BIBLIOGRAPHY

Adhabi, E., & Anozie, C. B. (2017). *Literature review for the type of interview in qualitative research*. International Journal of Education.

Agius, M. (2013). *Understanding social phenomena in natural settings: A qualitative perspective*. Journal of Social Research Methodology.

Al Hosni, S. (2014). *Speaking Difficulties Encountered by Young EFL Learners*. International Journal on Studies in English Language and Literature (IJSELL), 2(6), 22–30. www.arcjournals.org

Anderson, C. (2014). *Presentation Zen: Simple Ideas on Presentation Design and Delivery*. New Riders.

Anderson, M. (2014). *Presenting with Impact: Public Speaking and Presentation Skills for Professionals*. McGraw-Hill Education.

Aprilia, A. (2023). *Oral Presentation Difficulties of the 4th-Semester English-Education Students of Sriwijaya University*.

Artino, A. R., & McCoach, D. B. (2022). *Self-Directed Learning Strategies and Academic Performance: The Role of Motivation, Cognition, and Behavior*. Journal of Educational Psychology.

Astuti, R. P., & Rohim, A. (2018). *The Effect of Student Presentation on the Eleventh Grade Student's Speaking Skill at SMA Negeri 24 Kabupaten Tangerang*. 7(2), 52–62.

Bailey, S. (2015). *Academic Writing: A Handbook for International Students (4th ed.)*. Routledge.

Bans-Akutey, N. A., & Tiimub, B. M. (2021). *Triangulation as a method to enhance the validity and reliability of research findings. Journal of Educational Research and Review*.

Bell, E., & Wray-Bliss, E. (2009). *Research ethics: Regulations and responsibilities. Sage Handbook of Organizational Research Methods*, 78–92.

Berg Katz-Buonincontro, J., & Anderson, R. C. (2020). *Observation in educational research: Capturing real-world events. Educational Researcher*.

Biber, D. (2015). *Grammar of Spoken and Written English*. John Benjamins Publishing Company.

Bui, T. T. L., Huynh, T. M. D., Nguyen, T. M. N., Nguyen, T. N. C., & Nguyen, T. Y. N. (2022). *The Difficulties in Oral Presentation of English-Majored Juniors at Tay Do University, Vietnam.* European Journal of English Language Teaching, 7(2).

Creswell, J. W. (2007*). Qualitative inquiry and research design: Choosing among five approaches (Second Edition).* Sage Publications.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (Fourth Edition).* Pearson Education, Inc.

Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches (Third Edition).* SAGE Publications.

Creswell, J. W. (2014). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.*

Dörnyei, Z. (2016). *Motivational Dynamics in Language Learning. Multilingual Matters.*

Flavell, J. H. (2020). *Metacognitive Aspects of Problem Solving. Psychology of Learning and Motivation.*

Garrison, S., & Kanuka, J. (2021). *The relationship between self-directed learning and reading proficiency in ESL students.* Journal of Second Language Acquisition, 38 (3), 225-240.

Gregersen, T., & MacIntyre, P. D. (2014). *Capitalizing on Language Learners' Individuality: From Premise to Practice.* Multilingual Matters.

Harmer, J. (2015). *The Practice of English Language Teaching (5th ed.).* Pearson Education.

Herbein, E., Golle, J., Tibus, M., Zettler, I., & Trautwein, U. (2018). *Putting a speech training program into practice: Its implementation and effects on elementary school children's public speaking skills and levels of speech anxiety.* Contemporary Educational Psychology, 55, 176–188.

Horden, P., & Kinoshita, S. (2014). *Chapter Twenty-One.*

Hu, L., & Zhang, P. (2020). *Fostering self-directed learning in developing listening skills in EFL learners.* Language Learning & Technology, 24 (2), 65-82.

Hyland, K. (2014). *Teaching and researching writing (Third Edition).* Routledge.

Jenkins, J. (2000). *The Phonology of English as an International Language.* Oxford University Press.

Khalid, S., Bashir, R., & Amin, H. (2020). *Self-Directed Learning and Academic Performance: An Empirical Study.* Journal of Educational Research.

Kheryadi, K., & Hilmiyati, F. (2021). *Identifying Difficulties Encountered by Indonesian EFL Learners in Oral Presentation.* VELES Voices of English Language Education Society, 5(1), 36–45.

Kho, M. G.-W., & Ting, S.-H. (2023). *Overcoming Oral Presentation Anxiety: A Systematic Review of Tertiary ESL/EFL Students' Challenges and Strategies.* Qeios.

Knowles, M. S. (2020). *The Modern Practice of Adult Education: Andragogy Versus Pedagogy.* Cambridge Books.

Levin, P., & Topping, G. (2006). *Perfect presentations!* McGraw-Hill Education (UK).

Miller, P., & Shanks, R. (2016). *Effective Presentation Skills: A Guide for Students.* Routledge.

Nation, I. S. P. (2001). *Learning Vocabulary in Another Language.* Cambridge University Press.

Nikitina, A. (2011). *Successful public speaking.* Bookboon.

Panadero, E., Jonsson, A., & Botella, J. (2021). *Self-Regulated Learning and Assessment in Educational Psychology: A Review of Models and Evidence.* Educational Psychology Review.

Pease, A., & Pease, B. (2020). *The Definitive Book of Body Language: How to Read Others' Attitudes by Their Gestures.* Bantam.

Pintrich, P. R. (2004). *A conceptual framework for assessing motivation and self-regulated learning in college students.* Educational Psychology Review, 16, 385–407.

Ramadhani, S. (2020). *Causes of Students' Difficulties in English Oral Presentation.*

Robinson, J. D., & Persky, A. M. (2020). *Developing self-directed learners.* American Journal of Pharmaceutical Education, 84(3), 847512.

Rusvi, N. A. P. (2021). *The Students' Perceptions of Difficulties in Oral Presentation at the Eleventh Grade of Sekolah Menengah Atas Negeri 7 Pekanbaru.*

Schmidt, R., & Watanabe, Y. (2018). *The Handbook of Motivation for Language Learning.* Routledge.

Schraw, G., & Moshman, D. (2021). *Metacognitive Theories.* Educational Psychology Review.

Schunk, D. H. (2020). *Self-Regulation and Motivation in Learning Contexts.* Routledge.

Zimmerman, B. J. (2002). *Becoming a Self-Regulated Learner: An Overview. Theory Into Practice.*

Zimmerman, B. J., & Schunk, D. H. (2011). *Self-regulated learning and performance: An introduction and an overview.* Handbook of Self-Regulation of Learning and Performance, 15–26.