Learning Speaking Through Communicative Grammar On Systematic Functional Linguistics (SFL)

Edy Suseno, Edysuseno4@gmail.com, IKIP Widya Darma, Surabaya – Indonesia

Abstract

Practicing speaking is essential for students to exchange ideas with others. Although having learned English for years, many EFL students face problems in delivering the ideas orally. To overcome this kind of problem, fifteen students from the English department joined the two subjects, grammar, and speaking, for the treatment. They were in the first semester. The research was to find out the method used in teaching grammar to develop speaking learning. There was fifteen treatment opportunity for each lesson. To satisfy the aim of this study, the mixed method was implemented. The analysis could be deduced that using the Grammar-translation method, podcast, noticing, and conversation in applying the communicative-grammar method enhances the students' competence in speaking. The students could find the authentic material to copy within practicing speaking. It is beneficial for the teachers and students to implement it in learning grammar, speaking, and other subjects. It also inspires other researchers to dig for more profound innovation in the same field.

Keywords: communicative-grammar; grammar-translation method; podcast; SFL; speaking

1. INTRODUCTION

People need a tool to interact with others. It is the language. They express their ideas by using their language to exchange information in the form of utterances. They convey a mutual understanding to build a smooth conversation (Koşar & Bedir, 2014). The use of a language for communication is discourse (Gee, 2014). To practice communication, people develop speech functions stating, asking, commanding, and answering. It enables the speakers and interlocutors to interact with each other (Halliday & Matthiessen, 2014).

However, Halliday & Matthiessen (2014) said that understanding a language is how to use the language and structure it in spoken and written. To use the language, people need to have sufficient vocabulary and proper pronunciation in their memory. The speech can be meaningful to convey ideas if grammar plays a vital role in it. The grammar rule helps people to build sentences to be influential in the context. People use the language in formal and informal differently. It depends on the level of formality in both spoken and written. It makes sense the people's world experiences (Martin et al., 2010).

Systematic functional linguistics (SFL) is a way to analyze the relationship between social context and linguistic aspects like phonemes, morphemes, lexemes, syntax, and context (Halliday & Matthiessen, 2014). The use of grammar to build sentences through vocabulary or lexicogrammatical functions will put the people into the choice based on the context or situation. It is the way to make the language functional and meaning-making. It is the core concept of SFL (Halliday, 1978).

The relationship between the context of a situation and linguistic choices is called a register. There are three parts in the register field, tenor and Mode. People use when and how the lexicogrammatical features like mental verbs and element of cohesion in the area. It leads them to understand what is occurring in the text of the speech and writing. The tenor is about the relationship between writer and readers or among the speakers. It focuses on how and when people choose particular modalities and appraisal. Furthermore, Mode is an analysis of rhetorical features in spoken or written or both. It leads the people to understand how the text is organized (Halliday & Matthiessen, 2014).

To make the language meaningful to use and structure in SFL, the three levels of models, discourse-semantics, lexico-grammar, and graphology, support it. Discourse-Semantic has three metafunctions interpersonal, conceptual, and textual. In lexico-grammar, people use vocabulary to build sentences by implementing grammar rules. To enable the words to be meaningful to express the ideas, people pronounce the words precisely. It is graphology. Regarding Discourse-Semantics and lexico-grammar, SFL models develop them into Experimental meanings (clause as representation), Interpersonal definitions (clause as an exchange), and textual meanings (clause as message) (Eggins, 2004). To establish Interpersonal sense, the addressee's behavior influences the color of utterances (Koussouhon & Dossoumou, 2015). The addresser's attitude and strategy of speaking interferes the success in conversation (Butt et al., 2000)

To enhance lexico-grammar teaching, the teacher can implement the translation method. It is the old method ever used by people to learn grammar to gain meaningful learning. It is in line with SFL's objective to learn the language in a meaningful way. The translation is the process of moving from one language to another. It is the step SFL got started to function (Halliday, 2009). It is how translation could be seen as a relationship between units in structures arranged in a hierarchy of ranks and levels (Steiner, 2005). SFL is implemented in fields like education, translation, computational linguistics, multimodal studies, and healthcare (Matthiessen, 2010).

The relationship between teaching grammar using translation and communicative methods enables lexico-grammar learning to become effective in oral communication. It leads the students to learn a language as the use and structure to be meaningful. This communicative grammar, the mixed-method of grammar-translation method, and the communicative approach helps both teachers and students discuss the grammar material to enhance the language used to speak (Ho & Binh, 2014).

Moreover, to teach the students, the teachers need to develop scaffolding. It is a way to help teachers support the teaching-learning process. There are three kinds of scaffoldings content, strategic, and procedure. The content scaffolding discusses the guidance provided by the teacher to help the students learn and do the given tasks. It is the way to answer what and how questions. In strategic scaffolding, the teacher helps the students by providing the process and approach to doing the task. Moreover, in procedural structure, the teachers need to provide the resources, material, and tools to enhance doing the job (Luke et al., 2005).

The procedural scaffolding helps the students become autonomous. They are very familiar with the use of gadgets. The teacher can foster them to dig some resources on their devices to enhance the completion of their tasks. One of the resources that provide the various materials for establishing communicative grammar learning is a podcast. It is the resource where authentic material can be gained. The students can find some audio recordings with the

scripts. They can copy the native speakers' way of implementing grammar rules in speaking contexts (Bongey et al., 2006).

In the previous study, Kaharuddin (2018) said that using the grammar-translation method and communicative method enables grammar learning to become effective in speaking settings. Such a combined method is called the communicative grammar method. There are three steps in applying this structural method procedure, transitional procedure and communicative procedure. By applying those steps, the students can implement their grammar usage knowledge into conversation. Baydikova & Davidenko (2019) emphasized that teaching language focuses on using it in communication to boost speaking fluency. It would be meaningful rather than learning the form of it. Learning grammar needs to be linked to the conversation feature to gain meaningful learning. Choosing the grammar topic for communication is beneficial, though. The teacher can choose the more frequent and essential grammar rules used in conversation (Dimyati & Mudjiono, 2006). It helps the students fluent in speaking by knowing how the grammar works (Harmer, 2004).

The previous studies above do not mention the resources that enhance the students' speaking fluency. To make meaningful sentence buildings, the students need to know how native speakers use them in real life. By copying the authentic material, the students can be fluent in their ability to speak. The improper use of grammar in communication leads to misunderstandings among language users.

Many people do not like to learn grammar. It seems that grammar is an activity to memorize some formulas to build sentences. That kind of perspective hampers them to practice speaking (Harmer, 2002). The lack of vocabulary is adding their weakness in expressing their ideas in English. They need a sure way to learn English for communication. They have already known English for many years in their life. But, they still find a problem speaking up.

This study aims to prove whether the implementation of the communicative grammar method enhances the students' competence in speaking. To lead the research gaining the intended result, a research question is established. It is "is communicative grammar method effective to develop the students' competence in speaking?" to meet the answer of such a question, the data found was analyzed by using mixed-method.

2. METHOD

This kind of research involved the students of the English department in semester 1. There were fifteen students to join the treatment. The students got two subjects, grammar, and speaking, to learn. The procedure of learning could be seen below.

The grammar lesson

- Implementing GTM

To begin the lesson, the teacher provided a list of words. He asked the students to find the meaning and pronunciation of their electronic dictionary. He explained the material in the students' mother tongue by constructing sentences from L1 to L2. To deepen the understanding of the material discussed, the teacher gave the exercises to translate the sentences from L1 to L2 and read them aloud.

- Using podcasts to notice the grammar content

To see how the grammar rules work on authentic material, the teacher asked the students to open the provided URL. It is a podcast. By clicking the URL, the students see a page of reading text with the audio record. The teacher asked them to click the audio button to listen to the correct pronunciation and intonation of the words. After finishing the listening, the teacher asked the students to find difficult words to translate. While searching the unfamiliar words, the students noticed the sentences by circling them to see the grammatical content (Yunus, 2017). To check the students' works, the teacher discussed them to ensure that the students understand the grammar discussed works on the passage. This kind of process helps the students construct sentences. The ability to build sentences appropriately affects the students' fluency in speaking. They can deliver understandable utterances (Hughes, 2002). By having fluency, the students can answer the interlocutors' questions coherently by adapting their background knowledge (Hedge,2000).

- Communicative grammar

Since the function of the language is for communication both in spoken and written, the teacher asked the students to build their own sentences based on the grammar discussed (Wei, 2018). To meet the proper pronunciation, the teacher asked them to check the pronunciation of their electronic dictionary. Moreover, the teacher persuaded the students to practice speaking by adapting the grammar discussed with their peers (Vafadar & Foo, 2020). By focusing on grammatical structures, vocabulary, and pronunciation, the students can get their fluency in speaking (Mazouzi, 2013).

The speaking lesson

- Using podcasts as the resource of the material

To use podcasts to teach speaking, the teacher ensured the availability of internet access by asking each student to check the internet signal on his cellphone. He invited the students to arrange their seats into some clusters to make groups. He shared the URL of the podcast to click. By clicking the URL, the students saw the list of the menu. The teacher asked the students to click the desirable topic to watch based on the agreement of the member of the group. He gave some time to the students to complete the watching.

- Discussion

To enhance the speaking atmosphere, the teacher asked the students to discuss the content of the podcast, which they watched for 15 minutes. After finishing the discussion, the teacher invited the students to send their representatives to retell the story they watched in front of the class. After completing the presentation, the teacher gave feedback to the presenter by raising some questions and giving suggestions. This kind of strategy can build the students' motivation to get involved in the teaching-learning process (Littlewood, 2007).

To gain the desirable results, the classes were conducted into fourteen periods. It took ninety minutes for each period. By implementing the same pattern, the treatment was done with a different topic of the subject. The assessment was done during the treatment. It includes the

task, presence, mid-term, and final test. There are two data grammar and speaking score lists. They were analyzed qualitatively and quantitatively to satisfy the purpose of the study and research question.

3. RESULT AND DISCUSSION

To gain data for the research, the assessment was held during the treatment. This kind of score was the result of the assessment in learning grammar for the students in the first semester. The participants in the class were fifteen. The score range is between 70 and 100. The score list could be seen below.

Table 1. Grammar scores

Number	Participation	Task	Midterm	Final	Average
1	100	98	90	92	95
2	100	70	75	79	81
3	90	80	80	82	83
4	95	98	95	97	96,25
5	100	99	90	91	95
6	100	70	75	79	81
7	90	94	90	93	91,75
8	95	80	82	84	85,25
9	90	80	81	80	82,75
10	90	90	93	94	91,75
11	100	88	83	84	88,75
12	100	83	80	81	86
13	90	93	90	91	91
14	100	97	94	95	96,5
15	90	94	93	96	93,25
Average	95,33333	87,6	86,06667	87,86667	89,21667

The second data is the score list of the speaking lesson. The students who joined this class were the same as the ones in grammar class. The range of the scores is between 70 and 100. This kind of data was found during the treatment. It is the assessment of the students' participation, task, and test.

Table 2. the list of speaking scores

Number	Participation	Task	Midterm	Final	Average
1	100	97	94	96	96,75
2	100	70	70	73	78,25
3	90	80	81	83	83,5
4	95	98	96	97	96,5
5	100	96	93	95	96

6	100	87	85	87	89,75
7	95	90	93	90	92
8	90	85	90	87	88
9	100	97	96	95	97
10	100	97	96	95	97
11	90	83	80	82	83,75
12	95	83	84	80	85,5
13	95	89	82	87	88,25
14	90	90	88	92	90
15	100	87	85	88	90
Average	96	88,6	87,53333	88,46667	90,15

Result and discussion

Graph 1. Participation of the students in grammar and speaking class
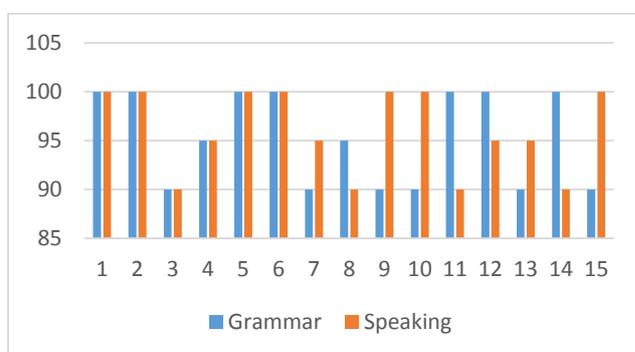
From graph 1, it can be seen that the participation of the participants is between 90% to 100%. It seems that they were enthusiastic about joining the class. This percentage describes the presence of the students in the two subjects, grammar and speaking. There are four students who are totally focused on presenting the lectures on the two subjects. They are students number 1, 2, 5, and 6. There are six other students who were attending the class at 100%. They did not attend the lecture on the two subjects at the same frequency. The students' numbers 9, 10, and 15 totally got involved in following the lesson speaking. They joined the lesson grammar at 90%. The three other students, number 11, 12, and 14, joined the lesson grammar 100%. They paid less attention to follow the speaking class. They joined between 90% and 95%. Nevertheless, the five other students were still enthusiastic about joining the lecture on two subjects. Their participation is between 90% and 95%. It seems that the interest of the students in getting involved in the two subjects is different. Although the students have different levels of attendance percentage in two subjects, they are still enthusiastic about joining the lecture. Their attendance in the two subjects is more than 90%. The frequency of attendance is influenced by motivation and commitment. The students need to have sufficient motivation to get involved in the teaching-learning process (Zulkepli et al., 2020). To gain this kind of motivation, the students need to build a commitment to finish the study. The external and internal interference also take part in building motivation (Gump, 2005).

Graph 2. The average participation of the students in grammar and speaking class
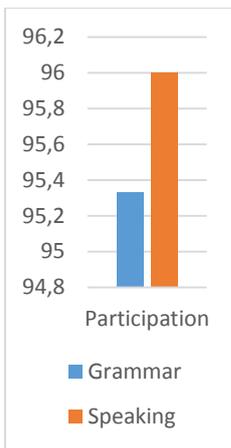
From graph 2, it is seen that most of the students are active in following the teaching-learning process in the two subjects. They paid more attention to joining a speaking lesson than a grammar lesson. Their attendance in speaking lectures is 96%, while in grammar lectures is 95.3%. The difference is very little. It is about 0.7%. It shows that most of the students are interested in learning grammar and speaking. They wanted to learn grammar as much as speaking. The number of percentages shows their goodwill to take part in the teaching-learning process. Moreover, by attending the lectures, the students have a big opportunity to succeed in their studies. They experience much more knowledge building during taking part in the teaching-learning process (Jansen & Suhre, 2010).

Graph 3. The task score of the students in grammar and speaking class
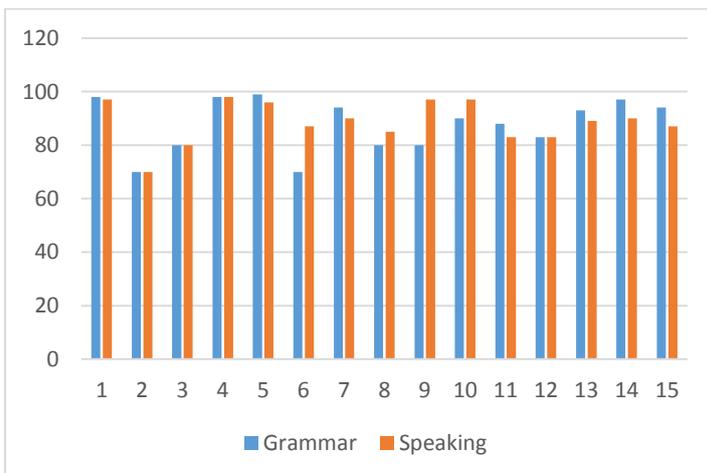
The student's ability to complete their tasks in grammar and speaking lessons is between 70% and 98%. It is shown in graph 3. There are two students who did the task at 70% in grammar. They are students numbers 2 and 6. There is one student who did his task 70% in speaking lessons. He is student number 2. The rest of the students complete their tasks between 80% and 98%. It seems that only two students need some assistance to complete the task. They need a certain detailed explanation of the material they did not understand. It can be done through peer teaching or guidance from the teacher. Nevertheless, most of the students can complete their assignments very well. They are able to build their competence in grammar usage and speaking practice. Most of them did not face serious difficulty in doing the task. Doing the task means gaining the goal of learning by completing the process (Willis, 1996).

Graph 4. The average task scores of the students in grammar and speaking class
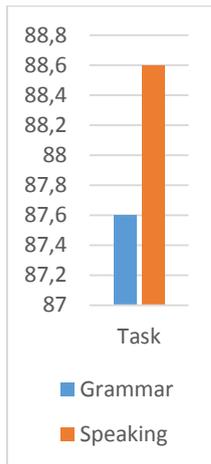
From graph 4, it is seen that most of the students could accomplish their task 87.6% in grammar and 88.6% in speaking. It seems that most of them were able to do the task in the two subjects very well. The difference in completion between the two subjects is only 1%. It is a very small percentage. It means that they did not experience serious problems doing the task. They could understand most of the material discussed in grammar and speaking. The task is a workplan that the students require to complete to satisfy the goal of learning. By doing the task, the teacher can evaluate the level of absorbance of the material during the process of teaching-learning by the students (Ellis, 2003).

Graph 5. The midterm scores of the students in grammar and speaking class
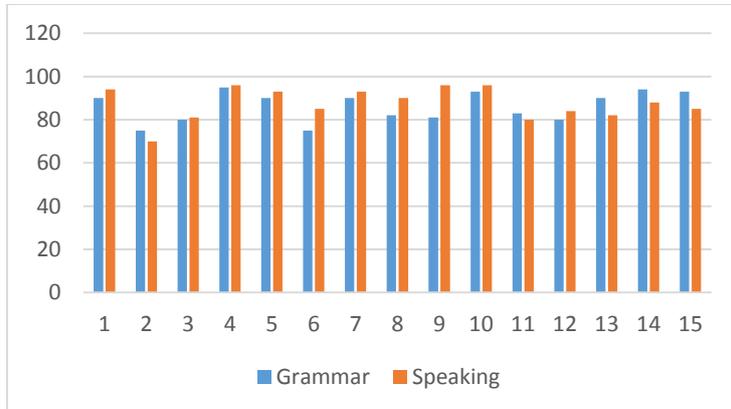
Graph 5 tells about the students' scores in the midterm test in subjects grammar and speaking. From the chart it is seen that the students' number 2 and 6 got the scores between 70 and 75 in grammar and one student number 2 whose score in speaking is 70. It seems that student number 2 is the lowest one in gaining the scores in the two subjects. He got 75 in grammar and 70 in speaking. This kind of achievement can be influenced by his accomplishment in his task in the two subjects. His completion task in grammar and speaking class is 70%. It seems he needs to get some assistance from his friends or teacher. The other students got their midterm test scores between 80 and 96. It seems that the use of authentic material to support teaching-learning grammar has sufficient influence in bettering the students' competence in speaking. The role of the podcast to provide authentic sources helps students to

understand how to implement grammar rules in speaking settings (Kolokdaragh, 2010). It is the benefit of using a gadget for educational purposes. It is not only for communication but also for teaching-learning needs (Dashtestani, 2014).

Graph 6. The average of midterm test scores of the students in grammar and speaking class
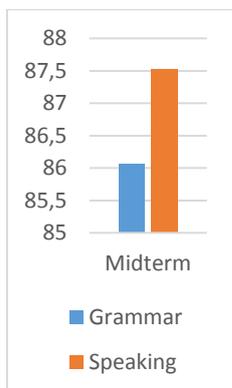
By seeing graph 6, it can be said that most of the students could get involved in the teaching-learning process very well. They got scores between 86 and 87.5 in two subjects, grammar and speaking. After attending the class more than 95% and accomplishing the task more than 87%, most of the students could get midterm test scores of more than 86 in two subjects, grammar and speaking. It seems that the completion of doing the task and the attendance in the classroom influenced the achievement in the midterm test. Moreover, giving guidance to the students to build vocabulary by using an electronic dictionary in learning grammar affects the students' fluency in speaking (Fraser, 2000). This kind of influence can be seen on the result of the midterm test as a picture of the success of the teaching-learning process in a half period of the semester.
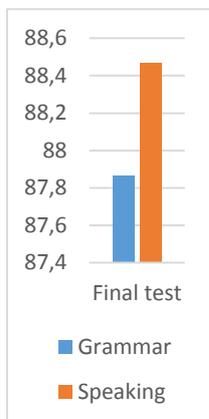
Graph 7. The scores of the final test scores of the students in grammar and speaking class
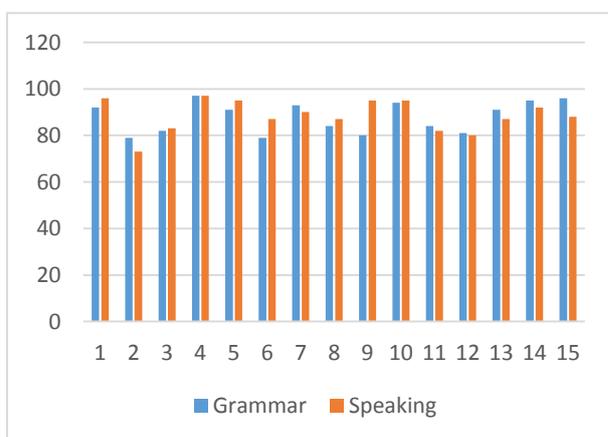
In graph 7, it is seen that the students' final test cores in grammar and speaking are between 73 and 97. Student number 2 is still the lowest one among his friends in gaining the final test score in speaking. He got 73. He made progress after joining the teaching-learning process after doing the midterm test. He got three additional points from 70 become 73. It seems that he has a bit guidance and motivation to better his competence in speaking. Nevertheless, he could put himself at the same level as his 4 buddies in grammar. He got 80. It shows an effort to better his competence in grammar usage. He got 5 additional points from 75 to 80. The fifteen

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students got scores between 80 and 97 in both subjects, grammar and speaking. It is a bit better than the scores they gained in the midterm test between 80 and 96. Nevertheless, the result of learning grammar and speaking gets at satisfying achievement. The students could implement their knowledge in learning grammar into speaking. It can be seen in their scores in the two subjects grammar and speaking.

Graph 8. The average of final test scores of the students in grammar and speaking class

Graph 8 shows the students' average final test scores in two subjects, grammar and speaking. Most of the students got 87.8 in grammar and 88.4 in speaking. They made progress compared with the midterm test. Their average midterm test scores are 86 in grammar and 87.5 in speaking. They got 1.8 additional points in grammar and 0.9 points in speaking. Nevertheless, their competence in grammar and speaking is very good after joining grammar and speaking classes for a semester. The difference between the average final test scores in the two subjects is 0.6. it is very small. It seems that the students made similar progress in learning grammar and speaking. In the process of learning grammar, the students experienced the implementation of the translation method, noticing, listening, and conversation. It means that they develop four language skills in learning grammar (Ur, 2000). This communicative grammar influences the development of the students' competence in speaking, as seen in graph 8.

Graph 9. Overall of the assessment of the students in grammar and speaking class
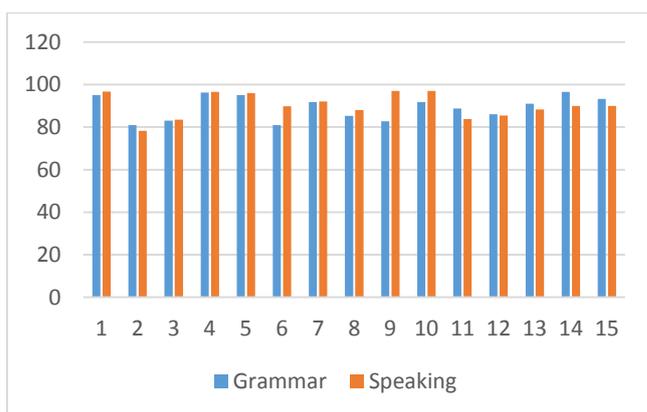
The overall assessment of teaching-learning grammar and speaking can be seen on graph 9. It seems that student number 2 got 78.3 on speaking. The rest of the students got between 80 and 96.7 in both subjects grammar and speaking. No one got below 80 in grammar lessons. It seems that the students understand how to implement grammar rules in the right

context. Fifteen students got more than 80 in the speaking lesson. They could express their ideas meaningfully to other people. It seems the use of podcasts and electronic dictionaries develops the student's competence in listening. This kind of ability influences the students' fluency in speaking (Asher, 2003). Krashen (1988) said that there is a strong relationship between listening and speaking skills.

Graph 10. The average the overall assessment of the students in grammar and speaking class
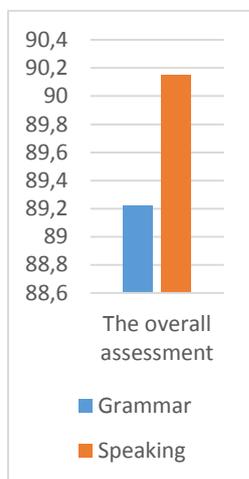
The result of overall activities in learning grammar and speaking can be seen in graph 10. Most of the students could develop their competence in grammar and speaking. It can be seen that their achievement is 89.2 in grammar and 90.15 in speaking. It seems that they enjoyed the flow of the teaching-learning process. The difference scores of the two subjects are 0.95 points. It looks like that there is a close relationship in the process of learning. To see the relationship between the two learning subjects, tracing the methodology of teaching grammar and speaking can clarify the causative result. It needs to dig some information about the approaches the teacher used in teaching subjects grammar and speaking.

T-test

To ensure the result, establishing a t-test is necessary. There are two steps to implement the t-test statistic. The first one is a normality test, and the second is a statistic. The homogenous test is important to run statistics. It is a way to see that the data is not extremely high or low. To make this kind of test run, the hypothesis needs to be held. The result of the test can answer the normality of the data.

Hypothesis

H0: The data is distributed normally

H1: The data is not distributed normally

If p-value > 0.05, H0 is accepted. Then, H1 is denied.

If p-value < 0.05, H1 is accepted. Then, H0 is denied.

Anderson-Darling Normality Test

Table 3. Col A (Speaking)

p-value	0.0547

Pass normality test?	Yes

Table 4. Col B (Grammar)

p-value	0.0665

Pass normality test?	Yes

From Tables 3 and 4, it can be deduced that the data of the grammar and speaking scores pass the normality test. It is proven by meeting the hypothesis statement. in table 3, it is stated that the p-value is 0.0547. it is > 0.05. It means that H0 is accepted, and H1 is denied. It could be said that the data in speaking meet the normality. Furthermore, in table 4, it is also stated that the p-value is more than 0.05. it is 0.0665. It shows the acceptance of H0 and the neglect of H1. It ensures the normality of the data in grammar.

The analysis above, shows that the data in grammar and speaking pass the normality test. It enables the two data to be used for further analysis. It means that no single score in both data grammar and speaking is too high or too low. The scores are distributed normally. Later on, the data was inserted in the t-test for further results.

Unpaired t-test (compare two data means)

The data is unpaired. The resource of the data was derived from two different sources grammar and speaking score lists. The scores are the average scores of the students. The statistic of this analysis proved the hypothesis. The result of it would be the guidance for confirming the result of the study.

Hypothesis

Ho: The two data have similar means

H1: the two data have different means

If p-value < 0.05, H0 is accepted. Then, H1 is denied.

If p-value > 0.05, H1 is accepted. Then, H0 is denied.

Col A (Speaking)   vs   Col B (Grammar)

Table 5. Statistic

Mean ± sd of Col A (Speaking)	3132.000 ± 4129.049
Mean ± sd of Col B (Grammar)	4303.467 ± 4559.621
Difference of means	-1171.467
C.I. (95%) of mean difference	± 3253.431
Lower Range	-4424.897
Upper Range	2081.964

t	0.738
t, critical	2.048
p value	0.4669
Are the means different (p<0.05) ?	No
One or two-tailed ?	Two-tailed
Significance level at 95%	

From table 5, it is shown that the p-value is more than 0.05. It indicates the acceptance of H0. And by nature, H1 is denied. It is confirmed that the two data have similar means. It could be said that they support one to the other. It seems to happen the causative process in teaching grammar and speaking. Based on the tracing approaches used in the teaching-learning process of the two subjects, grammar, and speaking, there is a reciprocal method used to teach the two subjects. In teaching grammar, the teacher develops a translation method, podcast, noticing, and conversation. They support the students' ability to practice speaking in speaking class. The teacher implemented a discussion approach to develop the students' fluency in speaking. It is clearly seen that implementing the communicative grammar method by developing a translation method, podcast, noticing, and conversation better the students' competence in speaking.

In teaching grammar, the teacher use translation-method, podcast, noticing, and conversation. It seems that the teacher taught grammar communicatively. It leads the students to be able to adapt the grammar rules into spoken and written. While in teaching speaking, the teacher invited the students to conduct a discussion based on the chosen topic from the podcasts. The students enjoy the flow of the activity. It looks like the students could implement their vocabulary and grammar background knowledge into speaking. It develops the students' fluency in practicing speaking, as seen in graph 10.

Some components used in teaching grammar could develop the speaking competence in learning speaking. The way the teacher did in teaching grammar was by applying a communicative-grammar method. Based on the result of the t-test, it is stated that the result of learning grammar and speaking has a very close relationship. It means that the teaching-learning process in grammar class influences the success of teaching-learning speaking. This kind of phenomenon answers the research question that the communicative grammar method is effective in developing the students' competence in speaking. It also satisfies the aim of this study to prove whether the implementation of the communicative grammar method enhances the students' competence in speaking. The three skills, vocabulary, grammar, and pronunciation, build the students' ability to practice speaking (Lukitasari, 2003).

The result of this study is essential to complete the previous studies. The implementation of noticing by using the authentic material taken from the podcast can support the teaching-learning process in grammar and speaking classes. This kind of finding could be adapted in teaching grammar, speaking, and other related areas of study. Other researchers are also able to develop the result of this study into some further to contribute to the development of teaching English.

4. **CONCLUSION**

Speaking is an important part of delivering ideas to others. Some factors like vocabulary building, grammatical usage, and pronunciation hamper the students to practice speaking. As the aim of meaningful language teaching on SFL, the implementation of communicative grammar to lead the students to develop their competence in learning speaking is effective. Using translation-method, podcasts, noticing, and conversation in applying the communicative-grammar method helps the students to better their competence in speaking. Those materials provide authentic resources. It enables students to know how the implementation of grammar and speaking learning in real life. This kind of result would be beneficial for teachers and students to develop grammar and speaking learning in the classroom. It is also an inspiring reference for the other researchers to develop it into some deeper.

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