (1991) stated that there are two kinds of presentation namely:

1) Individual Presentation

Individual presentations may help students acquire confidence when presenting on their own ideas in front of their peers, accept responsibility, and help them manage their time effectively.

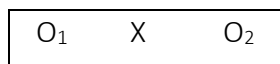
2) Group presentation

Group presentation has some benefits to the students like to improve their teamwork, to improve their confidence, and also build their responsibility.

METHODS

1. Research Design

Pre-experimental was used in this research. The researchers applied a pre-test and post-test on one group to determine the test results. This method was used to know the utilization of presentation activities to develop students' speaking performance at SMA Negeri 4 Sidrap. The research design is shown:



O₁: Pretest. The students were given a pre-test before receiving treatment in the pre-test.

X: Treatment. The students' speaking abilities were taught throughout the treatment by the use of presentation activities.

O₂: Post-test. The post test is given to students after they have received treatment to see how their speaking abilities have improved and to compare the results before and after treatment.

2. Research Variables

This study used two variables: independent and dependent variable. The students' speaking ability was the dependent variable, whereas the use of presentation activity was the independent variable.

3. Time and Location of Research

This research took place in the second semester of the school year 2021/2022. The research location is at SMA Negeri 4 SIDRAP which located at Jl. Lasinrang No. 94 Rappang Kec. Pancarijang, SIDRAP, South Sulawesi.

4. Population and Sample

When researchers were doing research, the population was the object that the researchers desired to observe the results. According to the description above, the population of this study comprised SMA Negeri 4 SIDRAP second grade students.

A sample define as a subset of a population which represents a demographic trait. According to Neuman (2005), a sample is a limited number of cases chosen by the researchers from a larger pool and generalized to the population. Based on that explanation, the researchers concluded that sample could be described as a component of all population under study. So, the sample that the researchers applied in this study was random sampling technique.

The sample of this research was from second grade students at SMAN 4 Sidrap and there were 5 classes of second grade in that school, after the researchers asked to the English teacher, XI IPA 1 was selected to be a sample with total of 24 students of this research.

5. Procedure of Collecting Data

The researchers employed a data collection approach to collect data as follow:

a. Pre-Test

Pre-test was used to measure the students' speaking ability before applying a new strategy during learning and teaching process. The researchers conducted pre-test in the beginning of the research by asking the students to express their idea about their habit or their hobby. This pre-test was given in order to know how far the students' speaking performance before getting treatment from the researchers.

b. Treatment

Treatment was given to the students during teaching speaking skill. The treatment was a new strategy by researchers which can be adapted by students or not. The researchers gave a lesson to the students about procedure text used presentation activities as a learning media. Treatment was given for 5 meetings through Zoom application.

c. Post-Test

Post-test was conducted only one meeting, exactly in the end of research meeting. Before giving post-test on zoom meeting, the students tried to identify the topic and think about the vocabularies that they want to use to present the material, they work with themselves and their group during presentation activities then present it in the class through Zoom application.

6. Technique of Data Analysis

The result was provided by pre-test and post-test.

a. The Measurement of Speaking Accuracy

Table 1. The Measurement of Speaking Accuracy

Classification	Score	Criteria
Excellent	9.1 – 10	The pupils speak well and have a strong command of the English language.
Very Good	8.1 – 9.0	The pupils are well-spoken and have a wide vocabulary.
Good	7.1 – 8.0	The pupils communicate well and have a good command of the English language.
Fair	6.1 – 7.0	The pupils speak hasty at times, but they do a decent job of utilizing proper words.
Poor	5.1 – 6.0	The pupils speak very hasty, and many of their statements lack sufficient language.
Very Poor	0.0 – 5.0	The pupils speak very hasty, with a large number of inappropriate phrases, limited vocabulary, and little or no dialogue.

b. The Measurement of Speaking Fluency

Table 2. The Measurement of Speaking Fluency

Classification	Score	Criteria
Excellent	9.1 – 10	The pupils speak perfectly without any trouble.
Very Good	8.1 – 9.0	The pupils speak very good, only a few unnatural pauses.
Good	7.1 – 8.0	The pupils talk fluently and effectively.
Fair	6.1 – 7.0	The pupils have made an effort to choose words and are not too hasty.
Poor	5.1 – 6.0	The pupils speak sometimes hasty, fair of smoothness.
Very Poor	0.0 – 5.0	The pupils communicate quickly, and longer sentences are inappropriate in smoothness and little or no communication.

c. The Measurement of Speaking Comprehensibility

Table 3. The Measurement of Speaking Comprehensibility

Classification	Score	Criteria
Excellent	9.1 – 10	The pupils' speaking is very clear and understandable.
Very Good	8.1 – 9.0	The pupil's speaking is quite clear to understand but there are some words need clarification after giving presentation.
Good	7.1 – 8.0	The pupils' objective and broad meaning are quite evident. With the theme, only a few words are not required.
Fair	6.1 – 7.0	The pupil's statement is simple to understand. Their focus is consistently focused, although many interruptions are required to express or clarify their point.
Poor	5.1 – 6.0	The listener can understand what the students say but it's hard to understand complex sentence from the speaker.
Very Poor	0.0 – 5.0	The pupil's speaking is hard to understand and not necessary with the topic.

d. Students' Score Classification

Table 4. The Students' Score Classification

Score	Classification
9.1 – 10	Excellent
8.1 – 9.0	Very Good
7.1 – 8.0	Good
6.1 – 7.0	Fair
5.1 – 6.0	Poor
0.0 – 5.0	Very Poor

e. Finding the Significant Difference Pre-test and Post-test

Calculating the test value to determine the significant difference between pre-test and post-test, the researchers used SPSS Statistic 25 to see the significant difference between students' pre-test and students' post-test.

f. Finding the Percentage of Students' Development

Finding out the development of students' pre-test and post-test by using the formula as follow:

$$\% = \frac{x_2 - x_1}{x_1} 100\%$$

Explanation:

?: The percentage of development

x1: The total of pre-test

x2: the total of post-test

g. The Criteria for Hypothesis testing

Table 5. The Criteria for Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test > t-table	Accepted	Rejected
t-test < t-table	Rejected	Accepted

Hypothesis:

1. H0: There is no significant difference of the students' speaking performance before and after giving treatment about presentation activities in online speaking class.
2. H1: There is significant difference of the students' speaking performance before and after giving treatment about presentation activities in online speaking class.

Decision making basis:

1. If the significant value < alpha 0.05 H0 is rejected and H1 is accepted.
2. If the significant value > alpha 0.05 H0 is accepted and H1 is rejected.

FINDINGS

Students' Speaking Performance

The result of the research reveals that the students' speaking skills have improved by the utilization of presentation activities in online speaking class at the second-grade students at SMAN 4 Sidrap. The following explanation demonstrates the students' progress.

The researcher collected the data through pre-test, post-test. The pre-test was given before the treatment, after giving treatment, the post-test was given to see how the effect of the treatment. There were twenty-four students of the second grade (XI IPA 1) in SMA Negeri 4 Sidrap taken as the sample of this research.

1. The Improvement of The Students' Speaking Accuracy

The improvement of the students' speaking accuracy at second grade students of SMA Negeri 4 Sidrap by the utilization of presentation activities in online speaking class is showed based on the following table below:

Table 6. The Improvement of Students' Speaking Accuracy

No	Test	Mean Score	Improvement
1	Pre-test	5,67	32%
2	Post-test	7,5	

From the table 6 the Improvement of Students' Speaking Accuracy, it shows the students' speaking accuracy which is the calculating result of students' pre-test and post-test by the utilization of presentation activities in online speaking class. The mean score of students' pre-tests was 5,67 and the mean score of students' post-tests was 7,5. From that data, it means that the mean score of post-tests is better than the mean score of pre-tests. Based on that data, it can conclude that the utilization of presentation activities in online speaking class can improve students' speaking accuracy with the percentage 32%.

2. The Improvement of The Students' Fluency

The improvement of the students' speaking fluency at second grade students of SMA Negeri 4 Sidrap by the utilization of presentation activities in online speaking class is showed based on the following table below:

Table 7. The Improvement of Students' Speaking Fluency

No	Test	Mean Score	Improvement
1	Pre-test	5,83	28%
2	Post-test	7,46	

From the table 7 the Improvement of Students' Speaking Fluency, it shows the students' speaking fluency which is the calculating result of students' pre-test and post-test by the utilization of presentation activities in online speaking class. The mean score of students' pre-tests was 5,83 and the mean score of students' post-tests was 7,46. From that data, it means that the mean score of post-tests is better than the mean score of pre-tests. Based on that data, it can be concluded that the utilization of presentation activities in online speaking class can improve students' speaking fluency with the percentage 28%.

3. The Improvement of The Students' Comprehensibility

The improvement of the students' speaking comprehensibility at second grade students of SMA Negeri 4 Sidrap by the utilization of presentation activities in online speaking class is showed based on the following table below:

Table 8. The Improvement of Students' Speaking Comprehensibility

No	Test	Mean Score	Improvement
1	Pre-test	5,67	23%
2	Post-test	7	

From the table 8 the Improvement of Students' Speaking Comprehensibility, it shows the students' speaking comprehensibility which is the calculating result of students' pre-test and post-test by the utilization of presentation activities in online speaking class. The mean score of students' pre-tests was 5,67 and the mean score of students' post-tests was 7. From that data, it means that the mean score of post-tests is better than the mean score of pre-tests. Based on that data, it can be concluded that the utilization of presentation activities in online speaking class can improve students' speaking comprehensibility with the percentage 23%.

4. The Students' Speaking Result

After the researcher calculates the students' result of speaking accuracy, speaking fluency, and speaking comprehensibility, the researcher calculated the mean score of students' pre-test and post-test that presents in the table above:

Table 9. The Students' Result in Online Speaking Class

No	Test	Mean Score	Improvement
1	Pre-test	5,72	28%
2	Post-test	7,31	

Based on the table 9 the Students' Result in Online Speaking Class, it shows that the students' pre-test was 5,72 and the students' post-test was 7,31. It means that the mean score of the students' post-test is better than students' pre-test. It can be concluded that the utilization of presentation activities in online speaking class is an effective way to increase students' speaking skill with percentage 28%.

5. Students' Frequency and Percentage Score of Pre-test and Post-test

The researcher gave pre-test and post-test to the students. The result of the students' pre-test and post-test calculated as the table below which shows the frequency and percentage of students' pre-test and post-test result.

Table 10. The Rate of Frequency and Percentage of Students' Score

No	Classification	Range	Pre-Test		Post-Test	
			F	(%)	F	(%)
1	Excellent	9.1 – 10	-	-	-	-
2	Very Good	8.1 – 9.0	-	-	4	17%
3	Good	7.1 – 8.0	-	-	11	45,8%
4	Fair	6.1 – 7.0	7	29%	8	33%
5	Poor	5.1 – 6.0	7	29%	1	4,2%
6	Very Poor	0 – 5.0	10	42%	-	-
Total			24	100%	24	100%

Based on the table 10 the Rate of Frequency and Percentage of Students' Score, it shows from the score that the utilization of presentation activities in online speaking class has an effect on students' speaking performance. In pre-test, 7 students from 24 students with percentage (29%) got fair score, 7 students from 24 students (29%) got poor score, and 10 students from 24 students (42%) got very poor score. While in the post-test there are 4

students from 24 students with percentage (17%) got very good score, 11 students from 24 students (45,8%) got good score, 8 students from 24 students (33%) got fair score, 1 student from 24 students (4,2%) got poor score, and no student got very poor score. It means that the students' post-test score and percentage is higher than the students' pre-test score and percentage. The result of post-test shows a better score than the result of pre-test.

6. Mean Score and Standard Deviation of Students Pre-test and Post-test

Table 11. Mean Score and Standard Deviation

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	5.725	24	.7886	.1610
	Post Test	7.313	24	.7152	.1460

Based on the table 11. Mean Score and Standard Deviation, it shows that the mean score of students' pre-tests was 5,725 and standard deviation was 0,7886 which lower than students' post-test with a mean score was 7,313 and standard deviation was 0,7152. It can be concluded that there is an improvement of students' score from pre-test to post test.

7. Paired Samples Test

To know there is significant difference between students' pre-test and post-test, the researcher conducted paired sample test as follow:

Table 12. Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper				
Pair 1	Pre-Test -	-	.4416	.0902	-1.7740	-1.4010	-	23	.000
	Post Test	1.5875					17.609		

Based on the table 4.7 Paired Sample Test, it shows that the value of Sig.(2-tailed) is $0.000 < 0.05$, that means H_0 is rejected and H_1 is accepted. It means that there are differences in score before and after the utilization of presentation activities in online speaking class. It also can be concluded that the utilization of presentation in online speaking class has an effect in teaching students' speaking ability.

Discussions

Based on the theory of presentation which was delivered by Issa and Qubtan (2010) that is related to the result of data analysis of the utilization of presentation activities on online speaking class shows that the students' speaking performance improved significantly. It is indicated by mean score of the result of the students' pre-test and post-test which the mean score of students' pre-tests was 5,72 and the mean score of students' post-tests was 7,31. It shows that the mean score of students' post-tests is higher than the mean score of students' pre-tests and the percentage of improvement is 28%. It shows the similarity between the research by Issa and Qubtan that shows the improvement of students' speaking ability through presentation activities. This

1. The Result of Students' Speaking Accuracy

Based on the theory of presentation which was delivered by King (2002) which is related to the result of the data analysis of the students' speaking accuracy which is the calculating result of students' pre-test and post-test by the utilization of presentation activities in online speaking class. The mean score of students' pre-tests was 5,67 and the mean score of students' post-tests was 7,5. From that data, it means that the mean score of post-tests is better than the mean score of pre-tests. Based on that data, it can be concluded that the utilization of presentation activities in online speaking class can improve students' speaking accuracy with the percentage 32%. It shows the similarity between the research by King that shows the improvement of students' speaking accuracy through presentation activities.

2. The Result of Students' Speaking Fluency

Based on the theory of presentation which was delivered by Clarck (2010) which is related to the result of the data analysis of the students' speaking fluency which is the calculating result of students' pre-test and post-test by the utilization of presentation activities in online speaking class. The mean score of students' pre-tests was 5,83 and the mean score of students' post-tests was 7,46. From that data, it means that the mean score of post-tests is better than the

mean score of pre-tests. Based on that data, it can be concluded that the utilization of presentation activities in online speaking class can improve students' speaking fluency with the percentage 28%. It shows the similarity between the research by Clarck that shows the presentation carries the speaker fluency to be better allows immediate interaction between presenters and audiences.

3. The Result of Students' Comprehensibility

Based on the theory of presentation which was delivered by King (2002) and Clarck (2010) which is related to the result of the data analysis of the students' speaking comprehensibility which is the calculating result of students' pre-test and post-test by the utilization of presentation activities in online speaking class. The mean score of students' pre-tests was 5,67 and the mean score of students' post-tests was 7. From that data, it means that the mean score of post-tests is better than the mean score of pre-tests. From that data, it concluded that the utilization of presentation activities in online speaking class can improve students' speaking comprehensibility with the percentage 23%. It shows the similarity between the research by King and Clarck that shows students' speaking comprehensibility improvement through presentation activity.

CONCLUSIONS

Students' pre-test and post-test result which the mean score of students' pre-tests was 5,72 and the mean score of students' post-tests was 7,31. It shows that the mean score of students' post-tests is higher than the mean score of students' pre-tests and the percentage of improvement is 28% and also shown t-test is smaller than t-table which means there are differences score before and after the utilization of presentation activities in online speaking class. This result is acquired from the students' speaking accuracy, students' speaking fluency, and students' speaking comprehensibility.

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