

References

- Afisa, P., & Yolanda, S. (2015). *The Students' Difficulties In Speaking At The Tenth Grade Of SMA Negeri 1 Sine In 2014/2015 Academic Year* (Doctoral dissertation, Muhammadiyah University of Surakarta).
Surakarta: Muhammadiyah University of Surakarta.
- Alasmari, A., & Ahmed, S. S. (2013). Using Debate in EFL Classes. *English Language Teaching*, 6(1), 147-152.
- Aliakbari, M., & Jamalvandi, B. (2010). The Impact of 'Role Play' on Fostering EFL Learners' Speaking Ability: A Task-Based Approach. *Pan-Pacific Association of Applied Linguistics*, 14(1), 15-29.
- Anjaniputra, A. G. (2013). Teacher's Strategies In Teaching Speaking To Students At Secondary Level. *Journal of English and Education*, 1(2), 1-8.
- Ariza, E. (2001). Interacting in English through games. *PROFILE, Issues in Teachers' Professional Development*, 2, 6-8.
- Arbain, & Nur, D. R. (2017). Techniques for Teaching Speaking Skill in Widya Gama Mahakam University. *Script Journal: Journal of Linguistic and English Teaching*, 2(1), 13-25.
- Baker, J., & Westrup, H. (2003). *Essential speaking skills*. London: A&C Black.
- Bashir, M., Azeem, M., & Dogar, D. H. (2011). Factor Effecting Students' English Speaking Skills. *British Journal of Arts and Social Sciences*, 2(1), 2046-9578.

- Brown, H. D. (2001). *Teaching by Principles (Second Edition)*. New York: Longman University Press.
- Brown, H. D. (2004). *Language Assessment*. San Francisco: San Francisco University.
- Celce-Murcia, M. (2001). Language Teaching Approaches: An Overview. *Teaching English as a second or foreign language*(2), 3-10.
- Chung, H. V. (2016). *A study of reading comprehension problems in English encountered by first year students of faculty of Vietnamese studies at Hnue (Unpublished doctoral dissertation)*. Hanoi: Hanoi National University of Education.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th Edition ed.). London: Routledge.
- Craig, P., & Bloomfield, L. (2006). An experience with conducting a roleplay in decision making for a food and nutrition policy course. *Proceedings of the 23rd annual ascilite conference: Who's learning? Whose technology?*, 173-177.
- Creswell, J. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th ed.). Boston: Pearson Education Inc.
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice*, 39(3), 124-130.

- Davies, P., & Pearse, E. (2000). *Success in English Teaching: A Complete Introduction to Teaching English at Secondary School Level and Above*. London: Oxford University Press.
- Derakhshan, A., Khalili, A. N., & Beheshti, F. (2016). Developing EFL learner's speaking ability, accuracy and fluency. *English Language and Literature Studies*, 6(2), 177.
- Dewi, R. S., Kultsum, U., & Armadi, A. (2017). Using Communicative Games in Improving Students' Speaking Skills. *English Language Teaching*, 10(1), 63-71.
- Dukmak, D. (2009). Ability Grouping and Teacher-Students Interaction among High and Low Achieving Students in Middle Primary Schools in the United Arab Emirates. *Journal of Faculty of Education*(26), 1-30.
- Emery, H. (2012). A global study of primary English teachers' qualifications, training and career development. *ELT Research Papers*, 1-32.
- Fauzan, U. (2016). Enhancing Speaking Ability of EFL Students through Debate and Peer Assessment. *efl journal*, 1(1), 49-57.
- Franzoni, A. L., & Assar, S. (2009). Student Learning Styles Adaptation Method Based on Teaching Strategies and Electronic Media. *Educational Technology & Society*, 12(4), 15–29.
- Gan, Z. (2012). Understanding L2 speaking problems: Implications for ESL curriculum development in a teacher training institution in Hong Kong. *Australian Journal of Teacher Education*, 37(1), 43-59.

- Girard , T., Pinar , A., & Trapp, P. (2011). An exploratory study of class presentations and peer evaluations: Do students perceive the benefits? *Academy of Educational Leadership Journal*, 15(1), 77–93.
- Gudu, B. O. (2015). Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya. *Journal of Education and Practice*, 6(35), 55-63.
- Harmer, J. (2001). *The practice of English language teaching*. London/New York: Pearson Education.
- Heinz, M. (2013). Impromptu speaking and interpretation studies: A preliminary study. *Journal of International Education Research*, 9(4), 387.
- Holt, L., & Kysilka, M. (2006). *Instructional Patterns: Strategies for Maximizing Student Learning*. CA, Sage: Thousand Oaks.
- Hovane , M. (2009). Teaching presentation skills for communicative purposes. *Kansai University Foreign Language Education Forum*, 8, 35–49.
- Hsieh, S. (2006). Problems in preparing for the English impromptu speech contest: The case of Yuanpei Institute of Science and Technology in Taiwan. *RELC Journal*, 37(2), 216-235.
- Kayi, H. (2012). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal*, 12(11).

- Khajloo, A. I. (2013). Problems in teaching and learning English for students. *International Journal of Engineering Research and Development*, 7, 56-58.
- King, J. (2002). Preparing EFL Learners for Oral Presentations. *Dong Hwa Journal of Humanistic Studies*(4), 401-418.
- Kocaka , Z. F., Bozana, R., & Isik, O. (2009). The importance of group work in mathematics. *Procedia Social and Behavioral Sciences*, 1(1), 2363–2365.
- Krieger, D. (2005). Teaching Debate to ESL Students: A Six-Class Unit. *The Internet TESL Journal*, 11(2).
- Kurtus, R. (2001). Overcome the Fear of Speaking to Groups.
- Lane, H. B., & Wright, T. L. (2007). Maximizing the effectiveness of reading aloud. *International Reading Association*, 60(7), 668-675.
- Larsen-Freeman, D. (2008). *Techniques and principle in language teaching*. New York: Oxford University Press.
- León, W. U., & Cely, E. V. (2010). Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School. *Profile Issues in TeachersProfessional Development*, 12(1), 11-31.
- Liu, X. (2010). Arousing the College Students' Motivation in Speaking English through Role-Play. *International Education Studies*, 3(1), 136-144.

- Lumettu, A., & Runtuwene, T. (2018). Developing the Students' English Speaking Ability Through Impromptu Speaking Method. *In Journal of Physics: Conference Series*, 953(1), 012-035.
- Mahmoud, A. A., & Tanni, Z. A. (2014). Using Games to Promote Students' Motivation towards Learning English. *Al-Quds Open University Journal for Educational & Psychological Research & Studies*, 2(5), 11-33.
- Merriam, S. (1998). *Qualitative research and case study applications in education* (2nd ed.). San Francisco: Jossey-Bass Publisher.
- Mora, R., & Lopera, M. (2001). Games in the classroom: More than just having fun. *HOW, A Colombian Journal for Teachers of English*, 8, 75-82.
- Munawarah, S. (2012). The Effect of Using Impromptu Speech Technique toward Students' Speaking Ability at the Second Year of State Senior High School 12 Pekanbaru. *Bachelor degree in education*, 1-97.
- Oradee, T. (2012). Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Role-Playing). *International Journal of Social Science and Humanity*, 2(6), 533-535.
- Rahadi, A. (2008). Belajar, Pembelajaran dan Sumber Belajar.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.

- Richards, J. C., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics*. Great Britain: Pearson Education Limited.
- Sinta, A. G. (2011). *The problems faced by students in learning English speaking skill at English Education Department Universitas Muhammadiyah Yogyakarta*. Yogyakarta: Universitas Muhammadiyah Yogyakarta.
- Tartakovsky, M. (2016). Overcoming the fear of making mistake. *Psych Central*.
- Thornbury, S. (2005). *How to Teach Speaking*. Longman: Longman University Press.
- Ur, P. (2000). *A Course in Language Teaching: Practice and theory*. New York: Cambridge University Press.
- Wilson, J., & Brooks, G. (2014). Teaching presentation: Improving oral output with more structure. *Proceedings of CLaSIC*, 512-524.
- Yale, R. N. (2014). The impromptu gauntlet: An experiential strategy for developing lasting communication skills. *Business and Professional Communication Quarterly*, 77(3), 281-296.
- Yurt, S. U., & Aktas, E. (2016). The effects of peer tutoring on university students' success, speaking skills and speech self-efficacy in the effective and good speech course. *Educational Research and Reviews*, 11(11), 1035-1042.

Zivkovic, S. (2014). The importance of oral presentations for university students.

Mediterranean Journal of Social Sciences, 5(19), 468-475.