

REFERENCES

- Achmad, D. & Yusuf, Y. Q. (2014). Observing pair-work task in an English speaking class. *International Journal of Instruction*, 7(1), pp. 151-164.
- Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature (IJSELL)*, 2(6), pp. 22-30.
- Ampa, A. T, Rasyid, M. A., Rahman, A., Haryanto & Basri M. (2013). The students' Needs in Developing Learning Materials for Speaking Skills in Indonesia. *Journal of Education and Practice*, 4(17), pp. 171-178.
- Ariev, P. R. (2005). A theoretical model for the authentic assessment, research, and evaluation, *10*(2), pp. 1–11.
- Artini, L. P. (2014). Establishing a rich language learning environment to support young learners' English literacy skills in Bali, 8(2), pp. 31-44.
- Ara, S. (2009). Use of songs, rhymes and games in teaching English to young learners in Bangladesh. *The Dhaka University Journal of Linguistics*, 2(3), pp. 161-172.
- Asrida, D. (2014). Communicative activities of teaching speaking for the students, *17*(1), pp. 60-65.
- Ali, M. M. & El-Din, H. A. K. (2015). Developing assessment rubric in graphic design studio-based learning. Experiments in active teaching in a case study. *International Design Journal*, 5(3), pp. 1245-1255.
- Azim, S. & Khan, M. (2012). Authentic assessment: an instructional tool to enhance students learning. *Academic Research International*, 2(3), pp. 314–320.
- Bachman, L. F. (2002). Some reflections on task-based language performance assessment. *Language Testing*, 19(4), 453-476. DOI: 10.1191/02655 3220 2It240oa
- Bachman, L., & Palmer, A. (1996). *Language testing in practice: designing and developing useful language tests*. Oxford: Oxford University Press.

- Bell, J. (1999). *Doing your research project: a guide for first-time researchers in education and social science* (3rd. ed.). Buckingham: Open University Press.
- Bhati, S. S. (2012). The effectiveness of oral presentation assessment in a finance subject: an empirical examination. *Journal of University Teaching & Learning Practice*, 9(2), pp. 1-21.
- Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative research for education: an introductory to theory and methods*. Boston: Simon & Schuster, Inc.
- Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers of English. *Procedia Social and Behavioral Sciences*, pp. 1305-1309. DOI: 10.1016/j.sbspro.2010.03.191
- Bowen, G. A. (2009). Document analysis as a qualitative research method, 9(2), pp. 27-40.
- Brewster, J., Ellis, G., & Girard, D. (2004). *The primary English teacher's guide*. Essex: Pearson Education Limited.
- Brown, H. D. (2001). *Teaching by principles: an interactive approach to language pedagogy* (2nd. ed.). White Plains, New York: Pearson Education.
- Brown, H. D. (2004). *Language assessment: principles and classroom*. White Plains, New York: Pearson Education.
- Brown, G., & Yule, G. (1999). *Teaching the spoken language*: Cambridge University Press.
- Bygate, M. (1987). *Speaking: The Cambridge guide to teaching English to speakers of other Language*. Cambridge: Cambridge University Press.
- Cameron, L. (2001). *Teaching languages to young learners*. New York: Cambridge University Press.
- Celce-Murica, M. (2001). *Teaching English as a second language or foreign language* (2nd.ed). New York: Newbury House.
- Choudhury, R. U. (2014). The role of culture in teaching and learning of English as a foreign language. *An International Journal of Multi Disciplinary Research*, 1(4), pp. 1-20.
- Cook, V. (2001). *Second language learning and language teaching* (3rd.ed.). Oxford: Oxford University Press.

- Cresswell, J. W. (2008). *Research design: qualitative, quantitative, and mixed methods approaches* (3rd.ed.). Thousand Oaks, California: SAGE Publications, Inc.
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into Practice*, 39(3), pp. 124-130.
- Crosse, K. 2007. *Introducing English as An Additional Language to Young Children*. London: A SAGE Publication Ltd.
- Crookes, G., & Gass, S. (1993a). *Tasks and language learning: Integrating Theory and Practice*. Clevedon: Multilingual Matters.
- Dikli, S. (2003). Traditional vs alternative assessments. *Assessment at A Distance*, 2(3), pp. 13-9.
- Efrizal, D. (2012). Improving students' speaking through communicative language teaching method at Mts. Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia. *International Journal of Humanities and Social Science*, 2(20), pp. 127-134.
- Eshun, E. F., & Osei-Poku, P. (2013). Design students' perspectives on assessment rubric in studio-based learning, *Journal of university teaching and learning*, 10(1), 1-13.
- Fakir, S. A. A. (2014). Testing oral English language in the intensive English program at the college of languages (University of Aden). *International Journal of English and Education*, 3(2), pp. 180-188.
- Fauzan, U. (2014). The use of improvisation technique to improve the speaking ability of EFL students. *Dinamika Ilmu*, 14(2), pp. 264-287
- Frey, B. B., & Schmitt, V. L. (2007). Coming to terms with classroom assessment. *Journal of Advanced Academics*, 18(3), pp. 402-423.
- Frey, B. B., Schmitt, V. L., & Allen, J. P. (2012). Defining authentic classroom assessment. *Practical Assessment, Research, and Evaluation*, 17(2), pp. 1-18.
- Feez, S., & Joyce, H. (1998). *Text-based syllabus design*. Sydney: National Centre for English Language Teaching and Research, Macquarie University.

- Fulcher, G. (2003). *Testing second language speaking*. Harlow: Pearson Longman.
- Fulcher, G., & Davidson, F. (2007). *Language testing and assessment: an advanced resource book*. Madison Ave, New York: Routledge.
- Garret, T. (2008). Student-centered and teacher-centered classroom management: a case study of three elementary teachers. *Journal of Classroom Interaction*, 43(1), pp. 34-47.
- Goh, C. (2007). *Teaching speaking in the language classroom*. Singapore: SEAMEO Regional Language Centre.
- 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), pp. 55-63
- Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELT Journal*, 55(4), pp. 347-353.
- Hamayan, E. V. (1995). Approaches to language assessment. *Annual Review of Applied Linguistics*, 15(3), pp. 212-216.
- Harmer, J. (2001). *The practice of English language teaching* (3rd. ed.). Cambridge, UK: Pearson Education.
- Harmer, J. (2007). *The practice of English language teaching* (4th.ed.). Essex: Pearson Education Limited.
- Harper, M., & Cole, P. (2012). Member checking: can benefits be gained similar to group therapy? *The Qualitative Report*, 17(2), pp. 1-8.
- Heaton, J.B. (1989). *Writing English language test*. New Edition. USA: Longman.
- Heigham, J., & Croker, R. A. (2009). *Qualitative research in applied linguistics: a practical introduction*. Britain: Palgrave Macmillan.
- Hughes, R. (2002). *Teaching and researching speaking*. New York: Pearson Education.
- Iftakhar, S. (2012). Teaching speaking through public speaking course. *Stamford Journal of English*, 7, pp. 183-203.

- Jonsson, A., & Svingby, G. (2007). The use of scoring rubric: reliability, validity and educational consequences. *Educational Research Review* 2, pp. 130-144. DOI: 10.1016/j.edurev.2007.05.002
- Juhana. 2014. Teaching English to young learners: Some points to be considered. *Asian Journal of education and e-learning*, 2(1), pp.43-46.
- Kim, H. (2004). Task-based performance assessment for teachers: key issues to consider. *Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics*, 4(2), pp. 1-5.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Lewkowicz, J. A. (2000). Authenticity in language testing: some outstanding questions. *Language Testing*, 17(1), pp. 43-64.
- Linse, T. C. (2005). *Practical English language teaching to young learners*. New York: McGraw Hill Inc.
- Liu, W., Role of teacher in oral English teaching. Z. Zhong (ed.), Proceedings of the International Conference on Information 13 Engineering and Applications (IEA) 2012, Lecture Notes in Electrical Engineering 219, DOI: 10.1007/978-1-4471-4853-1_2, Ó Springer-Verlag London 2013, 13-18
- Luoma, S. (2004). *Assessing speaking*. Cambridge: Cambridge University University Press.
- Malik, R. S., & Hamied, F. A. (2014). *Research methods: a guide for first time research*. Bandung: UPI Press.
- Mappiasse, S. S., & Sihes, A. J. B. (2014). Evaluation of English as a foreign language and its curriculum in Indonesia: a review. *English Language Teaching*, 7(10), pp. 113-122.
- Marcellino, M. (2008). English language teaching in Indonesia: a continuous challenge in education and cultural diversity. *TEFLIN Journal*, 19(1), pp. 57-69.
- Mattarima, K., and Hamdan, A.R. (2011). Learners' motivation and learning strategies in English foreign language (EFI) in Indonesian context. *Journal of Edupres*, 1, pp. 100-108.

- Mazdayasna, G. (2012). Objective assessment of oral presentations and EFL learners' speaking development, Sheikhbahee. *EFL Journal*, 1(1), pp. 23-38.
- McDonough, P. M. (1997). *Choosing colleges: how social class and school structure opportunity*. Albany: SUNY Press.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*. Thousand Oaks, California: SAGE Publications, Inc.
- Montgomery, K. (2002). Authentic tasks and rubrics: going beyond traditional assessments in college teaching, 50(1), pp. 34-39.
- Moon, J. (2000). *Children learning English*. Oxford: MacMillan Heinemann.
- Musthafa, B. (2010). Teaching English to young learners in Indonesia: Essential Requirements. *Educationist*, 4(2), 120-125.
- Norris, J. M., (2016). Current uses for task-based language assessment, 36. DOI: <https://doi.org/10.1017/S0267190516000027>.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- O'Malley, J. M., & Pierce, L. V. (1996). *Assessment for English language learners: practical approaches for teachers*. New York: Addison-Wesley Publishing Company.
- 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), pp. 533-535.
- Outeiral, A. M. C., (2013). Assessment of young language learners: using rubrics to bridge the gap between praxis and curriculum. *Bellaterra Journal of Teaching & Learning Language & Literature*, 7(1), pp. 52-77.
- P et al, R. (2006). Reliability and validity in research. *Clinical Research Education*, 20(44), pp. 41-45.
- Palm, T. (2008). Performance assessment and authentic assessment: a conceptual analysis of the literature. *Practical Assessment, Research, and Evaluation*, 13(4), pp. 1-11.

- Paul, D. (2003). *Teaching English to children in Asia*. Hongkong: Pearson Education Asia Limited.
- Pislar, B. (2009). Five elements of teaching English to young learners: an example from Little Red Riding Hood, *MEXTESOL Journal*, 33(1), pp. 115-120.
- Rahman, M. M. (2014). Learning English through interaction in an EFL classroom. *International Journal of Languages and Literatures*, 2(2), pp. 203-217.
- Rahman, Md. F., Babu, R., & Ashrafuzzaman, Md. (2011). Assessment and feedback practices in the English language classroom. *Journal of NELTA*, 16(1-2), pp. 97-106.
- Rahmawati, Y., and Ertin. (2014). Developing assessment for speaking. *IJEE*, 1(2), 200-210, pp. 1-11
- Reddy, Y. M. (2007). Effect of rubrics on enhancement of student learning. 7(1), pp. 3-17
- Republik Indonesia. (2003). *Undang-Undang No. 20 Year 2003 on National Education System*.
- Republik Indonesia. (2013). *Undang-Undang No. 66 Year 2013 on National Education System*.
- Richards, J. C., & Rodgers, T. S. (2001) *Approaches and methods in language teaching*. New York: Cambridge University Press.
- Rivers, W. (1968). *Teaching foreign language skills*. Chicago: University of Chicago Press.
- Roberson, B., & Franchini, B. ((2014). Effective task design for the TBL classroom. *Journal on Excellence in College Teaching*, 25(3&4), pp. 275-302.
- Rozati, S. M. (2014). Language teaching and task-based approach. *Theory and Practice in Language Studies*, 4(6), pp. 1273-1278.
- Ruiz, I. B. (2015). Communicative tasks to develop the oral comprehension in English. *International Journal of Language and Linguistics*, 2(2), pp. 60-66.
- Sadeghi, K. (2004). An alternative in language testing. *Researcher Research*, 4(2), pp. 85-95.

- Sahiruddin. (2013). The Implementation of the 2013 curriculum and the issues of English language teaching and learning in Indonesia. *The Asian conference on Language Learning 2013*, pp. 567-574.
- Scott, W. A. and Ytreberg, L. H. (1990). *Teaching English to children*. Harlow, Essex: Pearson Education, Ltd.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*,
- Sikki, E. A. A., Rahman, A., Hamra, A., & Noni, N. (2013). The competence of primary school English teachers in Indonesia. *Journal of Education and Practice*, 4(11), pp. 139-145.
- Suherdi, D. (2012). *Rekonstruksi Pendidikan Bahasa*. Lembang, Bandung: CELTICS Press.
- Supriyanti, N. 2012. Why do Our Children Need to learn English at Elementary Schools? A Critical Review on the provision of English to the Indonesia Elementary Schools. Yogyakarta: Pusat Pengembangan dan Pelayan Bahasa UNY.
- Shaaban, K. (2001). Assessment of young learners, 39(4), pp. 1-16.
- Tabrizi, A. R. N., & Nasiri, M. (2011). The effect of using task-based activities on speaking proficiency of EFL learners. *The International Academic Forum*, pp. 333-345.
- Talley, P. C., & Hui-ling, T. (2014). Implicit and explicit teaching of English speaking in the EFL classroom. *International Journal of Humanities and Social Science*, 4(6), pp. 38-46.
- Tantra, D.K. (2015). Teaching English as a foreign language in Indonesia: a literature review. *Teaching English as A Foreign Language in Indonesia*, 4(1), pp. 1-5.
- Tuan, N. H., & Mai, T. N. (2015). Factors affecting students' speaking performance at Le Thanh Hien high school. *Asian Journal of Educational Research*, 3(2), pp. 8-23.
- Ur, P. (1996). *A course in language teaching: practice & theory*. Cambridge: Cambridge University Press.

- Wang, Y. J., Shang, H.F., & Briody, P. (2011). Investigating the impact of using games in teaching children English. *International Journal of Learning & Development*, 1(1), pp. 127-141.
- Wang, Q., & Castro, C. D. (2010). Classroom interaction and language output, 3(2), pp. 175-186.
- Whitsett, G., & Hubbard, J. (2009). Supporting English language learners in the elementary and secondary classrooms: how to get started. *SRATE Journal*, 18(2), pp. 41-47.
- Widiawati, U., and Cahyono, B.Y. 2006. The teaching of EFL Speaking in the Indonesian Context: The state of the art. 34(2), pp. 269-292.
- Wiggins, G. (1989). A true test: Toward more authentic and equitable assessment. *Phi Delta Kappan*, 70, pp. 703-713.
- Wiggins, G. (1993). Authenticity, context, and validity. *Phi Delta Kappan*, 75(3), pp. 200–208.
- Willis, J. (1996). *A framework for task-based learning*. Harlow, UK: Addison Wesley Longman.
- Wolf, K., & Stevens, E. (2007). The role of rubrics in advancing and assessing student learning. *The Journal of Effective Teaching*, 7(1), pp. 3-14.
- Yang, Y.I.J. 2014. The Implementation of Speaking Fluency in Communicative Language Teaching: An Observation of Adopting the 4/3/2 Activity in High Schools in China. *International Journal of English Language Education*, 2(1), pp. 193-214.