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Developing English Public Speaking Learning Materials for Dentistry Department Students in Yogyakarta

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Abstract:

Penelitian ini bertujuan mengembangkan materi *public speaking* berbahasa Inggris untuk mahasiswa kedokteran gigi dengan menggunakan pendekatan *design-based research* yang mengacu pada model ADDIE dari Branch (2009). Partisipan penelitian merupakan mahasiswa dari sebuah institusi swasta di Yogyakarta yang dipilih melalui *purposive sampling*. Data dikumpulkan melalui kuesioner, catatan lapangan, dan wawancara semi-terstruktur. Materi yang dikembangkan dikategorikan sebagai *English for Specific Purposes* (ESP) dan disusun berdasarkan kerangka *Task-based Language Teaching* (TBLT) dari Nunan (2004). Hasil analisis kebutuhan menunjukkan bahwa mahasiswa kedokteran gigi memerlukan sumber belajar Bahasa Inggris untuk meningkatkan keterampilan *public speaking* mereka. Evaluasi ahli terhadap materi yang dikembangkan menunjukkan skor antara 3,50 hingga 3,75, yang termasuk kategori “sangat baik”. Hasil uji coba juga menunjukkan kategori “sangat baik” dengan skor 3,36 hingga 3,52. Catatan lapangan dari dua siklus implementasi mengindikasikan peningkatan motivasi, keterlibatan, dan kolaborasi kelompok. Nilai rata-rata mahasiswa meningkat dari 7,94 pada pre-test menjadi 8,11 pada post-test. Secara keseluruhan, temuan ini menunjukkan bahwa materi yang dikembangkan valid dan efektif dalam mendukung pengembangan keterampilan *public speaking* mahasiswa.

This study aims to develop English public speaking materials for dentistry students using a design-based research approach guided by Branch's ADDIE model (2009). The participants were students from a private institution in Yogyakarta selected through purposive sampling. Data were collected through questionnaires, field notes, and semi-structured interviews. The developed materials are categorized as English for Specific Purposes (ESP) and were developed based on Nunan's (2004) Task-based Language Teaching (TBLT) framework. The needs analysis shows that dentistry students require English resources to improve their public speaking skills. Expert evaluations of the developed materials scores between 3.50 and 3.75, placing them in the “very good” category. Try-out results also showed “very good” scores, ranging from 3.36 to 3.52. Field notes from two implementation cycles indicate slight improvements in motivation, engagement, and group collaboration. Students' mean scores increased from 7.94 in the pre-test to 8.11 in the post-test. Overall, the findings suggest that the developed materials are valid and effective in supporting students' public speaking development.

Keywords: ESP, public speaking, TBLT, English education, dentistry



INTRODUCTION

English has become a necessary tool for worldwide communication in a variety of fields. According to Alqurashi (2016), people use English for everyday purposes in a variety of specific, professional, and intellectual contexts increasing the demands on English language teaching practitioners to develop and deliver English for Specific Purposes (ESP) courses in order to facilitate specific professional and academic activities. The materials used in ESP courses are generally designed to be related with the language elements that learners need to communicate in specific circumstances in order to facilitate learning. This is in line with Dudley-Evans and John (1998) who claim that the goal of ESP is to train students to communicate effectively in specific situations linked to their studies or jobs.

Dentistry is one of the fields that requires ESP materials and training. It's because English plays a crucial role in communication for dental professionals all over the world. According to Gyôrffy (2005), many dentists need English to interact universally with patients as well as with other medical practitioners on a global scale. Furthermore, according to Pavel (2014), many medical professionals, including dentists, need to improve their English skills because it is the official language of numerous journals and international conferences. Practitioners can convey their ideas in worldwide venues, better their careers, and get additional knowledge relating to their subject by publishing journal papers and participating in international conferences. Furthermore, Ninlawan (2015) claims that the ASEAN Economic Community provides numerous options for self-development (AEC). They are available to a variety of medical specialists, including dentistry practitioners. Therefore, the availability of chances motivates them to achieve certain requirements, one of which is mastery of English. According to the Mutual Recognition Arrangement (hereinafter, MRA) signed at the Ninth ASEAN Summit in 2003, dental practitioners must be able to strengthen their professional abilities by stimulating expertise exchange and information flow in the dentistry field, in addition to having dental training and a professional dental license. Furthermore, ASEAN Member States are encouraged to reach a mutually suitable settlement by attempting efforts through communication, discussions, consultation, and cooperation, as stated under article VIII of the ASEAN Mutual Recognition Arrangement on Dental Practitioners (2012). This suggests that dental practitioners' responsibilities have expanded to include not only dealing with patients, but also creating relationships and exchanging information with other practitioners in worldwide forums.

The fact that mastering English is seen as crucial for dental practitioners has prompted some universities in Indonesia to provide suitable public speaking preparation for dentistry department students through various English learning programs. The effort to deliver a specific speech topic to an audience is known as public speaking (Nikitina, 2011). Dentistry students at one of Yogyakarta's private universities are required to participate in a plenary discussion. This is to offer students practice speaking in front of an audience in a formal setting. It is critical to prepare students for it because presenting presentations in English has become commonplace in professional contexts (Grussendorf, 2007). However, some students say that the English programs they take before doing plenary discussion are insufficient because the lesson materials they receive are mostly for General English, according to the researcher's study. According to the results of the needs analysis, 61.90 percent of the participants' learning goal is to be able to communicate in a formal forum such as a plenary discussion, 57.14 percent of the participants have difficulty with listening, and 47.61 percent of them indicate that they have limited speaking capability, such as knowing few expressions and inability to pronounce some English



words. As a result, it's understandable that 85.71 percent of the participants wanted learning materials that would enable them to speak English fluently and with correct pronunciation.

Due to the lack of tailored materials in the program, dentistry students need supplementary ESP resources to support their learning. These materials should be designed based on a needs analysis to provide the specific linguistic features required in the dental field. Although general public speaking materials are available, they are not designed specifically to the context of the dental field. Previous research has shown that medical students and practitioners need English to perform key professional tasks such as delivering oral presentations (Alquraishi, 2016). However, there is still limited availability of public speaking materials specifically designed for dentistry students. This indicates a gap between the importance of these skills and the resources provided. To close this gap, the study focuses on developing English public speaking materials that can meet the needs and interests of dentistry students. The materials are intended to provide comprehensible input to improve students' competence and to support both the classroom use and independent learning.

METHODOLOGY

This study is classified as an Educational Design Research. It is a systematic study, according to Anderson and Shattuck (2012), that tries to construct and develop educational-related topics such as teaching-learning materials in order to solve particular challenges. In this case, the researcher aimed to create English learning materials for dentistry students that focused on public speaking. The materials development concept in this study was based on Branch's (2009) ADDIE technique, which stands for Analyze, Design, Develop, Implement, and Evaluate. It's a method for creating educational materials. The study's testing participants were 21 university students of dentistry department in a private university in Yogyakarta. Purposive sampling was used to choose them. The study's data collection methods included distributing questionnaires, taking field notes, and conducting semi-structured interviews. Expert judgment was made, and the trial or implementation took place over the course of six meetings. Between the pre-test and the post-test, the try-out took place. The data obtained were in the form of quantitative and qualitative data. Descriptive analysis was used to examine quantitative data. The method for analyzing qualitative data was derived from Lodico, Spaulding, and Voegtler (2010), who outline some phases in qualitative data analysis, including data preparation and organization, review and exploration, data coding into categories, and reporting interpreted data.

RESULTS AND DISCUSSION

Needs Analysis

Target Needs

The content of the developed materials is heavily influenced by the target needs of dentistry students. In general, target needs are things that students must do in a target environment, such as goal, necessity, lack, and want (Richards, 2001). In order to acquire related data, certain questions dealing with the issues were included in the needs analysis questionnaire. The information gathered was then examined and expanded upon.

The goal was the initial part of the target needs. According to Graves (2000), goal is the students' anticipation of learning. The majority of students responded that one of their learning goals is to be able to communicate in a formal setting such as a plenary discussion. This is owing to the fact that every three months, they must engage in a plenary discussion in their



department. This agenda is designed to prepare students for future speaking opportunities in the real world. It is consistent with Alqurashi's (2016) assertion that medical practitioners, such as dentists, must be able to perform public speaking in their field. As a result, when creating learning materials, the researcher kept this goal in mind.

The second was the necessity. According to Graves (2000), necessity refers to the students' motivation for studying English. When participating in a plenary conversation, about 61.90 percent of the students required vocabulary competence. According to the researcher's preliminary investigation, some of them still struggled to communicate their messages due to the lack of vocabulary competence. As a result, it should come as no surprise that solid vocabulary knowledge is required in order for the presentation to flow well.

The lack was the third aspect. According to Richards (2001), the difference between the students' current proficiency level and the intended proficiency level is referred to as lack. In terms of lack, there were some results gained through the questionnaire. The first finding reveals that the majority of the students admitted to having an early intermediate level of English ability. This was one of the factors taken into account while selecting CEFR level B1 as the foundation for developing materials. The second result demonstrates the difficulty in learning listening. More than half of the students said they couldn't understand the speaker's voice. As a result, the materials were created to provide more in-depth listening inputs that can assist students in improving their listening skills. The third one emphasizes the difficulty in learning speaking. The majority of the students struggled to pronounce words in English and had very few expressions in the language. Therefore, the materials featured activities that allowed students to practice pronouncing words and learn relevant expressions. The fourth result demonstrates the difficulty in mastering vocabulary. The majority of the students' vocabulary knowledge was limited to less than 500 words. This issue could have a direct impact on the students' speaking abilities. According to Dudley-Evans and John (1998), students' challenges with vocabulary may have an impact on their speaking ability. Thus, the materials included tasks to aid students in acquiring as many words as possible.

Want was the last aspect of the target needs. According to Richards (2001), it is something that students want in their learning. Almost all of the students wanted learning materials that would enable them to speak English fluently and with correct pronunciation. Fluency and correctness do play a vital role in speaking. According to Alqurashi (2016), strong fluency and precision are required for good speaking performance. As a result, the primary focus was on providing materials that could assist students in those two areas.

Learning Needs

Dentistry students' learning needs include what they must do in order to learn public speaking. In this situation, input, procedure, setting, teacher's role, and learner's role are all part of the learning needs. By understanding their needs, materials were developed to best meet students' learning needs.

The first aspect of the learning needs is input. Input is needed in order to complete the tasks assigned by the teacher (Nunan, 2004). Some of the results focused on the inputs. The first result highlighted the importance of listening inputs. The majority of the students wanted listening inputs that lasted between 6 and 10 minutes. Hence, the developed materials were created to provide students with a variety of listening inputs of varying lengths. The second result was about the recording form. In order to deal with this, the majority of students preferred a monologue/dialogue with graphics. As a result, videos were included in the developed



materials. The third finding concerned the usage of images. Many students seemed to believe that adding graphics in their learning materials could help them grasp things better. As the results show, 71.42 percent of them chose that option. Agrawal et al. (2011) evaluated the influence of adding visuals to textbooks and discovered that the photos were beneficial in learning the information. Thus, the developed materials were embellished with useful images. This was done to aid learning because visuals are considered communicative and capable of previewing settings. The last result concerned the learning topic. In this scenario, the majority of the students preferred to have the basic dental. As it may be the most frequently discussed topic in their field, the materials included speech examples regarding the topic. Organizing appropriate learning inputs is a difficult undertaking, yet it is deemed necessary. According to Utami's research, giving communicative tasks and engaging inputs in created materials that match the needs of students can lead to effective learning.

Another component of the learning needs was the procedure in learning English. According to Nunan (2004), the procedure is the method through which students obtain knowledge from inputs and carry out learning activities. There were seven different results that indicated how students prefer to learn. The first result was related to the procedure in learning listening. More than half of the students said they wanted tasks in the form of a group discussion about the content of the listening inputs. Working with students in groups provides a lot of benefits, including increasing self-confidence, allowing students to communicate with one another, and encouraging cooperation (Kyriacou, 2009). This became the primary motivation for doing group discussions during listening tasks. In order to deal with this, the researcher conducted a preliminary study that found that after watching videos, dentistry students appeared more interested and engaged in group discussions. The second result dealt with the steps involved in learning speaking. Many of them preferred to have a presentation as a speaking task in this section. This could be because their primary goal was to be able to communicate effectively in a formal setting like a plenary discussion. Iberri-Shea (2009) recommends using presentations in English classes because they help students apply four language skills, develop critical thinking abilities, and present their knowledge. As a result, the materials provided opportunities to plan and practice giving presentations.

The final result was the technique for learning reading. Actually, the students have a wide range of responses. However, for the reading tasks, the majority of them preferred to have a content discussion. This demonstrated that they genuinely wanted to have as many as possible interactions with others. Therefore, the developed materials provided them with the tasks necessary to do so. The fourth finding dealt with the process of learning writing. As for the writing activity, the majority of students preferred writing based on provided guidelines. Hence, the materials featured writing tasks with clear and understandable guidelines. The fifth one dealt with the steps involved in learning vocabulary. In dealing with this, more than half of them stated that finding the meaning of words and forming sentences were efficient to learn vocabulary. Thus, the developed materials allowed students to compose sentences from words after learning their meaning. The sixth result was related to learning grammar. The majority of students acknowledged that composing sentences with good grammar was their preferred method of learning grammar. Hence, instructions to exchange works and check sentences were present in the tasks about sentence formation. The last one was about learning how to pronounce words correctly. Over half of the students said reading phonetic transcription from books was the most efficient technique to learn pronunciation. As a result, the materials included a glossary as well as phonetic transcription to assist them in better mastering pronunciation.



The next aspect to consider was the setting or the arrangement in which the students learn the skills (Nunan, 2004). There were two results from the needs analysis that focused on this aspect. The first one was about the task and the second was about the learning environment. According to the first result, students preferred to work in small groups of 3-5 people. This arrangement makes sense because the number of students in the class where the researcher was teaching ranged from 15 to 20. Meanwhile, the second finding indicates that the classroom is the ideal environment for the students to learn. Therefore, the materials included tasks for the students to complete in small groups, with the classroom serving as the primary location.

The teacher's and the learner's role were the next aspects to take into account. Nunan (2004) claims that the teacher's role is concerned with the teacher's preferred role based on students' expectation. Meanwhile, he claims that learners' roles are defined by what they wish to be in their learning. According to the findings, the majority of the students prefer to have a teacher who can participate in learning and provide consultation. Thus, the materials included tasks that would allow the teacher to fill those duties. When it comes to the learner's role, the majority of the students agreed that they preferred to practice activities based on the teacher's example. As this is in line with the teacher's role that the students prefer, the materials were developed to assist students in learning through the example provided by the teacher.

Design and Development

According to Richards (2001), the most important aspect of ESP is concentrating on the students' needs while building a course or learning materials. The data gathered from the needs analysis were then used to improve the product. Six units made up the final draft of the materials. The materials were then created using TBLT and CEFR B1 as the level. The researcher discovered various things as he implemented expert TBLT theories (Nunan, 2004 & Richards, 2006). The experts' recommended TBLT procedures (pre-task, task, and post-task) made it easy for the researcher to organize the materials. By dividing the tasks into the three components indicated above, the order of the tasks became evident. Additionally, the materials could cover a variety of tasks. It also provided flexibility in terms of learning assessment because it allowed for peer and self-assessment. It was useful for ESP materials since it provided previews of real-life tasks for dentistry students, especially when it came to public speaking. This agrees with Dudley-Evans and John (1998) who claim that ESP employs methods and tasks required by specific fields. Furthermore, it focuses on task-appropriate language in terms of grammar, lexis, study abilities, and so forth.

The materials had been approved by a materials development expert. Expert judgment data were gathered through the use of questionnaires. The surveys were made up of 27 topics that were divided into three categories: content, instructional design, and technical design. According to the findings, the content aspect obtained a 3.57 mean score on a scale of 1 to 4, meaning that the content is categorized as "extremely good." The instructional design part received a 3.50 average score, indicating that it is also "very good." Last but not least, the technological design aspect received a 3.75 average grade, indicating that it is likewise "very good." In addition, the expert commented on the design and construction of the units. Revisions were done to improve the quality of the learning materials after considering the findings and feedback. After everything was set and done, the learning materials were claimed ready to be implemented. The mean score of the expert judgement questionnaire is shown in the table below.



Table 1. The Results of Expert Judgement Questionnaire

Aspect	Mean
Content	3.57
Instructional design	3.50
Technical design	3.75

Implementation and Evaluation

A try-out, interview, pre-test, and post-test were conducted to determine the effectiveness of the learning materials. Between the pre-test and the post-test, the try-out was repeated six times. Two cycles of the try-out were completed. In terms of meeting length, each meeting lasted 90 minutes. The researcher distributed a user review questionnaire and conducted a semi-structured interview at the end of the try-out. Three major aspects were highlighted in the user review questionnaires. Those were content, instructional design, and technical design. In terms of content, the average score was 3.36, which is considered "very good." Meanwhile, the instructional design aspect received a 3.46 average score. Finally, the technical design received a mean score of 3.52, which is considered "very good." As a result, the learning materials were found to be appropriate for supporting dentistry students' learning of public speaking. The table below shows a summary of the three aspects' mean scores.

Table 2. The Results of User Review Questionnaire

Aspect	Mean
Content	3.36
Instructional design	3.46
Technical design	3.52

It is clear from the expert judgment and user evaluation results that the developed materials already suit the needs of students learning public speaking. This is in line with Graves (2000) who suggests that developed materials should be relevant to students and draw on what they already know. Furthermore, they should assist students in developing the specialized skills and methods required for authentic communication, as well as integrating English capabilities.

To learn more, the researcher took field notes and interviewed several students. During the implementation, the researcher's colleague assisted in taking notes. Learning characteristics such as motivation, engagement, and group work were found gradually improved during the implementation of the developed materials. Field notes from three sessions in cycle 1 and three meetings in cycle 2 were used to compile the data. In writing the field notes, the collaborator sat in the class and took notes. The researcher and collaborator discussed the students' behavior during teaching and learning at the end of the meeting to finalize the field notes. Only a few students actively participated in the learning process throughout the first cycle of implementation. They volunteered to answer the teacher's questions and to share what they talked about. The rest of the students, on the other hand, lacked motivation to participate actively, despite paying attention to the teacher. The following snippet from field notes 1 demonstrates this.

"...The teacher then invited some volunteers to mention their answer. One of them raised his hand and said "Let me try, Sir". The student could answer correctly. The teacher then asked if others had different answers. Some of them shook their heads while others remained silent."

In terms of teamwork, it seems that the students enjoyed working in groups. During group works, it was clear that the majority of the students were engaged. They were also clearly self-assured when it came time to present their group debate. During the first cycle's sessions, the



researcher and collaborator discovered something that needed to be improved in the following cycle. During this cycle, the students appeared to have difficulty understanding the task requirements.

The researcher continued to teach during the cycle 2 after considering how the teaching learning process went during the cycle 1. Both the researcher and the collaborator agreed that the students' participation and motivation had improved slightly. More students became more involved, as shown in the following field notes extract.

“...Once they had finished working on it, the teacher asked for some students to share their answers. Unlike the previous meeting, more students seemed brave and confident in sharing their answers.”

The students also showed how well they work in groups during this implementation. It was also rather simple to form the groups because the students took little time to do so. Furthermore, they appeared to be more motivated to work in groups rather than to work alone. The task instruction was another element that changed in cycle 2. After some students struggled to understand what they needed to do to complete the activity, the researcher opted to simplify the task instructions. Simplifying the instruction was helpful since it made it easier for the students to comprehend.

Meanwhile, comments and suggestions from the students' interviews were taken into consideration. Since it was a semi-structured interview, the order of the questions for each student differed depending on their responses. The first question was on the students' overall impressions of the developed materials. The learning materials, according to the students, were already good. They also indicated that the objectives written at the start of each unit helped them comprehend what they would study in that unit.

The students also expressed their opinions on the topics and tasks. They stated that the topics included in the developed materials were appropriate for dentistry students. They further mentioned that the tasks in the learning materials helped them in learning public speaking. They specifically stated that using QR codes to link to online sources was a smart idea. According to one of the students,

S1: ... *Apa lagi dalam materi ini sudah terdapat vocabulary yang dapat membantu dalam proses pembelajaran public speaking. Adanya QR code yang terhubung ke online disctionary juga sangat membantu kami.* (Yes. Especially, the learning materials contain vocabulary that can help me in the process of learning public speaking. The QR code which connects to online dictionary really helps us.)

The developed materials provided them with vocabulary that helped them learn public speaking, as can be seen in the above excerpt from the students' interview. Furthermore, the speech example contained in the materials was acknowledged as a good learning resource in practicing public speaking. One of the students also stated that the learning materials were useful for practicing public speaking in front of a large group of audience.

There was also a question regarding students' participation in the classroom. In this regard, they mentioned that they were actively involved in the learning process while using the learning materials as a learning resource. They also stated that the materials' group activities had assisted them in participating more actively. Nonetheless, the students offered suggestions for improving the materials' quality. Even if the cover of the learning materials was appealing enough, the students stated that it needed some revisions. They wished that more colors and graphics linked to dentistry would be included to the cover to make it more appealing.

In addition, a pre-test and a post-test were conducted to collect scores. Both tests consisted of a single public speaking presentation. Checklists were used to record the students' grades which turned out to be useful. According to Brown (2004), a checklist is a standard assessment that may be used to give an oral presentation a score and evaluation. After the scores were accumulated, it shows that the mean pre-test score was 7.94 and the mean post-test score was 8.11. It is found that the students' public speaking skills have improved slightly. The findings of these tests supported the data from the questionnaire as well as the interviews with students, demonstrating that the developed materials were effective in assisting students in improving their public speaking skills. The figure below displays the difference in the mean score between pre-test and post-test.

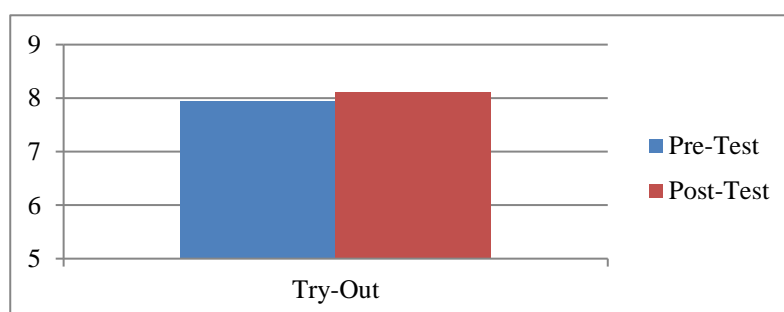


Figure 1. Try-out Results

The Final Product

Based on the evaluation data, the developed learning materials were found to have specific qualities that could aid dentistry students in mastering public speaking. The connection to their major, the simple and user-friendly layout, the unity of its components, and the different learning sources were among those aspects. The learning materials, on the other hand, have weaknesses as well. The first was a lack of vocabulary information and the second was an insufficient number of tasks due to a time limitation. Regardless of the strengths and weaknesses, the learning materials were expected to be a beneficial resource for dentistry students. Hence, the researcher intends to propose the final product to the institution.

The final product of this study was reached after a number of stages in developing the materials described above. Based on the findings of the expert judgment, the results of the users' evaluation questionnaire after using the product, and the results of the students' interviews, the developed materials underwent certain revisions. Finally, the product of this study was deemed legitimate and useful in meeting the needs of dentistry students learning public speaking.

CONCLUSION

The findings show that the developed materials are appropriate and effective for dentistry students. The students responded positively, indicating that the materials helped meet their needs in learning public speaking. This is because the materials were designed based on both target needs and learning needs. As a result, providing materials tailored to students' specific needs can increase their engagement and motivation, while also helping them prepare for real-world professional tasks.



However, this study has several limitations. First, due to time constraints, only three out of six units were tested during the try-out. Second, the number of participants was limited, as the needs analysis involved only one class of 21 students and the try-out included 17 students. Additionally, the development process took longer than expected, causing the try-out to be conducted in a different semester. These limitations may have influenced the results

Therefore, for future researchers, it is recommended to prepare the study carefully and manage time as well as resources effectively, as material development requires considerable planning. For students, it is encouraged to use the developed materials as a guide to improve public speaking skills and strengthen field-specific vocabulary. As for the institution, this study is designed to serve as a guide and inspiration in delivering satisfactory learning aids to the students. The institution is encouraged to provide specialized learning materials depending on the needs of students in their various areas, including dentistry and other majors.

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