

The Implementation of Presentation Tasks in Teaching Public Speaking Skills at 6th grade Students of Al-Azhar 53 Islamic Elementary School Brebes

Arif Triyuono¹, Nur Riesta Fatimah Fitrihani²

Faculty of Fine and Arts, Indrarasta University PGRI, Jakarta, Indonesia

Article History

Received : 15 October 2025

Revised : 20 November 2025

Accepted : 31 Desember 2025

Published : 31 Desember 2025

Corresponding author*:

triyunoarif@yahoo.com

Cite This Article:

Triyuono, A., & Fitrihani, N. R. F. (2025). The Implementation of Presentation Tasks in Teaching Public Speaking Skills at 6th grade Students of Al-Azhar 53 Islamic Elementary School Brebes. *Jurnal Sosial Humaniora Dan Pendidikan*, 4(3), 119–128.

DOI:

<https://doi.org/10.56127/jushpen.v4i3.2434>

Abstract: Speaking is vital in English learning for expressing thoughts and communicating, but in elementary schools, especially public speaking, it is often overlooked and seen as too advanced. This research explores how the implementation of presentation tasks can help sixth-grade students' public speaking skills at Al Azhar 53 Islamic Elementary School Brebes.

This study used a qualitative descriptive method. The data were collected through observation, interviews, and documentation. The participants included one English teacher and 17 sixth-grade students. The presentation task was integrated into English learning through structured introduction, preparation, practice, and performance supported by Communicative Language Teaching (CLT) and Project-Based Learning (PjBL) approaches.

The findings showed that the use of presentation tasks helped students become more confident, organised, and expressive in presenting their ideas. The students enjoyed the process, especially when utilising visual media such as PowerPoint and posters. The teacher also noted improvements in the students' ability to communicate and collaborate. In conclusion, presentation tasks can serve not only as a speaking activity but also as a meaningful learning experience that nurtures confidence and life skills from an early age.

Keywords: Presentation Task, Public Speaking, Speaking skill, CLT

INTRODUCTION

English is one of the international languages and plays an important role in many areas of life, including education, technology and global communication. Nowadays, being able to speak English is not just an advantage, but a necessity, especially for the younger generation who live in an era of information flow and global competition. Therefore, learning English at a primary school level is the first step in developing better language skills in the future.

English as the International Language is an important language that is being learned by EFL students. In Indonesia, it became one of the subjects to be taught at the beginner school level up to the high school level. Indonesia is one of the countries concerned about the importance of English. English is an important skill that is needed by some people to be globalised civilians. Today, English is widely used in several aspects of human life, namely education, technology, tourism, health, economics, and so on (Pustika, 2021). One of the concrete actions taken by the Indonesian government is to include English in the curriculum. It means that the Indonesian government requires its students to master English (Pustika and Wiedarti, 2019).

In English language learning, there are four interconnected main skills: listening, speaking, reading and writing. These four skills are inseparable, as each one contributes to overall communication ability. However, speaking is often a particular challenge for both

students and teachers. This is because speaking requires confidence and mastery of vocabulary, as well as the courage to express ideas spontaneously.

Speaking is the foundation of many language skills, including conversations, lectures, presentations, radio talks, and TV programs. Speaking skills involve all aspects of linguistic expression, including feelings, experiences, ideas, and beliefs. This skill plays a significant role in our daily activities. Most linguistic activities are oral. Speaking ability is labelled as the success for EFL students' communication competence. The EFL skill of speaking in the target language is identified by the ability of someone to orally communicate in using target language. Speaking is the most important skill in learning a language; it is not only about studying, but the most important thing is to practice it as well. Speaking to others does not mean speaking a language without any meaning, but it also to conveying a message to the listener. Speaking to the other can be meant as a process of communication. A good oral communication urgent speaking skill to deliver the message so that it will be understood by the opposite speaker. The speaker will have good oral communication when the listener can comprehend the delivered message in the utterance. It needs to have the skill to produce good oral communication. Communication involves not only words, but also symbols and spoken word gestures because symbolic actions are not limited to communicative utterance (Rahman, 2010).

Giving an oral presentation needs not only speaking skills but also other aspects of presentation skills, including the capability to apply nonverbal skills, including eye contact, gesture, and voice. In addition, students need to consider other things, such as the content of the presentation and their audience's interests. Many EFL students do not have enough knowledge related to skills and strategies to apply in developing their speaking skills, especially oral presentation skills, and they also do not know the criteria used to assess their oral performances (Mazdayana, 2012). It makes oral presentation skills a more challenging task that often causes many students to be reluctant to do. Realising the situation, teachers are expected to be able to establish a comfortable and low-threat condition for the students to learn, to minimise their anxiety and nervousness. The research found that students still had various problems when giving oral presentations and could not do their presentations effectively.

Oral presentations can be arranged in different ways: individually, in pairs, or in groups of three or more students. This can depend on the size of the class, the topic, and the aims and objectives that the teacher wants to achieve. Whereas working individually provides learners with autonomy and privacy, and trains them to work independently, working in pairs or groups is highly productive and instils in the learners the value of collaboration and teamwork.

It is not a simple task to develop student confidence to speak in front of many people accidentally. However, it takes a long time to build the student's character to have confidence. This describes that public speaking activity is a pre-planned activity that needs an effective teaching technique to employ with the students. A teacher can measure the student's achievement by giving a public speaking task. Task-based language teaching is one of the teaching strategies that can be implemented for teaching speaking. One of the teaching strategies for public speaking practice is by giving task of presentation. By giving a presentation with advanced preparation, students learned how to open a presentation, carry on a discussion, answer questions, and also attract the audience's attention. (Burhanuddin, 2021). Experience is the best teacher, and to get through experience is so important. The student's experience can be done by giving practice tasks that will train them in real implementation.

For primary school students in particular, speaking skills in English need to be developed through a fun, age-appropriate approach. One activity that can help with this is presentation tasks. Through these tasks, students are invited to convey their ideas to the class in a structured and confident manner. This activity sharpens their speaking skills and trains them to organise arguments, use body language and build interactions with the audience. Implementing a presentation task in English lessons also provides students with an opportunity to learn actively. They become active participants in the learning process, not just passive listeners. Additionally, this activity enables teachers to assess students' development holistically regarding both material mastery and communication skills.

The prayer of Prophet Musa in Surah Taha 25-28 is especially significant in the context of public speech. "My Lord, expand for me my chest, and ease for me my task, and untie the knot from my tongue, that they may understand my speech" emphasises that speaking, particularly in public, is about more than just mastering procedures; it is also about inner preparation and mental power.

During presentations or public speaking exercises, speakers frequently experience anxiety, hesitation, or difficulty articulating their thoughts. Many students experience the same difficulties as Prophet Musa, who admitted his lack of fluency. As a result, this prayer is not just a daily request; it can also be used to gain inner strength before giving a speech in front of a class or other group of people. For our messages to be understood and well accepted, it serves as a reminder that speaking clearly and fluently is not only the product of practice but also a gift and assistance from Allah.

The researcher's opinion on the presentation task is one of the activities that can make students more active in the learning process, especially when it comes to speaking skills. Compared to just reading or memorising, presentation tasks encourage students to understand the material and deliver it in their own way. It not only trains their public speaking skills, but also builds confidence and courage to speak in front of others. Especially for elementary school students, activities like this can be both fun and challenging experiences.

The method defined as way of doing things. In teaching and learning, a method is defined as 'means to an end'. The learning method can be interpreted as a comprehensive way (from beginning to the end) with a systematic order based on a specific approach to achieve learning goals. On the other word, the method is a way of carrying out the work. Thus, it can be concluded that the method of learning is a learning plan that includes the selection, determination, and systematic arrangement of material to be taught, as well as the possibility of procuring remedial and its development.

Approach is more accurately defined as a way of beginning something, 'how to start a suit'. Therefore, the term can be interpreted as how to get started in learning. In a larger sense, the approach refers to a set of assumptions about teaching and learning. Approach is the starting point of looking at things, the philosophy or belief that is not always easy to prove.

The technique means the manner, how to do or perform something or efforts, in ways that teachers use to carry out teaching in the classroom at the time in a face-to-face manner, in order to serve and consolidate the learning materials to achieve the goal of learning. Therefore, the technique is implemented, and the occurrence is at this stage of the implementation of teaching (presentation and stabilisation). It can be concluded that the technique is a tactic or a way of learning undertaken by teachers in implementing teaching and learning activities to obtain optimal results.

When we talk about approach, method, and technique, I believe all three play an important and complementary role in teaching. An approach is like our overall perspective

or belief about how learning should happen for example, believing that students should be active and engaged. Based on that approach, we choose a suitable method, such as communicative language teaching or project-based learning. Then we apply the method through specific techniques, like group discussions, role play, or presentations. So, presentation can be one of the most suitable techniques, especially if the approach and method we use emphasise active student participation.

The researcher researched Al Azhar 53 Islamic Elementary School Brebes because it is one of the pilot schools of Islamic Elementary School in Brebes. The English teacher implemented the technique in speaking skills learning. Based on the observation with the English teacher in Al Azhar 53 Islamic Elementary School Brebes, the teacher implemented a presentation task to overcome the problem mentioned above. In this activity, the students should present to complete the task.

Based on the reasons above, the researcher decided to conduct research with the title "The Implementation of Presentation Task in Teaching Public Speaking Skill at 6th Grade Students of Al Azhar 53 Islamic Elementary School Brebes".

RESEARCH METHOD

Research Design

This study employed a qualitative descriptive research design to explore the implementation of presentation tasks in developing sixth-grade students' public speaking skills. A qualitative approach was chosen because it allows an in-depth understanding of teaching and learning processes that cannot be captured through numerical data. The descriptive method was applied since the data were primarily verbal, enabling the researcher to present findings in a clear and narrative form.

Technique of Data Collection

Data were collected through observation, interviews, and documentation. Observation was conducted by directly observing classroom activities related to the implementation of presentation tasks. Semi-structured interviews were carried out with the English teacher and selected students to gain deeper insights into teaching objectives, materials, procedures, and evaluation of public speaking skills. Documentation was used to support the data, including school profiles, lesson plans, and students' learning records.

Research Instrument

The main research instruments consisted of observation guidelines, interview questions, and document review checklists. Classroom observation allowed the researcher to record students' participation, confidence, and interaction during presentation tasks. Interviews provided detailed information regarding perceptions and teaching practices, while document review strengthened data credibility through triangulation.

Technique of Data Analysis

Data were analysed using the qualitative descriptive technique following the interactive model of Miles, Huberman, and Saldaña, which includes data condensation, data display, and conclusion drawing. Data from observation, interviews, and documentation were systematically sorted, classified, and summarised to identify key themes. The findings were then presented descriptively in narrative form and tables before drawing verified conclusions. Triangulation across data sources ensured the validity and credibility of the research results.

RESULT AND DISCUSSION

A. Data Information

SD Islam Al Azhar 53 Brebes is an elementary school under the Al Azhar Islamic Education Foundation, which was established in the mid twentieth century by prominent Islamic scholars, including Buya HAMKA. The foundation currently manages hundreds of educational institutions across multiple provinces in Indonesia, with a strong commitment to integrating Islamic values and academic excellence.

The school implements a dual curriculum consisting of the national curriculum and the Al Azhar character development curriculum, known as KP2M. This curriculum integration aims to support students' holistic development, encompassing spiritual, intellectual, emotional, and social dimensions. The learning process emphasizes student centered instruction, collaborative learning, and the use of educational technology, supported by various religious, social, and experiential programs that reinforce character building and communicative competence.

B. Data Description

1. Students' Obstacles in Practising English Speaking Skills

Interview data revealed that the main obstacles faced by sixth-grade students in practising English speaking skills were low self-confidence and limited vocabulary. The English teacher explained that "*the biggest challenges faced by students are their lack of confidence and limited English vocabulary. Many students are afraid of making mistakes, especially when they speak in front of the class.*" This fear often caused students to remain silent or provide very brief responses, even when they understood the topic being discussed.

Students' interview responses supported the teacher's statement. One student admitted, "*We often feel nervous and afraid of being laughed at if we mispronounce words, and sometimes we are unsure whether our grammar is correct.*" These findings indicate that emotional barriers, such as fear of negative evaluation, combined with linguistic limitations, significantly affected students' willingness to speak English in class. However, students also noted that their anxiety gradually decreased through continuous practice using presentation tasks.

2. Differences in Students' Speaking Ability Before and After the Implementation of Presentation Tasks

Interview and observation data showed clear differences in students' speaking ability before and after the implementation of presentation tasks. According to the teacher, "*before presentation tasks were applied, students tended to give short or incomplete answers.*" After several presentation activities, the teacher observed that "*students became more structured in expressing their ideas, more fluent, and began using more varied vocabulary.*"

Students also perceived positive changes in their speaking ability. One student stated, "*Now we feel braver to speak in front of the class because we know how to prepare what we want to say.*" Classroom observations confirmed these improvements, showing that students were able to organise their ideas more clearly, speak in longer sentences, and deliver presentations with increased confidence and better articulation.

3. Instructional Materials Used in Presentation Tasks

Interview data revealed that the instructional materials used in presentation tasks were thematic and closely related to students' daily lives. The teacher explained that "*the topic was about technology, which is very close to students' daily experiences, especially gadget*

use." This choice of material allowed students to connect learning content with their personal experiences, making presentations more meaningful and easier to deliver.

Students responded positively to the selected topic. One student stated, "*I feel more confident when presenting about technology because I already know what to say.*" Document analysis of the lesson plan supported these findings, showing that technology-related themes were intentionally integrated into speaking activities to enhance student engagement and comprehension.

4. Students' Perceptions of Presentation Tasks

Students generally held positive perceptions of presentation tasks as a method for improving public speaking skills. Interviewed students agreed that presentation tasks helped them practise English in a more natural and enjoyable way. One student expressed, "*We agree that presentation tasks help us practise speaking English naturally.*" Although presentations initially caused anxiety, repeated practice led to increased confidence.

Another student stated, "*At first it was scary, but after practising, I feel happy and more confident speaking English.*" These responses suggest that presentation tasks not only supported language development but also fostered positive emotional experiences and motivation in English learning.

5. Teaching Strategies Used to Facilitate Presentation Tasks

Interview and observation findings indicated that the English teacher applied step-by-step teaching strategies to facilitate presentation tasks effectively. The teacher explained, "*I start by giving models, guide students in writing simple scripts, help them with vocabulary, and let them practise in pairs or groups before presenting individually.*" This approach helped students understand both what to say and how to deliver their presentations.

Students confirmed the effectiveness of these strategies. One student noted, "*The step-by-step method helped us understand what to say and how to say it.*" Classroom observations further showed that the use of visual aids such as PowerPoint and posters increased students' engagement and motivation. These strategies were also clearly reflected in the lesson plans, which included example scripts, vocabulary lists, and structured practice activities.

6. Goals of Teaching Speaking Skills through Presentation Tasks

Interview data revealed that the goals of implementing presentation tasks extended beyond improving linguistic competence. The teacher stated that "*the goal is not only to improve students' language skills but also to build their confidence and communication abilities.*" Presentation tasks were designed to help students organise ideas, speak confidently in public, and appreciate others' presentations.

Students shared similar views regarding the benefits of presentation tasks. One student stated, "*Through presentation tasks, we feel more prepared to communicate in real situations.*" Classroom observations further showed that the teacher consistently provided formative feedback and encouragement, reinforcing students' confidence and supporting continuous improvement.

Table 1. Result or Research Findings

No	Research Focus (Interview questions)	Research Findings		
		Teacher's support	Student's response	Observation
1.	What are the main obstacles students face	Students lack confidence and	Nervousness, fear of mispronunciation, and	Some students hesitated, looked

No	Research Focus (Interview questions)	Research Findings		
		Teacher's support	Student's response	Observation
	when practising English speaking skills?	vocabulary. They are afraid of making mistakes, especially in front of their peers.	worry about being laughed at. Some said they felt shy and unsure about grammar.	down, or stayed silent when asked to speak without reading. Nervousness was visible.
2.	What is the difference in the speaking ability of the students before and after the implementation of the presentation tasks in the learning process?	There has been a clear improvement. Students now speak more fluently, structure ideas better, and use more vocabulary.	They feel braver, more confident, and able to prepare their ideas. One said, "Now I can speak without too much fear."	Students became more confident and expressive in front of the class. Some began to speak naturally, without relying fully on notes.
3.	What material does the teacher use in the presentation tasks public speaking skills at 6 th grade students of Al Azhar 53 Islamic Elementary School Brebes?	The material was about a thematic topic that was relevant to the students and simple. it was about technology.	They enjoy discussing technology, particularly gadgets. They feel more confident because they already know what to say.	Materials were delivered through visual aids like posters and PowerPoint. The familiar topics increased students' enthusiasm.
4.	What are students' perceptions of presentation tasks as a method to improve public speaking skills?	Most students enjoy it after a few trials. It boosts their confidence and speaking flow.	Presentation tasks help practice English naturally. At first, it was scary, but now they enjoy it. They feel proud after speaking.	Students were actively involved in preparing and presenting. Their excitement and creativity were noticeable during class.
5.	What teaching strategies are used by English teachers to facilitate presentation tasks for 6 th grade students of Al Azhar 53 Islamic Elementary School Brebes?	Step-by-step: modelling, guiding script creation, vocabulary help, pair/group practice, visual aids, peer feedback.	They like having scripts and teacher guidance. One student said, "With help, I can practice and remember better."	The class was interactive. The teacher guided students during Q&A sessions and allowed creative freedom in media use.
6.	What are the goals of speaking skills through presentation tasks at 6 th grade students of Al Azhar 53 Islamic Elementary School Brebes?	To build not only speaking skills but also confidence, idea organisation, and public speaking habits.	It prepares them for real communication. One said, "Maybe someday I'll speak English in public, this is a good start."	Over time, students showed improved independence and self-confidence when speaking in front of the class.

The table presents a triangulated summary of research findings based on teacher support, students' responses, and classroom observations, illustrating how presentation tasks address speaking obstacles, enhance students' speaking abilities, and foster confidence and communicative competence in an elementary English classroom.

Practical Implications

Based on the findings of the research, the implementation of presentation tasks in teaching public speaking skills to 6th-grade students offers several practical implications for various stakeholders:

1. For English Teachers

This research provides an example of how presentation tasks can be used effectively in elementary-level classrooms to enhance students' speaking skills. Teachers are encouraged to incorporate structured presentation activities into their lesson plans as a strategy to build students' confidence, language fluency, and idea organization. Additionally, integrating Communicative Language Teaching (CLT) and Project-Based Learning (PjBL) approaches helps to create more engaging and meaningful speaking experiences for young learners.

2. For Students

Presentation tasks not only enhance students' English speaking skills but also cultivate vital life skills such as public speaking, critical thinking, and digital literacy. When students are provided with chances to present to their peers using creative media like posters or slides, their motivation increases, and they become more engaged with their learning. This process also promotes independence and boosts self-confidence from an early age.

For School and Education Practitioners

The research supports the idea that speaking activities should not be limited to rote memorisation or scripted dialogues, but should involve authentic, student-centred tasks that promote interaction and expression. Schools may consider integrating presentation-based projects into their language curriculum as part of character development and communication-based learning.

3. For Future Researchers and Readers

This study contributes to the growing body of research on public speaking instruction at the elementary level. It may serve as a reference for further qualitative studies, particularly those interested in how presentation tasks can be adapted in different age groups, learning environments, or with various teaching methods.

4. For Theoretical Development

By reaffirming Canale & Swain's Communicative Competence model through CLT and connecting it with PjBL, this study shows how theory translates into practice, especially for younger learners. Research by Widiyati & Pangesti (2022) and Maulany (2022) supports that students' language knowledge, fluency, confidence, and motivation can be developed concurrently through well-designed presentation tasks.

CONCLUSION

This study concludes that the implementation of presentation tasks plays a significant role in enhancing students' public speaking skills in an elementary school English classroom. The findings indicate that presentation tasks provide meaningful opportunities for students to practice speaking in a supportive and structured learning environment. Initially, students experienced challenges related to low confidence, limited vocabulary,

and fear of making mistakes when speaking in front of their peers. However, through consistent exposure to presentation activities, these barriers gradually decreased as students became more familiar with expressing their ideas in English.

The structured nature of the presentation tasks, supported by teacher modelling, guided practice, peer interaction, and the use of visual media, contributed to noticeable improvements in students' fluency, clarity of expression, and confidence. The learning process encouraged active participation and authentic language use, which are central principles of communicative language learning. Students not only improved their speaking performance but also developed a more positive attitude toward using English in classroom interactions.

Furthermore, presentation tasks fostered important communication and life skills, including idea organisation, audience awareness, and self confidence, which are essential for effective communication beyond the classroom. By integrating Communicative Language Teaching with project based learning principles, the study demonstrates that presentation tasks can bridge theoretical concepts and practical classroom application. Overall, presentation tasks are an effective instructional strategy for developing public speaking skills and should be considered as a valuable component of elementary English language instruction.

REFERENCES

Aathifah, A. (2023). *An analysis of students' speaking anxiety in classroom presentation at SMA Negeri 51 Jakarta* [Undergraduate thesis, Universitas Indraprasta PGRI].

Al-Issa, A. S., & Al-Qubtan, R. (2010). Taking the floor: Oral presentations in EFL classrooms. *TESOL Journal*, 1(2), 227–246. <https://doi.org/10.5054/tj.2010.220425>

Aziz, A. (2022). The implementation of project-based learning in students' speaking skills. *NJ English Journal*, 6(1), 45–60.

Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

Ejournal FIJEES. (2025). Ensuring data validity through triangulation and reflexive process in qualitative research. *FIJEES*, 9(1), 45–58.

Fauzi, N. I., & Ridwan, R. (2025). The impact of communicative language teaching on English speaking skills. *Dinasti International Journal of Education Management and Social Science*, 6(3), 1774–1781. <https://doi.org/10.38035/dijemss.v6i3.3819>

Gunadi, Y. S. (2017). *Public speaking: Seni berbicara di depan umum*. Andi Publisher.

Ho, Y.-Y. C. (2020). Communicative language teaching and English as a foreign language undergraduates' communicative competence in tourism English. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 27, 100271. <https://doi.org/10.1016/j.jhlste.2020.100271>

Mackey, W. F. (1965). Language teaching analysis. In J. C. Richards & T. S. Rodgers (2014), *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.

Ningsih, Y., Mariyati, N., & Susanti, N. (2023). Students' public speaking ability through

presentation task. *Journal of English in Academic and Professional Communication*, 9(2), 81–89. <https://doi.org/10.25047/jeapco.v9i2.3937>

Patilima, Y. (2004). *Analisis data kualitatif: Tahap reduksi dan display*. LP3M UNISMUHA.

Rahmah, & Sari, P. (2012). Improving students' speaking achievement through public speaking tasks. *TRANSFORM Journal of English Language Teaching and Learning of FBS UNIMED*, 1(1). <https://jurnal.unimed.ac.id/2012/index.php/jelt/article/view/367>

Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal*, 2(2), 7–16.

Rezalou, A., & Yağız, O. (2021). EFL students' perceptions and attitudes toward using communicative activities in CLT classrooms. *Shanlax International Journal of Education*, 9(S2), 112–124. <https://doi.org/10.34293/education.v9iS2-Sep.4376>

Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Salam, M. Y., & Luksfinanto, Y. (2024). A comprehensive review of communicative language teaching in modern classrooms. *Lingeduka: Journal of Language and Education Studies*, 3(1), 58–70. <https://doi.org/10.70177/lingeduca.v3i1.1338>

Sénéchal, M. (2017). The role of oral presentations in primary school education. *Journal of Early Childhood Education Research*, 6(2), 145–162.

Smith, D. (2021). Interactive model of qualitative data analysis: Data condensation, display, and conclusions. *International Journal of Qualitative Methods*, 20, 1–10.

Thomas, J. W. (2010). *A review of research on project-based learning*. Buck Institute for Education.

Widiyati, E., & Pangesti, W. (2022). Project-based learning in teaching speaking to young learners: Is it effective? *EduLite: Journal of English Education, Literature and Culture*, 7(1), 1–12. <https://doi.org/10.30659/e.7.1.1-12>

Wilson, J., & Brooks, G. (2014). Using oral presentations to improve students' English language skills. *Kwansei Gakuin University Humanities Review*, 19(1), 199–212.

Yule, G. (2016). *The study of language* (6th ed.). Cambridge University Press.