



MODIFYING A WHATSAPP GROUP TO ENHANCE SPEECH SKILLS VIA PODCASTS AND COMMUNICATIVE GRAMMAR

EDY SUSENO

IKIP Widya Darma, Teaching English Department,
Jalan Ketintang 147-151, Surabaya-Indonesia

ABSTRACT

Fifteen EFL students found it difficult to express their views clearly in both written and spoken language. Joining the treatment class was their attempt to fix them. To begin the teaching and learning process, the instructor set up a WhatsApp group application. The lesson makes use of communicative grammar, observing, recounting, and lexico-grammar. The lesson's resources come from YouTube, podcasts, and images. Every unit includes a presentation of all the materials. Using GTM, it began with lexico-grammar. The teacher asked the students to notice the text from the podcast in order to highlight how the grammar that was studied before was used in the text. In order to support their vocabulary development, the teacher also instructed students to interpret the text while listening to the tape. The students used the grammar they had learned to describe the photographs in order to achieve their language learning objective. It is easier for students to receive their assessments and teacher feedback when they use the WhatsApp app. The information gathered during the teaching and learning process was recorded in order to conduct a qualitative analysis. According to the investigation, using a WhatsApp group application to teach communicative grammar to students aids in their development as speakers and writers of ideas.

KEYWORDS: - Communicative grammar, grammar, speaking, vocabulary, whatsapp.

1. INTRODUCTION

The college students have been studying the language for over six years. While some of them begin their English language education in kindergarten, others do so in primary or secondary education. They acquired four language skills: writing, speaking, reading, and listening. The method used in each school to acquire these skills varies. It is dependent upon the policies of educators and principals. The majority of the process of teaching and learning takes place in the classroom. As the instructor leads the lecture in front of the class, the pupils pay attention and complete the assigned work at their desks. This type of schedule occurs occasionally. However, by providing an engaging task and setting, educators can encourage their students to participate in the teaching-learning process. They may become independent learners as a result [2]. Furthermore, the parents of the pupils are not happy with how well-versed in English their students are in communicating. They send them to the local English classes. They want their students to be able to acquire English correctly. They go beyond budget to provide their students a solid foundation in spoken and written

English. This kind of work is not always successful. A portion of the student body continues to struggle with appropriate English usage. For them to begin learning something there must be some stimulus. It is the adult's duty to set a compelling example [18].

Consequently, using a cell phone to study English is feasible. This computer fits in your pocket. Any content on it can be searched for by the pupils. It also comes with a number of applications. Whatsapp is one among them. It permits communication between students and teachers. On it, they can upload data, audio, and images. Students can upload their work to a Whatsapp group, where the teacher can review and provide criticism. It can take the place of the traditional classroom teaching-learning method. It seems promising to employ cell phones as a medium for vocabulary, reading, and listening skills [13].

Students studying English as a foreign language (EFL) who have studied the language for more than six years or who have taken supplementary English courses are not able to put their acquired knowledge into practice. The majority of students struggle to express their ideas both orally and in writing. They were unsure of the best way to articulate what they thought. They lacked an adequate lexicon in their minds. It made it difficult for them to communicate their views to others. Additionally, the students struggled to express themselves clearly in written language. They lacked the necessary information to form sentences. That was made worse by their limited vocabulary. Their poor vocabulary and grammatical skills make it difficult for them to express themselves both orally and in writing [11].

Speaking lessons can be effectively taught via the WhatsApp group application, according to [19]. It's a method of encouraging pupils to communicate with one another and share knowledge in English. The instructor gave the class a short narrative from BBC Learning English in order to achieve this aim. The website BBC Learning English offers a selection of short stories covering a range of subjects. The instructor picked the right one for the class to begin with. He put this narrative up on the screen for the pupils to read. The teacher asked the class to share their thoughts on the story's substance in order to get the pupils to start speaking up. By using this approach, every student has the chance to practice speaking. It is a method for assisting students in honing their speaking abilities.

However, in order for the pupils to express their interpretation of the story, they must possess an adequate vocabulary. They must also be able to put words together to form coherent sentences. They must improve their capacity to create sentences and expand their vocabulary. Thus, teaching grammar and vocabulary should come first in order to prepare pupils to share their ideas with others. It seems interesting to use podcast resources to improve grammar and vocabulary acquisition. Students learn how to select and organize the right words to convey ideas through actual materials [11].

This study aims to investigate the best practices for teaching writing and speaking in a WhatsApp group. Prioritizing a research question and improving the previous study is necessary to achieve this kind of goal. The data will be analyzed in order to appease them. How does the teacher educate

speaking and writing in the Whatsapp group? is the stated research topic. To satisfy the requirements of the study question, every stage of the teaching and learning process was documented. After data collection, analysis was done. It is the one that must be demonstrated in order to fulfill the study's objective.

2. METHOD

Online learning is the study method used here. Fifteen students generously offered their participation in the therapeutic process. They had difficulty in writing and speaking their ideas. They have eight females and seven males. They are in the age range of 19 to 21. They communicate and do other things with their device. They instituted a pre-paid balance system for internet connectivity. They were able to obtain the content and effectively upload their efforts thanks to it. The Whatsapp group was the study's media source. Teachers and students can communicate with each other using this app. Instructions are given by the teacher via audio or video recording. Students have access to this content at any time and from any location. They can play it again as often as they'd want thanks to it. It is an advantage of utilizing technology to improve the process of teaching and learning. Feedback on the pupils' work can also be given by the teacher at any time and from any location. Students contribute audio, video, and picture versions of their work to the application. The lesson makes use of communicative grammar, observing, recounting, and lexico-grammar. The lesson's resources come from YouTube, podcasts, and images. Every unit includes a presentation of all the materials. Using GTM, it began with lexico-grammar. The teacher asked the students to notice the text from the podcast in order to highlight how the grammar that was studied before was used in the text. In order to support their vocabulary development, the teacher also instructed students to interpret the text while listening to the tape. The students used the grammar they had learned to describe the photographs in order to achieve their language learning objective. It is easier for students to receive their assessments and teacher feedback when they use the WhatsApp app. The research's data would be all of the uploaded files from the participants and the teacher. Throughout the process of teaching and learning, they automatically gathered on the telephone. In order to address the research question and achieve the study's objective, a qualitative analysis of the data would be conducted and a conclusion reached.

3. RESULTS

The process of teaching and learning involves a few activities. The development of the WhatsApp group app, the application of lexico-grammar, translation, observing, recounting, conversation, and communicative grammar are among them. These kinds of resources were used by the instructor and students to improve their writing and speaking abilities.

3.1 WhatsApp

WhatsApp is a social media platform. It can be used by anyone for private or public purposes. These days, learning can be done via Whatsapp. E-learning is the term for learning using social media. The files on it can be uploaded by educators and learners. Owing to its internet platform, e-learning is accessible anywhere, at any time. It supports the teaching-learning process by assisting both teachers and students in time management. They are able to converse. One person's results can serve as an input for others [3]. They are able to consciously share knowledge. Figure 1 depicts it.

The page has a list of the menu items. It allows the developer to control how the application operates.

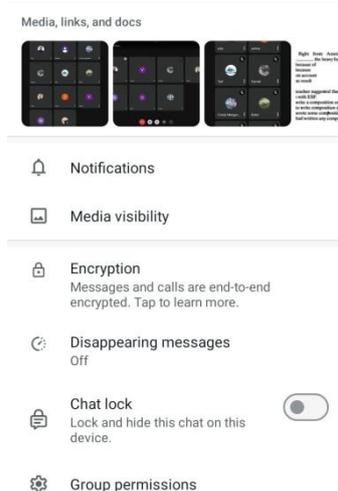


Figure 1: WhatsApp page

WhatsApp group chats are becoming more and more used as a training tool for speaking, particularly in language education programs. Students can communicate in real time with their lecturers and with each other in WhatsApp groups. Students can ask questions, practice speaking, and get quick response from teachers and classmates through this interactive communication. Students can engage in real-world interactions in the target language using WhatsApp groups. As a result, their proficiency with the language increases and their capacity for conversation in everyday settings is enhanced. WhatsApp groups allow students to collaborate on projects, share materials, and have topic discussions, all of which promote collaborative learning. Students are encouraged to voice their viewpoints, engage in intellectual discussion, and hone their public speaking abilities in this encouraging, nonjudgmental setting. Flexibility with WhatsApp regarding the times and locations at which students can access the course materials and take part in conversations. Students can more easily integrate language study into their hectic schedules and practice speaking whenever it's convenient for them thanks to this accessibility. Since WhatsApp groups do not require actual classrooms, textbooks, or other supplies, they are an affordable option for teaching speaking. This increases the accessibility of language learning for a larger group of pupils, especially those who reside in rural or underdeveloped areas [16].

3.2 Lexico-Grammar

It is crucial to teach speaking using the lexico-grammatical approach, which integrates the use of grammar rules (grammar) with vocabulary (lexis) to assist students become more accurate and fluent speakers of the target language. The lexico-grammatical approach places emphasis on speaking with a wide vocabulary and applying grammar rules correctly, both of which can improve language correctness and fluency. Students can improve their proficiency and become more natural speakers by studying and practicing these language aspects. This method aids in the development of students' communicative competence, or their capacity to use language responsibly and successfully

in a range of social and professional settings. Students can develop into more certain and skilled speakers by learning and applying a variety of grammatical principles along with a wide vocabulary. The lexico-grammatical approach aids in the transfer and generalization of language by assisting students in identifying and applying related vocabulary and grammatical principles in various language contexts. Students can enhance their overall language competency by gaining a deeper grasp of how language is employed in real-world communication scenarios through the study and practice of these linguistic components. With the help of a wide variety of vocabulary and grammar rules, students can express themselves and demonstrate their creativity using the lexico-grammatical method. Students can create their own distinctive voice and style by studying and using these language components, which can help them in a variety of academic and professional contexts. Students are encouraged to collaborate, exchange ideas, and build on one another's experiences and expertise through the lexico-grammatical approach. Students can gain cooperation and collaboration abilities that are useful in a variety of academic and professional contexts by studying and applying a mix of grammar rules and a wide range of vocabulary [17].

Figure 2 depicts two learning components. One consists of a list of terms, and the other offers grammar guidance. Students constructed sentences using the given words in grammar exercises. The grammar-translation method is used in both the exercise and the example. Grammar instruction is given in the native tongue. The vocabulary, exercises, and example are available in both Indonesian and English. By using bilingual instruction, it is hoped that students would be able to understand the meanings of the words in the list. It is crucial that they assist them in building phrases for the task. A grammatical rule's instruction is given in Indonesian. It introduces the pupils to the proper use of grammar. They will be able to observe how grammar is actually used while constructing sentences. The students upload their work to the program for assessment after finishing the task. When the teacher gives the all-clear, the pupils use an electronic dictionary to verify that their work is spoken correctly. It is the method for pronouncing words correctly. Once they are happy with the pronunciation, they read aloud the work they have completed, record it, and send it to the application for evaluation. The grammar-translation approach, an electronic dictionary, and a list of words enable pupils to express themselves both orally and in writing [13].

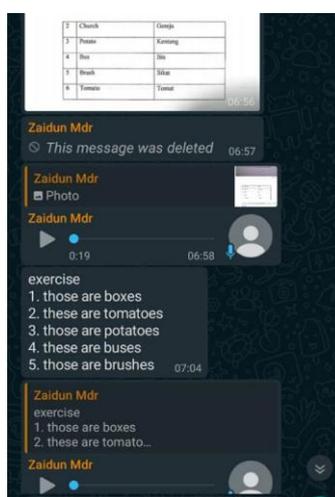


Figure 2: Lexico-grammar

The teacher can assist his students in finishing the activity by giving them a list of words to use to build sentences according to a grammar rule. When describing grammar rules and terminology, the instructor employs bilingualism. The pupils learn how to construct sentences by using their mother tongue. It is evident in the pupils' assignments. They completed the exercises using the teacher's definition and example as a guide. The instructor merely pointed out a few little errors in their work and advised them to make revisions. This indicates that employing GTM to construct appropriate sentences is highly beneficial for students' comprehension and vocabulary development [8]. Speaking competency can be developed with GTM practice backed by reading, a grammatical rule, an electronic dictionary, and a list of terms. Students benefit from practicing speaking and using language correctly [9]. Figure 3 illustrates the flow of applying the lexico-grammar method in language use.

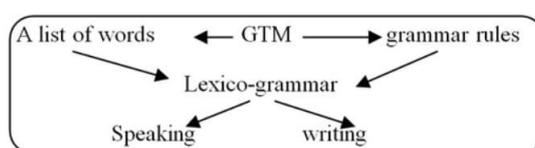


Figure 3: The flow of lexico-grammar approach

3.3 Noticing

Understanding grammatical content is essential for improving speaking abilities because it makes learners more conscious of the rules and structure of the language they are speaking. By observing grammatical content, students can focus on using verb tenses, sentence structures, grammar rules, and other language components correctly when speaking. Students can increase their language correctness and fluency, which can improve their speaking abilities overall, by paying more attention to these factors. Understanding grammatical content aids in students' development of communicative competence, or the capacity to use language correctly and successfully in a variety of social and professional settings. Students can develop into more competent and self-assured speakers by being more conscious of grammar norms. Students are encouraged to become more conscious of the language they use by noticing grammatical content, which can aid in the development of their language awareness and met linguistic abilities. Students can learn more about language and improve their language skills by paying close attention to the norms and structure of the language they are learning. Students can improve their ability to self-correct and edit by identifying and fixing grammatical faults in their own speaking when they are able to recognize grammatical content. Students who pay closer attention to grammar rules will be able to improve and polish their spoken language more easily. Acknowledging grammatical content motivates learners to take charge of their language education and develop greater self-control. Students' ability to acquire languages independently can contribute to the development of their autonomy in language acquisition [16].

Following their study of grammar with Lexico-grammar and GTM, the pupils notice a text. They support sentences involving the grammar that has been covered. They went through each sentence looking for instances of the grammar they had learnt. Three sentences are highlighted by the

students, as seen in Figure 4. They deal with simple past tense interrogative statements. Students learn how to apply that type of form in real-world situations by observing. They are able to use it in both written and oral communication.

A: Did you do the laundry?
B: Yes, I did.
A: What did you wash?
B: I washed the sheets and towels.
A: What about the pillowcases?
B: Yes, I took them off the pillows and washed them.
A: Did you dry everything in the dryer?
B: Yes, I dried everything in the dryer.
A: Then what did you do?
B: I folded all the towels.
A: Did you put the sheets on the beds?
B: Yes, and I put the pillowcases on the pillows.

Figure 4: Noticing

The text regarding the covered grammar material caught the pupils' attention. The planned grammar is supported by them. The students' perspective on the application of grammatical patterns was reinforced by their recognition of the discussed grammar information. They were able to observe how the grammar material in the texts and scripts was adopted together with the debate of grammar usage. It assists children in completing other activities such as recounting stories and describing pictures. In order to apply the relevant grammatical rules to verbal and written communication, they may access their memory and review them. It implies that pupils improve their speaking and writing fluency by noticing [10]. Figure 5 illustrates the process of practice identifying grammatical content in the text.

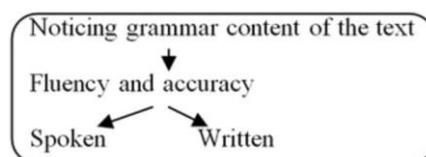


Figure 5: The flow of noticing

3.4 Translation

It is crucial to teach speaking using the translation technique since it gives pupils the opportunity to practice speaking in their home tongue while also learning the target language. By giving pupils the chance to practice speaking in their mother tongue, the translation method helps them become more fluent and proficient in the language. Students can gain comfort and confidence in their abilities to speak successfully by conversing in their mother tongue. Students can get a deeper comprehension and appreciation of the target language and culture by using the translation method. Students can learn the intricacies and nuances of the target language by speaking it often in their mother tongue. This can aid in bridging cultural divides and advancing intercultural understanding. Students can more easily apply and generalize their native language's grammar, vocabulary, and linguistic structures to the target language by using the translation method. Students can enhance their overall language skills by practicing speaking in their mother tongue and gaining a deeper grasp of how language is employed in real-world communication scenarios. Students can express themselves and show off their ingenuity in both their native language and the target language when they use the translation method. Students can study many subjects, share personal experiences, and hone their

own distinct voices and styles by conversing in their mother tongue. Students are encouraged to collaborate, exchange ideas, and build on one another's experiences and expertise using the translation process. Students can improve their teamwork and collaboration abilities by speaking in their mother tongue more often. These abilities can be useful in a variety of academic and professional contexts [14].

Word learning can also be accomplished through translating a text. The pupils ignore the grammar content in favor of matching the translation to the original text. They simply correspond between the English and Indonesian sentences. Noticing that grammar is disregarded because it was previously taught to them in junior and senior high school. To pair the two sentences, simply arrange them as shown in Figure 6. The audio source for the text is a podcast. It indicates that an audio file is connected to the text. The students click the play button to start listening to the podcast before beginning the noticing task. They read it aloud and record it to upload on the application after finishing the hearing. Additionally, they upload their noticed efforts for evaluation.

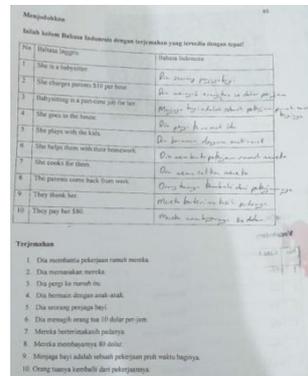


Figure 6: Translation

The students matched the text's sentences with the Indonesian sentences offered in order to translate the text and improve their vocabulary building. By assigning such an assignment, the students are able to correctly identify the selected words and the grammatical pattern. It also aids in their understanding of the text's context. Just the English and Indonesian sentences were matched from the pupils' translation matching effort. By grading their work, the instructor maintained control over it. They might benefit from a reduction in the degree of structural and lexical ambiguity. They will be able to clarify the correct meaning of the text's words and sentences. In other words, matching the translation aids in the pupils' accurate comprehension of the material [15]. Figure 7 shows the process for implementing the translation strategy.

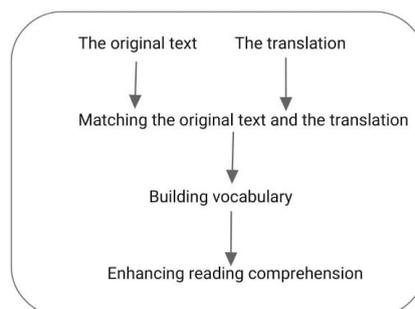


Figure 7: The translation flow

3.5 Communicative grammar

Since it emphasizes the practical application of grammar principles in everyday communication contexts, the communicative grammar approach is an essential teaching strategy for speaking. By emphasizing the application of grammar rules in context, the communicative grammar method helps students become more accurate and fluent speakers of language. Students can become more fluent and natural speakers by drilling grammatical rules in real-world conversations. This method aids in the development of students' communicative competence, or their capacity to use language responsibly and successfully in a range of social and professional settings. Through the use of communicative grammar norms, students can develop into more proficient and self-assured speakers. Since students must apply grammatical rules in real-time conversations, the communicative grammar approach promotes student involvement and active participation. This contributes to the development of an engaging and dynamic learning environment, which raises student motivation and engagement. This method places a strong emphasis on applying grammar rules to real-world contexts, like talks, presentations, and interactions. Students can improve their speaking in a variety of academic and professional contexts by practicing grammar in these situations, which can help them become more authentic and natural speakers. Students are better able to apply and generalize their understanding of grammar rules to other language contexts when they use the communicative grammar approach. Students can enhance their overall language ability by practicing grammar in real-world interactions, since this can help them gain a greater grasp of how grammar rules are employed in real-world settings [10].

Following their instruction in sentence construction, the students apply their newly acquired vocabulary and grammar to describe the images. There are two types of this description: spoken and written. As demonstrated in Figure 8, students write the description and read it aloud before uploading it to the assessment tool. They consult the electronic dictionary to determine the precise pronunciation of the words before beginning to read it.

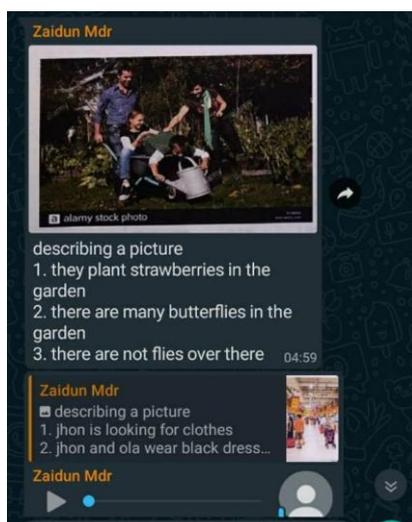


Figure 8: Communicative grammar A

There is a difference in the description level. Depending on how many materials they have completed already. It appears more intricate in Figure 9 than it did in Figure 6. It is lengthier and more intricate. It appears that the students have developed their vocabulary and grammar skills. They are aware of what to say and how to act. However, in order to evaluate, they must upload it to the application. If there were any corrections needed, the teacher would comment and grade it.

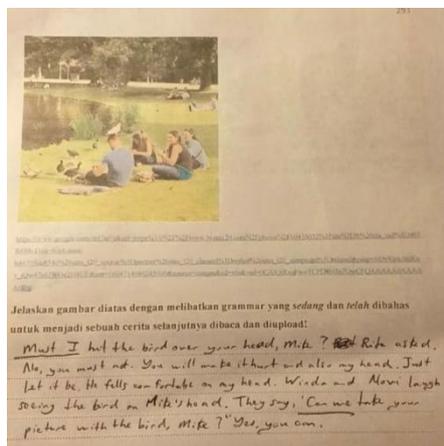
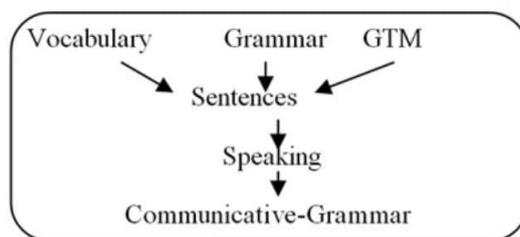


Figure 9: Communicative grammar B

The practical application of grammar rules in everyday conversation is emphasized in the communicative grammar approach, which is a technique of teaching grammar. By emphasizing the application of grammar in real-world discussions and exchanges, students improve their communication skills. They become more adept at expressing themselves when they understand how to apply grammar rules in context. When teaching language, the communicative grammar approach frequently makes use of real resources like songs, movies, and newspaper articles. Students find studying to be more engaging and relevant as a result, which may boost their desire to learn. The communicative grammar approach exposes pupils to a diverse variety of cultural perspectives through the use of authentic resources. Students' intercultural communication abilities and comprehension of various cultures can both benefit from this. Students learn grammar more effectively when it is presented in a communicative setting. This is a result of their ability to observe the application of the grammatical rules they are learning in authentic contexts. In addition to grammatical rules, the communicative grammar method frequently emphasizes pronunciation and intonation patterns. By doing so, pupils' pronunciation and intonation will generally improve, which will make them easier to understand when they talk [1].

For the purpose of explaining a picture, pupils must possess both grammatical and lexical knowledge. The students' limited vocabulary and grammar background will make it difficult for them to communicate what they mean. They must be able to meaningfully put together phrases with a sufficient amount of words in their minds. After learning grammar, the students were asked to describe a picture. By using a list of words and GTM as efficiently as possible, they were able to finish the task as shown on the application. They might compose pieces based on the images. Additionally, they could pronounce them correctly when reading them [4]. If necessary, the teacher

might evaluate them and make any necessary modifications. Figure 10 illustrates how communicative grammar is implemented.



Picture 10: The flow of communicative-grammar

3.6 Teacher's feedback

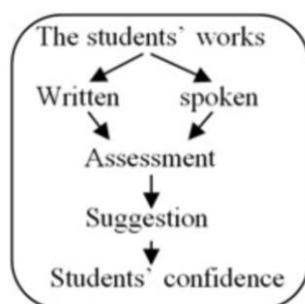
Since it is vital in assisting students in understanding their areas of strength and growth, teacher feedback is an integral part of the learning process. Feedback helps students they are doing well and what they need to work on. Teachers can help students identify their strengths and shortcomings and utilize that knowledge to improve their learning by giving them targeted comments. Students are more motivated to learn and feel more engaged when they receive feedback. Giving students feedback lets them know that their efforts are appreciated and that they are improving, which can boost their self-esteem and confidence. Students are encouraged to evaluate their own performance and think critically about their work when they receive feedback. Teachers support students' abilities to reflect on their learning and make wise judgments about how to get better by giving them feedback. It's critical to have the capacity to take feedback and use it in today's cutthroat employment environment. Teachers assist students in acquiring this critical skill—which will be useful to them in their future employment—by giving feedback [20].

The teacher evaluates each student's work—both text and audio—and assigns a grade, as shown in Figure 11. He would offer some recommendations and corrections in specific circumstances. The corrected or updated work would be graded by the teacher. He would assign them VG (very good) and G (good) grades. For accurate works that have not been revised, they should receive a very good grade; for those that have, they should receive a good grade. The image below shows how the students' work was graded.



Figure 11: Feedback

It is necessary for the students to gain knowledge from wrong to right. The teacher assessed them as a result of their uploading their work to the app. When he saw errors in their work, he corrected them and offered advice. It's a method to improve the accuracy of your speech and sentence structure. It helps the pupils become more proficient writers and speakers. Their confidence to communicate their views to others in writing and speech is bolstered by it. They require some encouragement and direction from their instructor. Figure 12 illustrates the teacher's process for applying and providing feedback.



Picture 12: The flow of teacher's feedback

3.7 Retelling

Students need to be able to recount stories in order to strengthen their critical thinking, communication, and comprehension skills. Retelling a tale, occurrence, or idea allows pupils to connect with the content more deeply, examine it from several angles, and comprehend it more fully. Retelling stories to students aids in their comprehension development. Retelling a tale or incident forces students to sum up and remember the main ideas, which strengthens their comprehension of the subject matter. Additionally, by filling in any knowledge gaps, students are encouraged by this procedure to better retain and recall the material. Retelling improves the ability to think critically. In order for pupils to properly recount a tale or event, they must first examine the material in order to pinpoint the essential concepts and supporting elements, then arrange them in a logical order. Students are encouraged to analyze many viewpoints, think critically about the subject matter, and develop their own ideas and conclusions through this process. Retelling enhances one's ability to communicate. Students must provide the material in a clear, succinct, and interesting way when they recount a tale or incident. This aids in the development of their excellent verbal and written communication skills, which are critical for success in the workplace, in the classroom, and in social situations. Retelling encourages originality and expressiveness. Students can add their own special touch to the curriculum by repeating stories or events in their own words and including their own viewpoints, feelings, and experiences. Students benefit from this in terms of creativity, self-expression, and forming a personal bond with the material [6].

Following a series of lessons, the students complete their final assignment. It's a recounting. Students explaining something by sketching on paper can be shown in Figure 13. Initially, they watch YouTube. The video has a writing on it. The pupils simultaneously engaged in three

activities: reading, listening, and watching. They may see the speakers' use of locution and illocution. Additionally, they had access to the script so they could verify the pronunciation of each word. Furthermore, if they came across any unknown terms while watching YouTube, they could look up their definitions on their electronic dictionary.

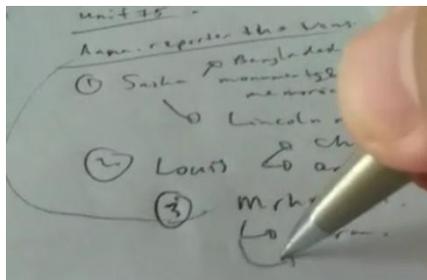
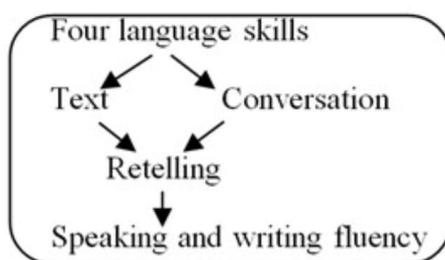


Figure 13: Retelling

Once they had mastered the sequence of learning processes, the students were able to recount the text or discussion. They could apply their prior information by storytelling. The story might make use of all four of their linguistic talents. They may mimic the native's oral and written communication of concepts. Retelling a text or conversation requires an understanding of its context above all else. It is the act of expressing to others, in their own words, what they have learnt. Figure 14 depicts the retelling practice flow.



Picture14: The flow of retelling

3.8 Discussion session

Since it gives students the chance to practice and develop their communication skills in a friendly and engaging setting, discussion is a teaching tool for speaking. Students are urged to examine and assess other viewpoints, concepts, and opinions through conversations. Their ability to think critically is enhanced, which makes it possible for them to build well-rounded viewpoints and have insightful discussions. Students can employ a variety of terminology and linguistic structures during discussions, which broadens their vocabulary and increases their linguistic repertoire. Students can practice applying various sentence structures, grammar rules, and idioms in context by participating in discussions, which can enhance their overall language ability. Students gain the ability to actively listen to others, weigh alternative points of view, and respond in a respectful and empathic manner through talks. As a result, they are more equipped to communicate in a variety of social and professional contexts as their interpersonal abilities grow. Discussions give students the chance to voice their ideas, opinions, and thoughts in a secure and encouraging setting. Students can develop

their confidence in their capacity for good communication by taking part in discussions; this can lead to better speaking abilities in other situations. Students are encouraged to collaborate, exchange ideas, and build on one another's experiences and expertise through discussions. A sense of community and teamwork can be fostered in this collaborative learning environment, which can be advantageous in a variety of academic and professional situations [7].

This is the final class in the entire unit of study. It's a conversation. Throughout the teaching-learning process, students are free to ask questions about anything they did not understand. Figure 15 shows that the teacher questioned the student over the misspelled word "because" and the absence of the final "ing" in the verb. Even after he asked the student these questions verbally, the student was still confused. He invited other pupils to respond. Ultimately, one of them stated that since it is a basic verb, am need not be used. People with comparable problems can also learn from this type of question-answer exchange.

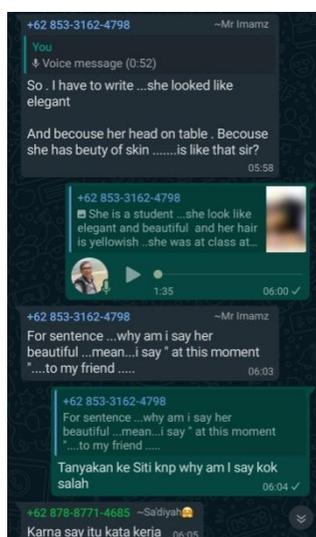
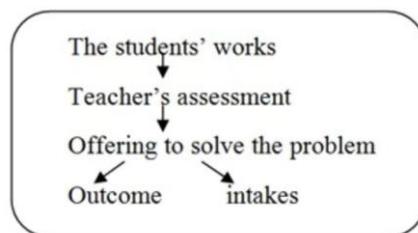


Figure 15: Discussion

A teacher could make their approach more engaging by using a variety of instructional methods. They would experiment with various approaches to encourage student participation in the teaching-learning process. It is up to one of them to lead the conversation. As per the application, the instructor displayed the pupils' assignments for evaluation. He extended an invitation to each group member to identify any grammar errors. In addition, he asked them to mend them. Encouraging pupils to solve difficulties and own their mistakes helps them develop new perspectives and deepen their views. This kind of approach could help you practice speaking and writing by anticipating future errors. This type of conversation took place within the Whatsapp group application. It makes text, video, and audio information sharing between educators and students possible. Figure 16 illustrates the process of holding a discussion to improve speaking skills.



Picture 16: The flow of discussion

4. DISCUSSION

The modern educational system is built to facilitate virtual teaching and learning. Using a WhatsApp group seems like a good idea. Teachers and students have the ability to socialize anywhere, at any time. They are able to communicate any kind of information—text, audio, video, and video calls—by using this kind of application. They can hold a teleconference thanks to it. It encourages educators to use WhatsApp groups to teach speaking. The following stages demonstrate how lexico-grammar can be used as a starting point for teaching speaking. It is the foundation of learning how to write and speak. This type of information adds to the prior study's recommendation and responds to the research question. The development of communicative grammar involves a few processes. It is a method for improving speaking ability where one begins with a list of words and a grammar rule and ends up with descriptions of images. Focusing on lexico-grammar, observing, translating, communicative grammar, instructor feedback, recounting, and discussion are the approaches to achieving this goal. These are the activities that teachers and students carried out in speaking classes as part of the teaching-learning process to modify communicative grammar using podcasts.

The study by Wulandari et al. (2024) illustrates how students practice speaking and the role of the teacher in guiding them by using the process of having a WhatsApp group conversation. The instructor requested that the pupils share their thoughts on the story's subject matter. Students can improve their speaking skills by practicing it. That is consistent with the most recent study's findings. However, pupils must retain a sufficient number of words in their minds. To construct sentences, they must possess the necessary grammatical background knowledge. The instructor in the prior research did not develop the vocabulary or grammar to increase speaking fluency. The EFL students must improve their capacity to expand their vocabulary in order to form sentences. It is a method for improving their speaking fluency. It seems promising to use podcasts to improve such abilities. Suseno et al. (2024b) suggest that this type of finding could be tailored to the earlier study in order to optimize the results.

4.1 Implication

The popular messaging software WhatsApp provides a way for language learners to practice speaking by teaching them communicative grammar. Through the creation of WhatsApp groups intended for this purpose, students can communicate with other students in real time, enhancing their speaking abilities in terms of intonation, pronunciation, and general communication. It's

important to understand the benefits and drawbacks of utilizing WhatsApp groups to teach communicative grammar.

Pros: Due to its widespread availability across multiple platforms, such as iOS and Android devices, WhatsApp is a useful tool for language learners. No matter where they are in the world, language learners can readily connect with other language learners by using WhatsApp groups. When studying a language, students can practice conversing with native speakers or other students in real time by using WhatsApp groups. Through real-world experience, students can enhance their speaking abilities overall, including tone and pronunciation. Learners can interact at their own pace in a flexible learning environment provided by WhatsApp groups. Because of this flexibility, students can practice vocabulary and grammar rules in a way that best fits their schedules and learning preferences. WhatsApp groups can be a more affordable option for language study than traditional classroom settings. Because they may study from the comfort of their homes, students can save money on tuition and other related expenses. WhatsApp groups offer a way for students to communicate and work together. In order to improve language abilities, this collaborative setting invites students to express their ideas, practice speaking, and get feedback from their peers.

Cons: The structure and order that traditional language lessons offer may not be present in WhatsApp groups. Without a well-defined curriculum or lesson plan, students could find it difficult to advance and meet their language learning objectives. Depending on who is in the group on WhatsApp, the participants' level of learning can change. Peers who lack the same experience or expertise as the learners themselves may come across, which could impede their development. Because students may receive notifications from other apps or participate in irrelevant conversations, WhatsApp groups might be distracting. These outside influences have the potential to impair concentration and make it challenging for language learners to maintain focus on their objectives. Although WhatsApp groups give language learners a chance to practice speaking, they might not provide as much feedback as a regular language session. Students may find it difficult to accept helpful criticism or advice from peers or teachers, which might impede their development. WhatsApp groups may experience technical problems like slow internet access, software bugs, or device incompatibilities, just like any other technology. These problems might interfere with learning and make it hard for students to take part in class discussions.

4.2 Suggestion

Learners can develop a lesson plan or curriculum that specifies the subjects, syntax, and vocabulary to be covered in each session in order to overcome the loose structure of WhatsApp groups. This will guarantee that students are making progress toward their language learning objectives and assist them in staying organized. Learners can set ground rules for the WhatsApp group, such as avoiding distractions, using good grammar and vocabulary, and respecting one other's perspectives, in order to maintain a positive and productive learning environment. Learners can promote peer feedback by establishing a system where each learner takes turns giving feedback to their classmates in order to solve the dearth of feedback in WhatsApp groups. This will assist students in receiving helpful criticism and direction, which can enhance their language proficiency. Learners can choose particular times for group talks and advise participants to turn off their devices or

silence their alerts in order to reduce distractions in WhatsApp groups. To resolve technical problems like slow internet or app malfunctions, students can try rebooting their devices, checking their internet connection, or updating the WhatsApp app to the most recent version.

5. CONCLUSION

The development of lexico-grammar could serve as the foundation for teaching-learning in speaking practice. Students might benefit from another exercise that involves building sentences using GTM to better grasp how grammar rules operate. Additionally, reading aloud, translating, retelling, describing pictures, and using an electronic dictionary are some of the exercises that improve speaking competency. The pupils were able to clearly and precisely convey their idea. You might complete every step of the teaching-learning process in the WhatsApp group. It might take the place of teaching and learning in a classroom. Compared to an actual classroom activity, it is more adaptable. When it comes to conducting the teaching-learning process for online learning, this is a really helpful medium.

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Author Profile



Name: Dr. Edy Suseno

Affiliation: IKIP Widya Darma Surabaya

Department: Department of English Education

He is an English lecturer in IKIP Widya Darma Surabaya. He teaches writing, speaking, and reading. His contribution is: Performed the analysis and Wrote the paper. He can be reached at edysuseno4@gmail.com