## REFERENCES

- Al-Issa, A. S., & Al-Qubtan, R. E. D. H. A. (2010). Taking The Floor: Oral Presentations in EFL Classrooms. *Tesol Journal*, *1*(2), 227–246.
- Arikunto, S. (2010). Research Procedure A Practical Approach. Jakarta: Rineka Cipta.
- Baker, C. (2010). The Impact of Instructor Immediacy and Presence for Online Student Affective Learning, Cognition, and Motivation. *Journal of Educators Online*, 7(1), 1–30. https://doi.org/10.9743/JEO.2010.1.2
- Budiarjo, L. (2007). Study Skills. Yogyakarta: Penerbit Andi.
- Budiman, D. (2009). Sports Pedagogy Teaching Materials. Bandung: FPOK UPI.
- Chan, J. C. K. (2009). When Does Retrieval Induce Forgetting and When Does It induce Facilitation? Implications for Retrieval Inhibition, Testing Effect, and Text Processing. *Journal of Memory and Language*, 61(2), 153–170. https://doi.org/10.1016/j.jml.2009.04.004
- Clark, R. W., Threeton, M. D., & Ewing, J. C. (2010). The Potential of Experiential Learning Models and Practices In Career and Technical Education & Career and Technical Teacher Education. *Journal of Career and Technical Education*, 25(2), 46–62. https://doi.org/10.1007/978-3-642-77393-8 18
- Deci, E. L., & Ryan, R. M. (1995). Human Autonomy: The Basis for True Self-esteem. In *Efficacy, Agency, and Self-esteem*. New York: Plenum Press.
- Gagné, M., & Deci, E. L. (2005). Self-determination Theory and Work Motivation. *Journal of Organizational Behavior*, 26(4), 331–362.
- Hamm, P. H., & Dunbar, N. R. (2006). *Teaching and Persuasive Communication:* Class Presentation Skills. Brown University.
- Harjasuganda, D. (2008). Development of Positive Self-Concept in Elementary Students as an Impact of the Implementation of Feedback in the PE Learning Process. *Jurnal Pendidikan Dasar*, 9.

- Leonard, N. H., Beauvais, L. L., & Scholl, R. W. (1999). Work Motivation: The Incorporation of Self-Concept-Based Processes. *Human Relations*, 53(8), 969–998.
- Mudjijo. (1995). Tes Hasil Belajar. Jakarta: Bumi Aksara.
- Nelson, M. M., & Schunn, C. D. (2009). The Nature of Feedback: How Different Types of Peer Feedback Affect Writing Performance. *Instructional Science*, 37(4), 375–401. https://doi.org/10.1007/s11251-008-9053-x
- Nurgiyantoro, B. (2010). Competency-based Language Learning Assessment. Yogyakarta: UNY Press.
- Nurgiyantoro, B. (2013). Competency-based Language Learning Assessment. Yogyakarta: BPFE.
- Nurhana, R. (2018). Feedback On Speaking Activity In ESP Class: Teacher's Role In Enhancing Student's Motivation. *Proceedings The International English Language Teachers and Lecturers Conference (INELTAL)*.
- Reeve, J., & Su, Y. (2014). Teacher Motivation. In *The Oxford Handbook of Work Engagement, Motivation, and Self-Determination*. Oxford: Oxford University Press.
- Reinhartz, J., & Beach, D. M. (1997). *Teaching and Learning in The Elementary School: Focus on Curriculum*. New Jersey: Practice-Hall.
- Richardson, P. W., Watt, H. M. G., & Karabenick, S. A. (2014). Teacher Motivation Matters: An Introduction. In *Teacher Motivation: Theory and Practice*. New York: Routledge.
- Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*, 55(1), 68–78. https://doi.org/10.1037/cou0000340
- Simonsmeier, B. A., Peiffer, H., Flaig, M., & Schneider, M. (2020). Peer Feedback Improves Students' Academic Self-Concept in Higher Education. Research in Higher Education, 61(6), 706–724. https://doi.org/10.1007/s11162-020-09591-y

- Suherman, A. (1998). Revitalizing Teaching Dependency in Physical Education.

  Bandung: IKIP Bandung Press.
- Suherman, A. (1998). Umpan Balik: Strategi Belajar Mengajar Pendidikan Jasmani dan Kesehatan.
- Sumarno. (2016). The Effect of Teacher Feedback in Learning on Students' Motivation and Learning Outcomes. *Jurnal Ilmiah Pendidikan Pancasila Dan Kewarganegaraan*, 1, 115–125.
- Tarigan, H. G. (2015). Speaking as a Language Skill. Bandung: CV Angkasa.
- Thompson, T., & Richardson, A. (2001). Self-handicapping Status, Claimed Self-handicaps and Reduced Practice Effort Following Success and Failure Feedback. *British Journal of Educational Psychology*, 71(1), 151–17.
- Thornbury, S. (2005). How to Teach Speaking. England: Pearson Education.
- van Ginkel, S., Gulikers, J., Biema Mulder, M. (2017). The Impact of The Feedback Source on Deve Il Presentation Competence. *Studies in Higher Euroum*, 42(9), 1671–1685. https://doi.org/10.1080/03075079.2015.1117064
- Wei, Y. (2012). A Hierarchical Approach to Examine Personal and School Effect on Teacher Motivation. The Ohio State University.
- Werang, B. R. (2018). The Effect of Workload, Individual Characteristics, and School Climate on Teachers' Emotional Exhaustion in Elementary Schools of Papua. *Cakrawala Pendidikan*, 37(3), 457–469. https://doi.org/10.21831/cp.v38i3.20635
- Wilson, J., Olinghouse, N. G., & Andrada, G. N. (2014). Does Automated Feedback Improve Writing Quality? *Learning Disabilities: A Contemporary Journal*, 12(1), 93–118.
- Zainul, A. (2001). *Alternative Assessment*. Jakarta: PAU-PPAI Universitas Terbuka.
- Zitouni, N. (2013). The Use of Students' Oral Presentations in Enhancing Speaking Skill in the English Language Classrooms The Case Study of Second Year Students at the Department of English in Biskra University. University of Biskra.