

## REFERENCES

- Altman, S., Valenzi, E., & Hidgetts, R., M. (1985) *Organizational Behaviour: Theory and Practice*. Florida: Academic Press, Inc.
- Al- Issa, A., S., & Al- Qubtan, R. (2010). Taking the floor: Oral presentations in EFL Classrooms. *TESOL Journal*, 1(2), 227-246.
- Altstaedter, L. L & Doolittle, P. (2014) Students' perceptions of peer feedback. *Argentinian Journal of Applied Linguistics*, 2(2), 60-76.
- Andrade, H. (2010). Students as the definitive source of formative assessment. *In Handbook of formative assessment*.
- Asghar, A. (2010). Reciprocal peer coaching and its use as a formative assessment strategy for first-year students. *Assessment & Evaluation in Higher Education*, 35(4), 403-417.
- Bijami, M., Kashef, S. H., & Nejad, M. S. (2013). Peer Feedback in Learning English Writing: Advantages and Disadvantages. *Journal of Studies in Education*, 3(4), 91-97.
- Black, R., Sileo, T., W., & Prater, M., A. (2012). Learning Journals, Self-Reflection, and University Students' Changing Perceptions. *Action in Teacher Education*, 2(4), 71-89.
- Boase-Jelinek, D., Parker, J. & Herrington, J. (2013). Student reflection and learning through peer reviews. *Issues in Educational Research*, 23(2), 199-130.
- Boud, D., Keogh, R., & Walker, D. (1985). *Reflection: Turning experience into learning*, London.
- Braun, V. & Clarke, V. (2006) Using thematic analysis in psychology: *Qualitative Research in Psychology*, 3(2), 77-101.
- Broeckelman-Post, M., A., & Hosek, A., M. (2014) Using In-Class Versus Out-of-Class Peer Workshops to Improve Presentational Speaking. *Basic Communication Course Annual*, 26(11), 57-94.
- Brown, A., & Danaher, P., A. (2017). CHE Principles: facilitating authentic and dialogical semi-structured interviews in educational research. *International Journal of Research & Method in Education*, doi: 10.1080/1743727X.2017.1379987.

- Carson, J., G., & Nelson, G., L. (1998). ESL students' perception of effectiveness in peer feedback groups. *Journal of Second Language Writing*, 7, 113-131.
- Chekol, A., D. (2020). Investigating the Influence of Using Peer Feedback on EFL Students' Speaking Achievement and Their Perceptions Towards Peer Feedback. *Arabic Language, Literature & Culture*. 5(3), 23-24.
- Ciarocca, R. (2015). Fostering Public Speaking through Pecha Kucha in the high school English classroom. *Studies in Teaching Research Digest*, 1, 13-18.
- Crocker, R., A. & Heigham, J. (2009). *Qualitative Research in Applied Linguistics: A Practical Introduction*. Palgrave Macmillan.
- Cushing, A., Abbott, S., Lothian, D., Hall, A., & Westwood, O. M. R. (2011) Peer feedback as an aid to learning – What do we want? Feedback. When do we want it? Now!. *Medical Teacher*, 33(2), 105-112.
- Dewi, E., N., F., Hasanah, N., & Huda, M., F., N. (2020) Formative Peer Feedback on Undergraduate Students' Speaking Ability. *Al-Lisan: Jurnal Bahasa (e-Journal)*, 5(2), 116-129.
- Duruk, E. (2016). Deeper insights into university students' perceptions about peer feedback in second language writing: A phenomenological approach. *Journal of Qualitative Research in Education*, 4(3), 28-2.
- Fuyuno, M., Komiya, R., Saitoh, T. (2018). Multimodal analysis of public speaking performance by EFL Learners: Applying deep learning to understanding how successful speakers use facial movement. *The Asian Journal of Applied Linguistics*, 5(1), 117-129.
- Fang, X., & Mei, J., X. (2007). Error analysis and the EFL classroom teaching. *US-China Education Review*, 4(9), 10-14.
- Gamlem, S. M. & Smith, K. (2013). Student perceptions of classroom feedback. *Assessment in Education: Principles, Policy & Practice*, 20(2), 150-169.
- González, R. E., & Castañeda, M. E. (2016) The effects and perceptions of trained peer feedback in L2 speaking: impact on revision and speaking quality, *Innovation in Language Learning and Teaching*, 1-17.
- Harmer, J. (2007). *The Practice of English Language Teaching*, New Edition. Essex: Pearson Education Limited.
- Harutyunyan, L., & Poveda, M., F. (2018) Students' Perception of Peer Review in an EFL Classroom. *Canadian Center of Science and Education*, 11(4).

- Hojeij, Z., & Baroudi, S. (2018). Students' perceptions on peer feedback training using a blended method: A UAE case. *Issues in Educational Research*, 28(3).
- Hosek, A. M., Munz, S., Bistodeau, K. C., Jama, Z., & Frisbie, A. (2017). Basic Communication Course Students' Perceptions of the Purpose and Their Role in the Peer Feedback Process. *Basic Communication Course Annual*, 29(5), 29-52.
- Hosni, S. A. (2014). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature*, 2(6), 22-30.
- Huffman, K.m Vernoy, M., & Vernoy, J. 2000. *Psychology in Action*. New York: John Wiley and Sons, Inc.
- Ion, G., Corominas, A., B., & Folch, M., T. (2016). Written peer-feedback to enhance students' current and future learning. *International Journal of Educational Technology*, 1-11.
- Karsudianto, F. (2020). Improving students' motivation and self-confidence in speaking using mingling games. *Journal of Applied Studies in Language*, 4(1), 1-8.
- Kimbel, R., & Stables, K. (2008). *Researching Design Learning*. Springer, London.
- King, P.E., P. Schrodtt, & J.J. Weisel (2009). The instructional feedback orientation scale: Conceptualizing and validating a new measure for assessing perceptions of instructional feedback. *Communication Education*, 58(2), 235-261.
- Konold, K., E., Miller, S., P., & Konold, K., B. (2004). Using Teacher Feedback to Enhance Student Learning. *Teaching Exceptional Children*, 36(6), 64-69.
- Kuyyogsuy, S. (2019). Students' Attitudes toward Peer Feedback: Paving a Way for Students' English Writing Improvement. *Canadian Center of Science and Education*. 12(7), 76-90.
- Lewis. (2002). *Giving Feedback in Language Classes*. Singapore. RELC Portfolio Series.
- Li, X. W. (2018). Integrated Teaching Model for Undergraduate English Majors' English Public Speaking Course in China. *Creative Education*, 9, 469-478.

- Li, Y., Gao, Y., & Zhang, D. (2016). To Speak Like a TED Speaker—A Case Study of TED Motivated English Public Speaking Study in EFL Teaching. *Higher Education Studies*, 6(1), 53-59.
- Lin, W. C. & Yang S. C. (2011). Exploring students' perceptions of integrating Wiki technology and peer feedback into English writing courses. *English Teaching: Practice and Critique*, 10(2), 88-103.
- Mabuan, R. (2017). Developing ESL/ EFL Learners Public Speaking Skills through Pecha Kucha Presentations. *English Review: Journal of English Education*, 6(1), 1-10.
- Mulliner, E., & Tucker, M., P. (2015) Feedback on feedback practice: perceptions of students and academics. *Assessment and Evaluation in Higher Education*, 266-288.
- Nelson, G. L., & Carson, J. G. (1998). ESL Students' perceptions of effectiveness in peer feedback groups. *Journal of Second Language Writing*, 15, 118-141.
- Nicolini, K. M. & Cole, A. W (2017). Measuring peer feedback in face-to-face and online public-speaking workshops, *Communication Teacher*, 1-14.
- Nicol, D., & Macfarlane-Dick, D. (2006). Formative Assessment and Self-Regulated Learning: a Model and Seven Principles of Good Feedback Practice. *Studies in Higher Education*, 31(2), 199-218.
- Nguyen, H. (2015). Students' perceptions of the use of Pecha Kucha presentations for EFL reading classes. *Language in Education in Asia*, 6(2), 135-149.
- Oxford, R. L. (1997). Cooperative learning, collaborative learning, and interaction: Three communicative strands in the language classroom. *The Modern Language Journal*, 81(4), 443-456.
- Prins, F. J., Sluijsmans, D. M. A., & Paul, A. (2005). Formative peer assessment in a CSCL environment: a case study. *Assessment and Evaluation in Higher Education*, 30(4), 417-444.
- Poe, S., M., & Gravett, E., O. (2016). Acknowledging Students' Collaborations through Peer Review: A Footnoting Practice. *College Teaching*, 64(2), 73-83.
- Poverjuc, O., Brooks, V., & Wray, D.(2012). Using peer feedback in a master's programme: a multiple case study. *Teaching in Higher Education*, 17(4), 465-477.

- Septiana, Y., Daud, B., & Heriansyah, H. (2016). Students' Perceptions on Teacher's Oral Feedback. *Research in English and Education (READ)*, 1(1), 18-25.
- Stanley, G. (2011). Approaches to process writing. Retrieved July 4.
- Stewart, C., O., Connel, J., R. M., Stallings, L., A., & Roscoe, R., D. (2019). Growth Mindset: Associations with Apprehension, Self-Perceived Competence, and Beliefs about Public Speaking. *Basic Communication Course Annual*, 31, 44-69.
- Tsui, A. B. M., & Ng, M. (2000). Do Secondary L2 writers benefit from peer comments? *Journal of Second Language Writing*, 9, 147-170.
- Widodo, H. P. (2013). Doing Qualitative Research: A Step-by-Step Guide for Undergraduate Students. 1-25.
- William, E. (1992). Student attitudes towards approaches to learning and assessment. *Assessment and Evaluation in Higher Education*, 17, 45-58.
- Yin, R., K. (2018). *Case Study Research and Applications: Design and Methods* (6th ed.). Thousand Oaks, CA: Sage Publications.
- Zher, N. H., Hussein, R. M. R., & Saat, R. M. (2016). Enhancing Feedback via Peer Learning In Large Classrooms. *Malaysian Online Journal of Educational Technology*, 4(1), 1-16.