Vision: Journal for Language and Foreign Language Learning
Vol. 13, No. 2, Month 2024, pp. 125-138
ISSN 2745-9667 (p), 2541-4399 (e)
DOI: 10.21580/vjv13i223737

Implementing Activity-Based Presentation in Higher Education and Describing Presenters' Presentation Skills

Siti Tarwiyah,[1*] Nuna Mustikawati Dewi, [2] Betty Fitria Nita Sari, [3] Muhammad Hirza Qusuma Dani [4]

[1234] English Education Department, Universitas Islam Negeri Walisongo, Semarang, Central Java – Indonesia

Article Information
Received: November 10, 2024
Revised: August 28, 2025
Accepted: August 28, 2025
Published online: December 12, 2025

Abstract

Activity-Based Presentation (ABP) is known for engaging students through experiential tasks. However, its implementation in higher education requires further exploration. This study aims to explain the implementation of ABP and to describe the presenters' presentation skills. Twenty-six pre-service teachers who attended the English Across Curriculum class became the subjects of this study. Based on participants' presentations, the researchers explained the implementation of ABP and described their presentation skills. Data on ABP implementation were analyzed using three stages of the interactive model of analysis: data condensation, data display, and conclusion drawing. Meanwhile, data on the pre-service teachers' presentation skills were analyzed to determine the mean for each skill. This study shows that participants manage classroom presentations using methods such as ICARE, KWL Chart, Jigsaw, Text-Based Learning, Gallery Walk, Problem-Based Learning, expository, and demonstration. They have relatively good presentation skills, which support the achievement of presentation objectives. The achievement is proven by the audience's good weekly scores. This research exemplifies the enactment of integrated learning, primarily intended to equip pre-service teachers with content knowledge and presentation skills simultaneously. However, further development is needed to make this approach reach a more meaningful and impactful presentation. More studies on ABP also still need to be carried out to enhance its effectiveness.

Keywords: activity-based presentation; memory and understanding; presentation skills

Introduction

A class presentation may be used to introduce oneself, give opinions, expose learning materials, demonstrate a procedure or instruction, and deliver announcements, information, or a message. To deliver a meaningful presentation, a presenter should select the best mix of media to support the oral presentation, keep learners mentally and physically engaged, and borrow from excellent presentations already available online (Horton, 2012). The appropriate choice of methods, media, and material development may

[*]**Corresponding Author:** Siti Tarwiyah, (sititarwiyah98@gmail.com) Jalan Prof. Hamka, Ngaliyan, Semarang, Central Java, 50185

determine an effective presentation. Activity-based presentation is a model of presentation that adopts the principles of activity-based learning. The process of learning in activity-based learning involves students in performing tasks or activities rather than simply listening and taking notes (Al Shloul et al., 2024). In ABP, the audience is motivated to have learning experiences through involvement in such practical activities as observation, investigation, and problem-solving either in groups, in pairs, or individually. ABP prioritizes audience engagement and minimizes presenter domination.

Many experts view the activity of classroom presentation differently. Li et al. (2017) argue that presentation is one of the effective methods to share information. The publication of research findings is also a presentation (Obara & Kashihara, 2017). Presentation becomes an innovative way to trigger students to be active learners in the construction of collaborative learning through which new knowledge is "produced" (Stephan et al., 2020). In addition, Sahoo et al. (2018) state that presentation gives insights on collaborative learning so that it needs teamwork. Presentations can simultaneously facilitate students' critical and reflective thinking, which ultimately encourages active learning (Sahoo et al., 2018). Presentations can encourage concept exploration and integration while also being an alternative way for students to demonstrate their understanding (Sahoo et al., 2018). In other words, presentation is an opportunity to reach deep learning outcomes (Li et al., 2017). To sump up, presentation consists of two processes, namely the delivery and the deepening of information. Presentation can reach those goals if it is audience-centred or activity-based, rather than presenter-centred or information-based.

Creative presentations also positively impact students' knowledge and/or skills ((Chou et al., 2015); (Fauzi, 2016); (Suhardi et al., 2020)). ABP as one model of student-centred learning brings students to be lifelong learners. They have the ability and intention to keep learning inside or beyond formal education (Jacobs & Renandya, 2016). ABP does not just benefit students as the audience. ABP provides an opportunity for presenters to explore evidence-based practice, then share their findings with peers (Stephan et al., 2020). Besides, their pedagogical and non-cognitive skills are also enhanced as during the presentation they make use of the specific chosen methods and media, develop materials, and plan the procedure for a dynamic class presentation.

Current studies deal with presentation focus more on the implementation of a multimedia-based presentation done by teacher using such applications as Photovoice, Prezi, Aurora 3D, or PPT (Fatimah & Santiana, 2017); (Suhardi et al., 2020); (Ati & Parmawati, 2022); Zhang, 2022). The presentation is still teacher-dominated due to the absence of presentation models, which are directed at realizing learner-centred learning. Few studies on Activity-Based Presentation were also carried out. But each of them was only supported by a specified presentation model (Loehr et al., 2020). A study focuses on the use of audience reflection on the implementation of presentation was carried out by (Safari, 2018). (Nwosu et al., 2022) proved that the Basic Science and Technology (BST) students enjoyed the implementation of the Activity-Based Learning (ABL). (Samaddar & Sikdar, 2023) found that activity-based learning

and teaching was more effective than traditional teaching and learning. Activity-based learning was also used as an alternative to continuous internal assessment (Bakhru & Mehta, 2020). The previous studies suggest that the exploration ABP's impacts on the presentation skills of the presenters needs to be conducted. To fill the void, the central aims of this study are: (a) to explain the implementation of ABP and (b) to describe the presenters' presentation skills.

Method

This study is a qualitative case study, which is aimed at describing the practice of ABP done by pre-service teachers in presenting learning materials of English Across Curriculum Subject and their ABP skills. A case study explores a contemporary phenomenon that does not need control from the researcher (Yin, 2003). Twenty six pre-service teachers attended English Across Curriculum class at English Education of a state university in Indonesia become the subjects of this study. The pre-service teachers worked in pairs or in groups of 3 to prepare and employ ABP to present a subject matter of English Across Curriculum Subject. The collaborative assignment was administered due to the position of collaboration as an essential component that support professional learning (Tarwiyah et al., 2024). During conducting ABP, they were assessed their presentation skills. The ways they presented the materials were also described in the forms of presentation activities. Data of participants' memory and understanding gained through test after each presentation were also provided to support data of ABP implementation and presenters' presentation skills.

The data of this study were collected through the observation of ABP implementation and the assessment of the presenters' ABP skills. The qualitative data, data of ABP implementation were analyzed by using three stages of interactive model of analysis, i.e. data condensation, data display, and conclusion drawing (Miles et al., 2014). Meanwhile, the quantitative data, data of the pre-service teachers' presentation skills and participants' memory and understanding were counted to gain the mean of each skill and the participants' weekly scores.

Findings

Implementation of Activity-Based Presentation

Before doing the presentation, the pre-service teachers were exposed with the principles of ABP, presentation skills, and shown two ABPs modelled by the lecturer. The materials, methods, and media used in each presentation are listed in table 1. The first and the second implementation were carried out by the lecturer and functioned as the presentation models.

In Table 1, it is noted that the presentations may use one or two combined methods. The sufficiency of stages of the implemented method became the consideration why a method needs or needs not to be combined with another method. Most presentations used 1 method. The implementation of Jigsaw Learning in Activity-Based Presentation follows a systematic process that begins with grouping the audience into home groups. In this initial stage, the presenter provides an overview of the material to be presented, after which the class is divided into groups of three members, known as

home groups. Following the grouping, problem assignment takes place where each member of the group receives a different problem to solve. Specifically, students one, two, and three are respectively assigned to explain along with examples of recall, application, and analysis tasks within the grid of vocabulary, sentence, and text.

Table 1

Course Materials, Methods, and Media

	Topic	Method	Media
1	English Across Curriculum: The Big Picture	ICARE	PPT, Worksheet
2	Language Demands of Content Areas	ICARE, KWL	PPT, Video
3	Language Demands: Language Arts	ICARE	PPT, Worksheet
4	Language Demands: Mathematics	Text-Based Learning	PPT, Worksheet
5	Language Demands: Science	ICARE	Canva, Worksheet
6	Language Demands: Social Studies	Jigsaw	PPT, Worksheet
7	Building School Capacity	Problem-Based Learning	PPT, Video, Worksheet
8	Mapping Language Demands in Academic Units	Expository	PPT, Worksheet
9	The Teaching/Learning Cycle	Expository, Demonstration	PPT, Quizizz
10	CLIL Assessment: Vocabulary Mastery	Text-Based Learning, Jigsaw	Canva, Worksheet
11	CLIL Assessment: Sentence Construction	Gallery Walk, Text-Based	PPT, Worksheet
12	CLIL Assessment: Text Construction	Jigsaw	PPT, Worksheet

The next stage involves regrouping the audience into expert groups for problem-solving activities. The class is reorganized into three expert groups where audience members with the same number from each home group gather together. For instance, all members numbered one from each home group form expert group one, all numbered two form expert group two, and all numbered three form expert group three. Within these expert groups, members discuss and solve the task they have been assigned, preparing to share their findings when they return to their home groups.

Information sharing occurs when members return to their home groups after obtaining answers from their expert group discussions. Each member shares the results of their expert group discussion with all members of their home group until everyone gains a complete understanding of recall, application, and analysis tasks in the grid of vocabulary, sentence, and text. This process ensures that all participants receive comprehensive knowledge despite initially working on only one specific problem.

The final stage encompasses results communication along with feedbacks and confirmation. The presenter invites some audience members to share the characteristics and examples of recall, application, and analysis tasks in the grid of vocabulary, sentence, and text during a whole class discussion. Other audience members from different groups are

encouraged to comment or provide feedbacks on the shared information. The session concludes with the presenter providing feedbacks and confirmation to ensure accurate understanding of the material among all participants. Through this presentation model, the subject matter is exposed inductively, and the audience are engaged in constructing knowledge through activities of home group discussion, expert group problem-solving, and results communication. Moreover, these activities contribute to the development of their collaboration, communication, critical thinking, and creativity.

In addition to Jigsaw Learning, the implementation of Text-Based Learning combined with Gallery Walk provides another approach that follows a structured four-stage process designed to facilitate audience understanding of CLIL assessment instruments. The first stage, Building Knowledge of Field (BKoF), involves reviewing the previous topics on assessment in the CLIL context. This includes discussing the concept of balancing assessment of content knowledge aspects and language aspects involving continuum assessment, as well as the factors that need to be considered in preparing CLIL questions.

The second stage, Modelling of Text (MoT), focuses on displaying and explaining examples of CLIL assessment instruments at Recall, Application, and Sentence Analysis levels. While doing so, the presenter guides the audience to mind map the principles to be considered when composing questions and the three grids, including the skills involved to sharpen understanding. This stage ensures that the audience comprehends the structure and components of effective CLIL assessment before attempting to create their own.

The third stage consists of two parts of Joint Construction of Text (JCoT). In JCoT 1, the presenter and audience collaboratively make questions in each grid along with two types of skills together using the science material provided in the PowerPoint presentation. The invited students write the questions on the whiteboard, and then the questions are discussed together as a class. The presenter provides feedbacks and confirmation to ensure accuracy and understanding. Subsequently, JCoT 2 is combined with Gallery Walk activities. In groups of four, the audience constructs questions according to the grid determined for each group and based on the materials given. The presenter observes and guides the teamwork throughout this process. Each group then participates in a gallery walk where two members stay in their group's gallery to explain their work to visitors, while the other two members visit, learn from, and correct the other galleries. The presenter monitors the audience activities and provides feedbacks and confirmation. Following the gallery walk, all groups revise their work based on feedbacks from the presenter and the other audience members. Finally, the revised work is collected and submitted to the presenter to be assessed.

In this combined approach, Text-Based Learning serves as the main method while Gallery Walk functions as the complementary method. The implementation of Text-Based Learning in this context is distinctive because JCoT is implemented twice, encompassing both the collaboration between audience and presenter and the collaboration among students themselves. Furthermore, Independent

Construction of Text (ICoT) is carried out in the form of an individual assignment beyond the meeting hour, allowing participants to demonstrate their independent understanding of the material.

Presenters' presentation skills

There are varied indicators of presentation skills raised by different experts. The indicators used in this research are the modification of indicators of good presentation suggested by (Widom, 2005) and (Wong, 2023), and some indicators of teaching competence as asserted by (Akyak et al., 2013).

There are sixteen indicators of presentation skills used in this research. These indicators include using appropriate media, using appropriate methods, implementing appropriate stages of the method, having engaging opening, having engaging delivery, and making audience involved actively. Additionally, the indicators encompass having visible slides for all audience, having clear structure of presentation, covering the points needed to meet the objectives, not putting many points in a slide, and using simple examples. Furthermore, the indicators also involve speaking loudly and clearly, not blocking audience's view, making the audience clear what question the presenter is answering during the question and answer session, having strong conclusion, and completing presentation within the allotted time.

Presentation Skill 1

Presentation skill 1 comprises nine dominant skills. These skills include making the audience clear what question the presenter is answering, speaking loudly and clearly, having clear structure of presentation, not blocking audience's view, and having visible slides for all audience. Moreover, the dominant skills also encompass using appropriate media, using simple examples, completing presentation within the allotted time, and covering the points needed to meet the objectives.

Figure 1
Presentation Skill 1

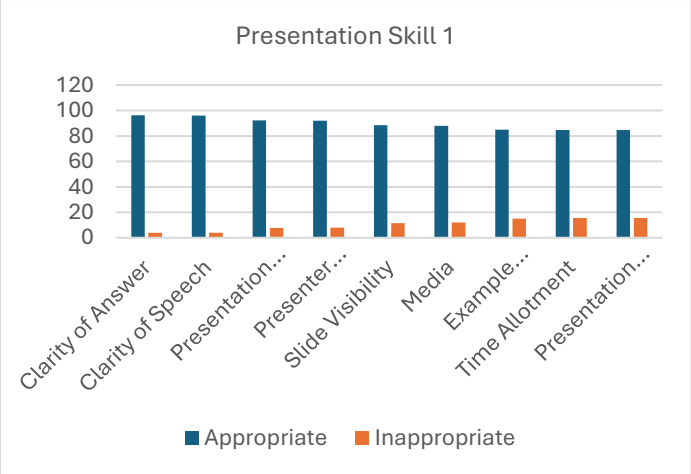
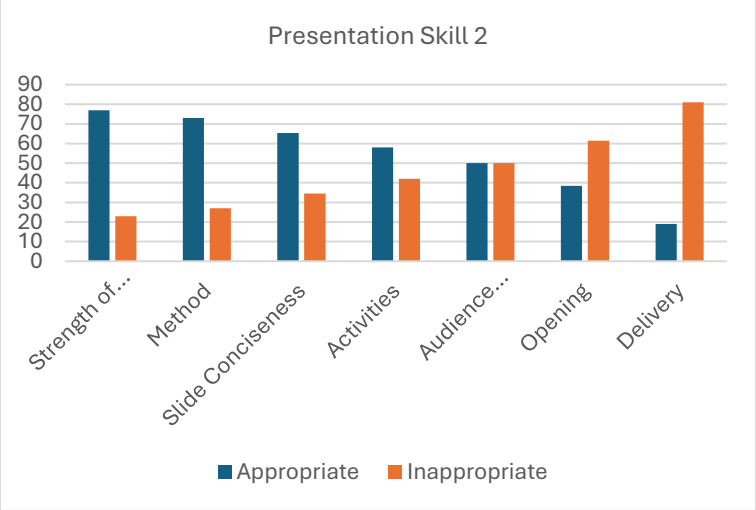


Figure 1 shows that the participants felt superior with their clarity of answer, clarity of speech, presentation structure, presentation position, slide visibility, media, example simplicity, time allotment, and presentation coverage. The organization of the materials, the use of font, font size, lay out, contrast of colour, and media were chosen and used appropriately so that the audience's understanding was facilitated.

Presentation Skill 2

Presentation skill 2 covers the seven less dominant skills. These skills include having strong conclusion, using appropriate methods, not putting many points in a slide, and using appropriate stages of the method. Additionally, the less dominant skills also encompass making audience involved actively, having engaging opening, and having engaging delivery.

Figure 2
Presentation Skill 2



Based on the Presentation Skill 2 chart, it is identified that participants still have problems with their opening, delivery, and audience involvement. It may also be interpreted that when participants are not engaged in opening and delivery or presentation stage, they will not involve actively in the presentation. Furthermore, being participated actively by only half participants means Activity-Based Presentation was not implemented successfully. Referring to those facts, the participants need to make deep reflection on the way they chose and implemented their media and method they claim appropriately.

The Audience's Memory and Understanding Taught through ABP

When understandingof materials is measured, the measurement includes memory as memory comes first before understanding. The audience's memory and understanding is represented through the score of daily test done after each presentation. The average of audience's score in each meeting was got by counting the total score of the meeting divided

by the number of active audience who did the test.

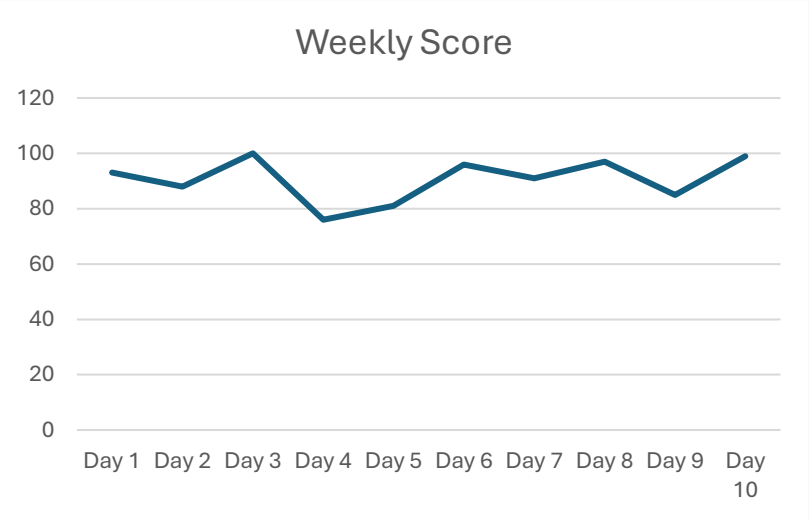
Below are the data of audience's score representing their memory and understanding of the presented materials. The average score of each meeting is counted by dividing the total score of the meeting by the number of students who did the test.

The scores were classified into 5 score categories, i.e. excellent (90-100), very good (80-89), good (70-79), bad (60-69), very bad (60 ≤). Table 2 shows that the average of audience's understanding is in the score of 91 or in excellent category.

Table 4
Weekly Scores

Week	Score
1	93
2	88
3	100
4	76
5	81
6	96
7	91
8	97
9	85
10	99
Average	91

Figure 3
The Dynamic of Audience's Weekly Score



The weekly scores are dynamic, ranging from 76 to 100, and the dynamics of this achievement is presented in the previous diagram. The lowest audience daily achievement is 76, which is still in the category of good. This relatively high minimum score is partly due to the learning experiences provided by the presenters through varied kinds of methods used, including ICARE, KWL Chart, Jigsaw, Text-Based Learning, Gallery Walk, Problem-Based Learning, expository, and demonstration..

Discussion

The implementation of Jigsaw as a cooperative learning strategy demonstrated effectiveness in activating audience participation by requiring students to move between home and expert groups. This finding corroborates earlier research by Mudijono and Azis (2022), who found that Jigsaw motivated students to develop knowledge in online learning contexts. Similarly, Baken et al. (2022) confirmed that Jigsaw improved learning and retention in laboratory activities, while Darabi et al. (2024) reported enhanced learner knowledge, performance, satisfaction, and interest. The study's observation that Jigsaw promotes active problem-solving aligns with findings from Nalls and Wickered (2022), who noted increased independence and social connection, and Torabi et al. (2022), who documented improvements in attitude and responsibility among learners.

Text-Based Learning combined with Gallery Walk showed promising results in facilitating audience engagement through its four-stage implementation process. The findings support Montalban's (2023) assertion that learners benefit from the flexible access to text, allowing them to learn at their own pace. The effectiveness of TBL in this study parallels research by Pertiwi et al. (2024), who found that TBL empowers students to navigate academic environments confidently, and Abdullah et al. (2020), who noted its role in facilitating multimodal discourse analysis. However, the study also acknowledges Matiso and Makena's (2022) caution that insufficient understanding of curriculum specification and language competence can prevent effective TBL implementation, a challenge that presenters in this study may have encountered.

Gallery Walk proved effective in stimulating creativity, cooperation, and communication, particularly for kinesthetic learners. This observation aligns with Sak's (2021) literature review confirming Gallery Walk's impact in speaking classes and its role in improving self-confidence. The method's contribution to intellectual skill enhancement found in this study echoes findings by Insani and Sapriya (2020) and the improved understanding of learning materials documented by Karlsson (2020), Mohd Nawi et al. (2023), and Khalaf et al. (2023). Interestingly, Che-aron and Matcha (2023) found that Gallery Walk combined with Problem-Based Learning was viewed as more effective by female students than male students, suggesting that the gender of learners may influence perceptions of this method's effectiveness.

Regarding presentation skills, the study identified nine dominant skills that contribute to presentation success. The emphasis on understanding audience questions before responding corresponds with Nesseth et al.'s (2021) finding that understanding the nature of questions is meaningful for comprehending

learning goals. The importance of appropriate positioning during presentation aligns with recommendations from Reynolds (2012), Duarte (2008), and Gallo (2014), who emphasized movement, eye contact, and the use of remote control devices. The study's findings on slide visibility reflect Alley's (2013) guidelines on avoiding cluttered visuals and Duarte's (2008) recommendations for logical content arrangement.

The role of simple examples in enhancing audience understanding, as found in this study, strongly supports Reynolds' (2012) emphasis on their influence on clarity, engagement, retention, and communication effectiveness. Similarly, the importance of time management in presentations echoes Heideman and Laury's (2022) finding that preparing qualified presentations within strict time limits builds presenter confidence.

The study's findings on audience engagement techniques align with multiple researchers' recommendations. Wong's (2023) identification of interaction and audience engagement as indicators of effective presentation supports this study's emphasis on active audience involvement. The strategies for supporting active learning found in this study parallel those identified by Nguyen et al. (2021), including explanation, facilitation, and planning strategies. Usera's (2023) five universal Audience Engagement Techniques provide additional validation for the interactive approaches observed in this study.

Concerning memory and understanding, the study's framework aligns with Bartsch's (2005) conceptualization of general and specific memory related to sensorial, motor, emotional, and evaluative areas. The finding that meaning-making occurs through both teacher-centered and learner-centered approaches corresponds with Papageorgiou and Lameras' (2017) observation that learner-centered meaning-making is supported by visual communication, collaboration, and exploration. However, the study acknowledges an important tension: while activity-based learning maximizes engagement, Skulmowski (2024) cautioned that demanding learning tasks can impose cognitive load that minimizes memory capacity for actual content. Furthermore, Ogbuanya et al. (2021) found that activity-based learning was less effective than challenge-based learning in cognitive and psychomotor tests, suggesting that ABP implementation requires careful consideration of task complexity and cognitive demands to optimize learning outcomes.

Conclusion

Activity-Based Presentation (ABP) highlights significant pedagogical impacts on audience learning experiences, memory retention, and skill development. ABP was implemented to engage students in active learning and foster better understanding and memory. The research concluded that when audience participates in activities like discussions, peer evaluations, and problem-solving tasks, they are more likely to retain information and develop a deeper comprehension of the subject matter.

This study also shows relatively good presentation skills of the pre-service teachers. Meaning that the pre-service teachers have sufficient pedagogical skills to expose audience with needed presentation materials. The skills support the achievement of presentation objectives, which are proven through good weekly scores of the audience. Through such

methods as ICARE, KWL Chart, Jigsaw, Text-Based Learning, Gallery Walk, Problem-Based Learning, expository, and demonstration the pre-service teachers manage classroom presentations effectively.

References

Abdullah, F., Tandiana, S. T., & Saputra, Y. (2020). Learning Multimodality through Genre-Based Multimodal Texts Analysis: Listening to Students' Voices. *Vision: Journal for Language and Foreign Language Learning*, *9*(2), 101. https://doi.org/10.21580/vjv9i25406

Akyak, Idrus, M., Bakar, Y. A., & Email, I. (2013). Implementation of Teachers Pedagogy Competence to Optimizing Learners Development in Public Primary School in Indonesia Lecturer of State Islamic University (STAIN), Tulungagung , East Java , Indonesia . Email . akhyakyunis@yahoo.co.id . Adress : STAIN. *International Journal of Education and Research*, *1*(9), 1–10.

Al Shloul, T., Mazhar, T., Abbas, Q., Iqbal, M., Ghadi, Y. Y., Shahzad, T., Mallek, F., & Hamam, H. (2024). Role of activity-based learning and ChatGPT on students' performance in education. *Computers and Education: Artificial Intelligence*, *6*, 100219. https://doi.org/10.1016/j.caeai.2024.100219

Ati, A., & Parmawati, A. (2022). The Use of Oral Presentation in Teaching English to Improve Studets Speaking Skill. *Project*, *5*(2), 1–6.

Baken, E. K., Adams, D. C., & Rentz, M. S. (2022). Jigsaw method improves learning and retention for observation-based undergraduate biology laboratory activities. *Journal of Biological Education*, *56*(3), 317–322. https://doi.org/10.1080/00219266.2020.1796757

Bakhru, S. A., & Mehta, R. P. (2020). Assignment and project activity based learning systems as an alternative to continuous internal assessment. *Procedia Computer Science*, *172*(2019), 397–405. https://doi.org/10.1016/j.procs.2020.05.073

Bartsch, R. (2005). *Memory and Understanding*. John Benjamins Publishing Company.

Che-aron, Z., & Matcha, W. (2023). Project-Based Learning with Gallery Walk: The Association with the Learning Motivation and Achievement. *International Journal of Modern Education and Computer Science*, *15*(5), 1–13. https://doi.org/10.5815/ijmecs.2023.05.01

Chou, P.-N., Chang, C.-C., & Lu, P.-F. (2015). Prezi versus PowerPoint: The effects of varied digital presentation tools on students' learning performance. *Computers & Education*, *91*, 73–82. https://doi.org/10.1016/j.compedu.2015.10.020

Darabi, F., Karimian, Z., & Rohban, A. (2024). Putting the pieces together: comparing the effect of jigsaw cooperative learning and lecture on public health students' knowledge, performance, and satisfaction. *Interactive Learning Environments*, 1–18. https://doi.org/10.1080/10494820.2024.2351157

Duarte, N. (2008). *Slide:ology: The Art and Science of Creating Great Presentations*. O'Reily Media.

Fatimah, & Santiana, A. . (2017). Prezi, cloud-based presentation for teaching: how is it interesting. *Edulite: Journal of Engliah*

Education, Literature, and Culture, 2(2), 445–456.

Fauzi, I. (2016). The application of multimedia-based presentation in improving students` speaking skill. *Jounral of ELT Research*, *1*(1), 103–112.

Gallo, C. (2014). Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds. *St. Martin's Press*.

Heideman, P. D., & Laury, J. E. (2022). Ultra-Short Presentations with Immediate in-Class Public Feedback to Enhance Skill Development with Low Class Time and Instructor Time. *College Teaching*, *70*(2), 196–205. https://doi.org/10.1080/87567555.2021.1913395

Horton, W. K. (2012). *E-Learning by Design*. Pfeiffer.

Insani, N. ., & Sapriya. (2020). The Effectiveness of Gallery Walk Cooperative Learning to Enhance Students' Intellectual Skill. *Proceedings of the 2nd Annual Civic Education Conference (ACEC 2019)*, 209–213.

Jacobs, G. M., & Renandya, W. A. (2016). *Student-Centred Learning in ELT* (pp. 13–23). https://doi.org/10.1007/978-3-319-38834-2_2

Karlsson, R. (2020). Gallery Walk Seminar: Visualizing the Future of Political Ideologies. *Journal of Political Science Education*, *16*(1), 91–100. https://doi.org/10.1080/15512169.2018.1549495

Khalaf, A. M., Alubied, A. A., Khalaf, A. M., & Rifaey, A. A. (2023). The Impact of Social Media on the Mental Health of Adolescents and Young Adults: A Systematic Review. *Cureus*, *15*(8). https://doi.org/10.7759/cureus.42990

Loehr, A., Rittle-Johnson, B., Durkin, K., & Star, J. R. (2020). Does calling it "Morgan's way" reduce student learning? Evaluating the effect of person-presentation during comparison and discussion of worked examples in mathematics classrooms. *Applied Cognitive Psychology*, *34*(4), 825–836. https://doi.org/10.1002/acp.3670

Matiso, N. H., & Makena, B. (2022). *E-Journal of Humanities, Arts and Social Sciences (EHASS) Effective Implementation of the Text-Based Approach in English Second Language Classrooms*. *3*(January), 10–2022.

Mohd Nawi, S. N. A., Rahim, N., Fadzil, N. A., Ramli, M. S., & Ab Rahman, N. A. (2023). Effect of Gallery Walk Classroom (GWFC), on English Language Acquisition among Diploma Learners. *Jurnal Evolusi, 4*(2).

Montalban, M. (2023). *Why Text-Based Learning is A Great Approach for Learning Mindfulness*. Institute for Organizational Science and Mindfulness (IOSM).

Mudijono, M., & Azis, Y. M. (2022). Analisis Peningkatan Hasil Belajar dengan Metode Jigsaw Menggunakan E- Learning Google Meet Pada Materi Persamaan Diferensial. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, *6*(1), 572–585. https://doi.org/10.31004/cendekia.v6i1.1293

Nalls, A. J., & Wickered, G. (2022). The Jigsaw Method: Reviving a Powerful Positive Intervention. *Journal of Applied School Psychology*, *3*(9), 201–217. https://doi.org/https://doi.org/10.1080/15377903.2022.2124570?urlappend=%3Futm_source%3Dresearchgate.net%26utm_medium%3Darticle

Nesseth, N. M., Henson, A. M., & Barriault, C. L. (2021). *A framework for understanding the*

nature of questions asked by audience participants at science cafés. *6*.

Nguyen, K. A., Borrego, M., Finelli, C. J., DeMonbrun, M., Crockett, C., Tharayil, S., Shekhar, P., Waters, C., & Rosenberg, R. (2021). Instructor strategies to aid implementation of active learning: a systematic literature review. *International Journal of STEM Education*, *8*(1). https://doi.org/10.1186/s40594-021-00270-7

Nwosu, S. N., Etiubon, R. U., & Ofem, I. B. (2022). Effect of the Activity-Based Learning on Basic Science and Technology Students' Non-Cognitive Skills in South-South Nigeria. *European Journal of Education and Pedagogy*, *3*(5), 67–74. https://doi.org/10.24018/ejedu.2022.3.5.440

Obara, Y., & Kashihara, A. (2017). *Refining presentation documents with presentation schema*. *Celda*, 85–92.

Ogbuanya, C. T., Okeke, C. I. ., & Hassan, A. M. (2021). Effects of challenge-based and activity-based learning approaches on technical college students' achievement, interest and retention in woodwork technology. *International Journal of Research in Business and Social Science (2147- 4478)*, *10*(7), 330–341. https://doi.org/10.20525/ijrbs.v10i7.1369

Papageorgiou, V., & Lameras, P. (2017). *Multimodal teaching and learning with the use of technology: meanings, practices and discourses*. *Celda*, 133–140.

Pertiwi, A., Mardiah, D., Syahrey, R. A., Hasibuan, K., Islam, U., Sultan, N., & Kasim, S. (2024). *JKIP : Jurnal Kajian Ilmu Pendidikan Implementing a Text-Based Approach Within The K-13 Curriculum In Senior High*. *5*(1), 43–51.

Reynolds, G. (2012). *Presentation Zen: Simple Ideas on Presentation Design and Delivery*. New Riders.

Safari, P. (2018). A critical reflection on (re)construction of my identity as an English language learner and English teacher. *Professional Development in Education*, *44*(5), 704–720. https://doi.org/10.1080/19415257.2017.1387866

Sak, Y. (2021). The effectiveness of the Gallery Walk technique in EFL speaking classes. *Cambudian Education Forum*, 73–83. https://doi.org/10.62037/cef.book.2021.12.03

Samaddar, R., & Sikdar, D. . (2023). Comparison between Activity-Based Learning and Traditional Learning. . . *Gph-International Journal of Educational Research*, *6*(10), 17–27.

Skulmowski, A. (2024). Learning by Doing or Doing Without Learning? The Potentials and Challenges of Activity-Based Learning. *Educational Psychology Review*, *36*(1), 1–26. https://doi.org/10.1007/s10648-024-09869-y

Stephan, A. ., Stephan, E. ., Whisler, L., & Neptune, A. . (2020). Peer Sharing Presentation in a First-year Engineering Learning Strategies Course. *ASEE Annual Conference and Exposition*.

Suhardi, A., Rosalina, S., & Sutrisno, N. (2020). The effectiveness of science multimedia interactive based on aurora 3d presentation on student learning outcomes. *Thabiea: Journal of Natural Science Teaching*, *3*(2), 110–119.

Torabi, Z. A., Rezvani, M. R., & Palouj, M. (2022). Comparing the Effect of Lecture and Jigsaw Teaching Strategies on Attitude and

Environmentally Responsible Behavior: A Mixed-methods Approach. *Journal of Quality Assurance in Hospitality and Tourism*, *23*(4), 1064–1087. https://doi.org/10.1080/1528008X.2021.1955235

Usera, D. (2023). Audience Engagement Techniques in Oral Presentations. *Business and Professional Communication Quarterly*, 1–12. https://doi.org/10.1177/23294906231190575

Widom, J. (2005). *Tips for Good Conference Talk*. https://cs.stanford.edu/people/widom/conference-talks.html

Wong, K. (2023). *How To Make A Good Presentation*. https://doi.org/https://venngage.com/blog/how-to-make-a-good-presentation/