

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

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ABSTRACT

Fifteen EFL students experienced problems in pouring their ideas in spoken and written language to fix them, so they joined the treatment class. To get started the teacher created a WhatsApp group application to conduct the teaching-learning process. The materials used in the lesson are lexico-grammar, communicative grammar, noticing, and retelling. The resource of the lesson is taken from podcasts, YouTube, and pictures. All the materials are presented in each unit. It started with lexico-grammar using the grammar-translation method. To emphasize the implementation of the discussed grammar in the text, the teacher invited the students to notice the text from the podcast. Moreover, the teacher asked them to listen to the recording and translate the text to strengthen their vocabulary building. To meet the goal of learning a language, the students described the pictures based on the discussed grammar. Using WhatsApp application eases the students to get the assessment, and feedback from the teacher. The information gathered during the teaching and learning process was recorded to conduct a qualitative analysis. The analysis stated that implementing communicative grammar learning through a WhatsApp group application helps students to develop their ability to deliver ideas in spoken and written language.

Keywords: Communicative grammar, Grammar, Speaking, Vocabulary, WhatsApp.

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INTRODUCTION

The college students have learned English for more than 6 years. Some of them started learning English in kindergarten, whereas others since primary or secondary school. They learned four skills of language such as speaking, reading, writing, and listening. The way to develop such skills is different from one school with the other. It depends on the policy of principals and teachers. Most of the teaching-learning process is conducted in the classroom. The teacher instructs the lesson in front of the class and the students listen and do the task on their desks. This kind of routine happens from time to time. Nevertheless, teachers need to motivate their students to get involved in the teaching-learning process by giving them interesting tasks, and an environment. It can lead them to be autonomous learners (Cahyanti *et al.*, 2024). Moreover, the student's parents do not feel satisfied with their children's competence in using English for communication. They send them to the English courses nearby. They hope that their children can develop their English properly. They spend extra money to provide their children with fluency in practicing English both spoken and written. This kind of effort does not absolutely succeed. Some of the students still face problems in using English properly. They need some stimulus to get started learning something. It is the adults' responsibility to be an interesting model (Tibble, 2024).

Therefore, it is possible to learn English on a cell phone. It is a pocket-sized computer. The students can search for any material on it. It is also provided with various applications. One of them is WhatsApp. It enables students and teachers to interact with others. They can upload pictures, sounds, and files on it. Using WhatsApp groups, the students can post their work and the teacher can assess and feedback to them. It can be used to replace the classroom teaching-learning process. Using cell phones as the media to learn reading, listening, and vocabulary is promising (Suseno, 2024).

Learning English for more than 6 years plus additional learning in some English courses does not make the EFL students able to apply their learning background into practice. Most of the students have problems delivering their ideas in spoken and written. They did not know how to

represent their thought with the proper expression. They did not have sufficient vocabulary in their heads. It hampered them to express their ideas to other people. Moreover, the students had problems in pouring their thoughts into written language. They did not have sufficient knowledge to construct sentences. It was worsened by their lack of vocabulary. Their weakness in vocabulary and structure leads them to problems in delivering their thoughts in spoken and written language (Suseno, 2023).

Wulandari *et al.* (2024) said that teaching speaking through the WhatsApp group application is effective. It is the way to invite the students to interact with one to the other in using English to exchange information. To gain such a goal, the teacher provided a short story taken from BBC Learning English. BBC Learning English is a website that provides various short stories with various topics. To get started, the teacher chose the appropriate one for the students. He posted such a story on the screen to be learned by the students. To trigger the students to speak up, the teacher invited the students to convey their perspectives toward the content of the story. Practicing such a method, each student had an opportunity to practice their speaking. It is the way to help students develop their speaking skills.

Nevertheless, the students need to have sufficient vocabulary in their heads to convey their perspective of the story. They also need to have the ability to arrange the words into meaningful utterances. It is necessary for them to develop their ability in vocabulary building and constructing sentences. Therefore, teaching vocabulary and grammar is the priority to lead the students to deliver their thoughts to others. Using podcast materials to enhance vocabulary and grammar learning is promising. It is the authentic materials that the students learn how to choose and arrange the proper words to express their ideas.

The aim of this study is to see how to conduct teaching, speaking, and writing on WhatsApp groups. To gain such kind of goal, a research question and the idea to better the previous study need to be prioritized. To satisfy them, analyzing the data will be done. The research question is stated: How does the teacher conduct speaking and writing classes on WhatsApp group? Each step of the activity in the teaching-learning

process was documented to meet the requirement of the research question. The collected data were then analyzed. It is the thing that needs to be proven to meet the goal of the study.

METHODS

This kind of study is online learning. Fifteen students offered their time to participate in the treatment process. They experienced problems in expressing ideas orally and in writing. They comprise seven males and eight females. Their ages are between 19 and 21 years old. They use their gadget for communication and other purposes. They implemented a prepaid balance for Internet access. It helped them gain the material and upload their work successfully. The media used in this study is the WhatsApp group. On this application, the teacher and participants can interact with the others. The teacher delivers the instructions in the form of video or audio recording. The students can download such material anytime and anywhere. It enables them to replay it as many as they want. It is the benefit of using gadgets to enhance the teaching-learning process. The teacher is also able to feedback on the students' work anytime and anywhere. The students upload their work on the application in the form of audio, video, and pictures. The materials used in the lesson are lexico-grammar, communicative grammar, noticing, and retelling. The resource of the lesson is taken from podcasts, YouTube, and pictures. All the materials are presented in each unit. It started with lexico-grammar using the translation method. To emphasize the implementation of the discussed grammar in the text, the teacher invited the students to notice the text from the podcast. Moreover, the teacher asked them to listen to the recording and translate the text to strengthen their vocabulary building. To meet the goal of learning a language, the students described the pictures based on the discussed grammar. Using WhatsApp application eases the students to get the assessment, and feedback from the teacher. All the uploaded files from both the teacher and the participants would be the data of the research. They have collected automatically on the cellphone during the teaching-learning process. The collected data would be analyzed qualitatively to meet the goal of the study and the research question to draw a conclusion.

FINDINGS

There are some activities during the teaching-learning process. They are the creation of WhatsApp group application, implementation of lexico-grammar, translation, noticing, retelling, discussion, and communicative grammar.

WhatsApp group

WhatsApp is one of the social media. People can use it for individual or communal needs. Nowadays, WhatsApp can be used to conduct learning. Learning using social media is called e-learning (Kheryadi, 2017). Teachers and students can upload the files on it. Due to the online base, e-learning can be done anytime and anywhere (Candra and Jeselin, 2024). It helps the teachers and students to manage their time to satisfy the teaching-learning process. They can hold a discussion. The outcomes of somebody can be inputs for the others. They can exchange knowledge deliberately (Shawaqfeh *et al.*, 2024). It is seen in Fig. 1. The menu is listed on the page. It enables the creator to manage the application function.

WhatsApp group applications have become increasingly popular as a tool for teaching speaking, especially in language learning classes. WhatsApp groups provide a platform for students to interact with each other and their teachers in real time. This interactive communication helps students practice their speaking skills, ask questions, and receive immediate feedback from their peers and instructors. WhatsApp groups allow students to use the target language in authentic conversations. This helps them become more comfortable with the language and improves their ability to communicate in real-world situations. WhatsApp groups facilitate collaborative learning by enabling students to work together on projects, share resources, and discuss topics. This collaborative environment encourages students to express their

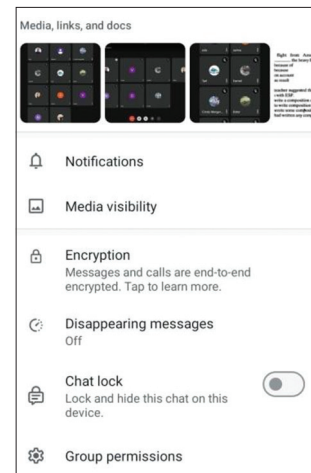


Fig. 1: WhatsApp page

opinions, debate ideas, and practice their speaking skills in a supportive and non-judgmental environment. WhatsApp offers students freedom in terms of where and when they can access the course materials and take part in discussions. This accessibility makes it easier for students to fit language learning into their busy schedules and practice speaking at their convenience. WhatsApp groups are a cost-effective way to teach speaking, as they eliminate the need for physical classrooms, textbooks, and other materials. This makes language learning more accessible to a wider range of students, particularly those in remote or underserved areas (Suseno *et al.*, 2024b).

Lexico-grammar

Using the lexico-grammatical approach to teaching speaking is important because it combines the use of vocabulary (lexis) and grammar rules (grammar) to help students develop a more accurate and fluent command of the target language. The lexico-grammatical approach emphasizes the correct use of grammar rules and a diverse range of vocabulary in speaking, which can help to enhance language accuracy and fluency. By learning and practicing these linguistic elements, students can become more proficient and natural speakers. This approach helps students to develop their communicative competence, which refers to their ability to use language effectively and appropriately in various social and professional contexts. By learning and using a combination of grammar rules and a diverse range of vocabulary, students can become more confident and proficient speakers. The lexico-grammatical approach supports language transfer and generalization by helping students to recognize and use similar grammar rules and vocabulary in different language contexts. By learning and practicing these linguistic elements, students can develop a deeper understanding of how language is used in authentic communication situations, which can improve their overall language proficiency. The lexico-grammatical approach allows students to express themselves and showcase their creativity through the use of a diverse range of vocabulary and grammar rules. By learning and practicing these linguistic elements, students can develop their own unique voice and style, which can be beneficial in various academic and professional settings. The lexico-grammatical approach encourages students to work together, share ideas, and build upon each other's knowledge and experiences. By learning and using a combination of grammar rules and a diverse range of vocabulary, students can develop teamwork and collaboration skills, which can be beneficial in various academic and professional settings (Suseno *et al.*, 2024b).

In Fig. 2, it can be seen two parts of learning. The first one is a list of words and the second one is grammatical instruction. In grammatical exercises, the students used the provided words to construct sentences. The example and the exercise apply the grammar-translation method. The instruction of grammar is delivered in the mother tongue. The examples, exercises, and vocabulary are in bilingual English and Indonesian. Using bilingual in presenting a list of words, hopes that the

students can get the exact meaning of the words. It is very important for them to help them construct sentences in the exercise. The instruction of a grammar rule is told in Indonesian. It brings the students into the intended usage of grammar. They will see the real picture of grammar usage in building sentences. After completing the exercise, the students upload their work on the application to assess. If the teacher says ok, the students proceed to check the pronunciation of their work on an electronic dictionary. It is the way to get the right pronunciation of words. After feeling satisfied with the pronunciation, they read their work aloud to record and upload on the application to assess. Using an electronic dictionary, a list of words, and the grammar-translation method, the students can express their ideas both in spoken and written.

By providing a list of words to construct sentences based on a grammar rule, the teacher can lead his students to complete the exercise. The teacher uses bilinguals to explain vocabulary and grammar patterns. Using the mother tongue, the students understand the way how to build sentences. It can be seen from the students' work. All of them did the exercises based on the definition and the example given by the teacher. The teacher just found minor mistakes in their work and suggested them to revise. It means that using the grammar translation method (GTM) to build proper sentences is very helpful for the students to understand the sentences and to build vocabulary (Suseno, 2020). The practice of GTM supported by a list of words, a grammar rule, an electronic dictionary, and reading can develop speaking competence. It leads the students to gain accuracy in speaking practice and grammar usage (Suseno and Purwati, 2020). The flow of practicing the lexico-grammar approach in language use is seen in Fig. 3.

Noticing

Noticing grammatical content is crucial for enhancing speaking skills, as it helps students become more aware of the structure and rules of the target language. Noticing grammatical content allows students to pay attention to the correct use of grammar rules, verb tenses, sentence structures, and other linguistic elements in their speaking. By being more mindful of these aspects, students can improve their language accuracy and fluency, which can enhance their overall speaking skills. Noticing grammatical content helps students develop their communicative competence, which refers to their ability to use language effectively and appropriately in various social and professional contexts. By being more aware of grammar rules, students can become more confident

and proficient speakers. Noticing grammatical content encourages students to become more aware of the language they are using, which can help to develop their language awareness and metalinguistic skills. By paying attention to the structure and rules of the target language, students can better understand how language works and how to use it more effectively. Noticing grammatical content allows students to identify and correct grammatical errors in their own speaking, which can help to develop their self-correction and editing skills. By being more mindful of grammar rules, students can become more proficient at revising and refining their spoken language. Noticing grammatical content encourages students to take ownership of their language learning and become more self-regulated. Students can become more independent in their language learning, which can help to develop their language learning autonomy (Suseno *et al.*, 2024b).

After learning grammar using the lexico-grammar, and GTM, the students do notice a text. They underlay sentences concerning the discussed grammar. They searched each sentence to find out the ones that consisted of the grammar they learned. As seen in Fig. 4, the students underline three sentences. They are about interrogative sentences in simple past tense. Noticing helps the students understand how to implement that kind of form in real conditions. They can apply it to practice in spoken and written.

The students noticed the text about the discussed grammar content. They underlay the intended grammar. By recognizing the discussed grammar content, the students strengthened their perspective on the implementation of grammar patterns. They could see the adoption of the grammar usage discussion with the grammar content in the texts and scripts. It helps them to do other tasks such as describing pictures and retelling. They could recall their memory on related grammar rules to adapt them into practice both in spoken and written. It means that by noticing, the students enhance their fluency in speaking and writing (Suseno, 2021). The flow of practicing to notice grammatical content in the text is seen in Fig. 5.

Translation

Using the translation method to teach speaking is important because it allows students to practice speaking in their native language while simultaneously learning the target language. The translation method provides students with opportunities to practice speaking in their native language, which helps to develop their language proficiency and fluency. By engaging in conversations in their native tongue, students can become more comfortable and confident in their ability to communicate effectively. Through the translation method, students can gain a deeper understanding and appreciation of the target language and culture. By practicing speaking in their native language, students can learn about the nuances and subtleties of the target language, which can help to



Fig. 2: Lexico-grammar



Fig. 3: The flow of lexico-grammar method

- 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.

Fig. 4: Noticing

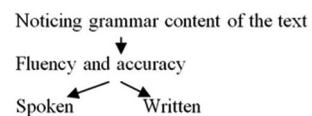


Fig. 5: The flow of noticing

bridge cultural gaps and promote cross-cultural understanding. The translation method helps students to transfer and generalize their knowledge of grammar, vocabulary, and language structures from their native language to the target language. By practicing speaking in their native tongue, students can develop a deeper understanding of how language is used in authentic communication situations, which can improve their overall language proficiency. The translation method provides students with opportunities to express themselves and showcase their creativity in both their native language and the target language. By engaging in conversations in their native tongue, students can explore different topics, share personal experiences, and develop their own unique voice and style. The translation method encourages students to work together, share ideas, and build upon each other's knowledge and experiences. By practicing speaking in their native language, students can develop teamwork and collaboration skills, which can be beneficial in various academic and professional settings (Suseno, 2024).

Translating a text is another way to learn vocabulary. Matching the translation and the original text, the students neglect the grammar content. They just match among the sentences of the two languages English and Indonesian. Noticing grammar content is neglected because they have learned it previously in junior and senior high. They just need to pair the two sentences as seen in Fig. 6. The text is derived from a podcast. It means that the text is attached with an audio record. Before doing the noticing, the students listen to the podcast by clicking the play button. After completing the listening, they read it aloud and recorded it to upload on the application. They also upload their works of noticing to assess.

To enhance their vocabulary building, the students translated the sentences of the text by matching them with the provided sentences in Indonesian. By providing such an activity, the students can recognize the grammatical pattern and the chosen words properly. It also helps them comprehend the context of the text. From the students' work of matching the translation, they just matched the English and Indonesian sentences. The teacher controlled their work by assessing them. It could help them to decline the level of lexical and structural ambiguity. They

will be able to define the proper meaning of the words and sentences in the text. It means that matching the translation helps the students understand the text properly (Suseno, 2024). The flow to implement the translation approach is seen in Fig. 7.

Communicative grammar

The communicative grammar approach is a crucial method in teaching speaking, as it focuses on the practical application of grammar rules in real-world communication situations. The communicative grammar approach emphasizes the use of grammar rules in context, which helps students improve their language fluency and accuracy. By practicing grammar structures in authentic conversations, students can develop a more natural and seamless speaking style. This approach helps students to develop their communicative competence, which refers to their ability to use language effectively and appropriately in various social and professional contexts. By learning grammar rules in a communicative manner, students can become more confident and proficient speakers. The communicative grammar approach encourages active participation and engagement from students, as they are required to use grammar rules in real-time conversations. This helps to create a dynamic and interactive learning environment, which can improve student motivation and engagement. This approach emphasizes the use of grammar rules in authentic language situations, such as conversations, presentations, and discussions. By practicing grammar in these contexts, students can develop a more authentic and natural speaking style, which can be beneficial in various academic and professional settings. The communicative grammar approach helps students to transfer and generalize their knowledge of grammar rules to other language contexts. By practicing grammar in real-world conversations, students can develop a deeper understanding of how grammar rules are used in authentic language situations, which can improve their overall language proficiency (Suseno, 2021).

After learning sentence building, the students describe the pictures by adapting the grammar and vocabulary they have learned. The forms of this description are into two kinds written and spoken. As seen in Fig. 8 the students write the description and read it aloud to upload on the

Menjodohkan

Bilah kalimat Bahasa Indonesia dengan terjemahan yang tersedia dengan tepat!

No	Bahasa Inggris	Bahasa Indonesia
1	She is a babysitter	Dia seorang penjaga bayi
2	She charges parents \$10 per hour	Dia menagih orang tua 10 dolar per jam
3	Babysitting is a part-time job for her	Mengasah bayi adalah sebuah pekerjaan paruh waktu baginya
4	She goes to the house	Dia pergi ke rumah itu
5	She plays with the kids	Dia bermain dengan anak-anak
6	She helps them with their homework	Dia membantu pekerjaan rumah mereka
7	She cooks for them	Dia memasak untuk mereka
8	The parents come back from work	Orang tua kembali dari pekerjaan
9	They thank her	Mereka berterimakasih padanya
10	They pay her \$80	Mereka membayarnya 80 dolar

Terjemahan

1. Dia membantu pekerjaan rumah mereka.
2. Dia memasak mereka.
3. Dia pergi ke rumah itu.
4. Dia bermain dengan anak-anak.
5. Dia seorang penjaga bayi.
6. Dia menagih orang tua 10 dolar per jam.
7. Mereka berterimakasih padanya.
8. Mereka membayarnya 80 dolar.
9. Mengasah bayi adalah sebuah pekerjaan paruh waktu baginya.
10. Orang tuanya kembali dari pekerjaannya.

Fig. 6: Translation

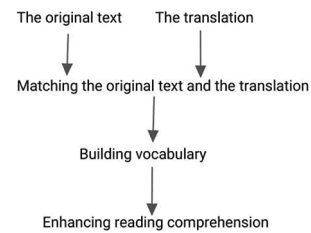


Fig. 7: The translation flow

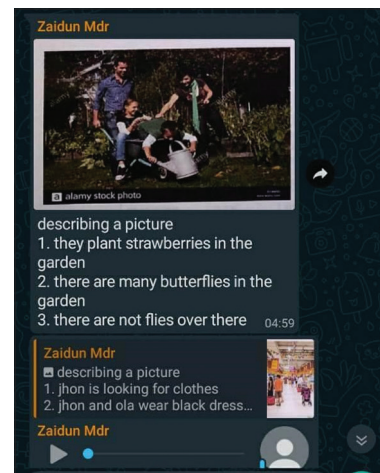


Fig. 8: Communicative grammar A

application to assess. Before reading it, they check the pronunciation on the electronic dictionary to gain the exact way to pronounce the words.

The level of description is different. It depends on the number of materials they have already done. In Fig. 9, it seems more complicated than the previous one. It is more complex and longer. It looks like the student's competence in grammar usage and vocabulary building is developed. They know what to say and what to do. Nevertheless, they need to upload it on the application to assess. The teacher would grade and respond to it for correction if any.

The communicative grammar approach is a method of teaching grammar that emphasizes the practical use of grammar rules in real-life communication. Focusing on how grammar is used in actual conversations and interactions, students become better communicators. They learn to use grammar rules in context, which helps them express themselves more effectively. The communicative grammar approach often involves using authentic materials, such as newspaper articles, videos, and songs, to teach grammar. This makes learning more interesting and relevant for students, which can increase their motivation to learn. The use of authentic materials in the communicative grammar approach exposes students to a wide range of cultural perspectives. This can help students develop a better understanding of different cultures and improve their intercultural communication skills. By teaching grammar in a communicative context, students are more likely to remember what they have learned. This is because they are able to see how the grammar rules they are learning are used in real-life situations. The communicative grammar approach often involves focusing on pronunciation and intonation patterns along with grammar rules. This can help students improve their overall pronunciation and intonation, making them easier to understand when they speak (Bakhrudinovich, 2024).

To convey the ideas by describing a picture, the students need grammatical and lexical knowledge. With insufficient background knowledge of grammar and vocabulary, the students will face difficulty in expressing their intentions. They need to know how to construct sentences with sufficient numbers of words in their heads meaningfully. Asking the students to describe a picture after learning grammar by optimizing the use of a list of words and GTM, the students were able to complete the task as seen on the application. They could write compositions about the pictures. They were also able to read them with proper pronunciation (Christenson, 2024). The teacher could assess them by giving some corrections if it was needed. The flow of implementing communicative grammar is seen in Fig. 10.

Teacher's feedback

Teacher feedback is an essential component of the learning process, as it plays a crucial role in helping students understand their strengths and

areas for improvement. Feedback helps students they are doing well and what they need to work on. By providing specific feedback, teachers can help students identify their strengths and weaknesses, which can then be used to improve their learning. When students receive feedback, they feel more engaged and motivated to learn. Feedback shows students that their work is valued and that they are making progress, which can help increase their confidence and self-esteem. Feedback encourages students to think critically about their work and to analyze their own performance. By providing feedback, teachers help students develop the ability to reflect on their learning and to make informed decisions about how to improve. In today's competitive job market, the ability to receive and act on feedback is an essential skill. By providing feedback, teachers help students develop this important skill, which will serve them well in their future careers (Xu *et al.*, 2024).

For each work of the students both in text and audio, the teacher assesses to grade as seen in Fig. 11. For certain conditions, he would give some corrections and suggestions. The teacher would grade the correct or revised works. He would mark them with very good (VG) and good (G). Grading them with the very good is for the correct works without revision, and with good is for those with correction. The grading of the students' works is seen in the picture below.

The students need to learn something from wrong to right. They uploaded their work on the application thus, the teacher made an assessment on them. He graded them and gave some suggestions to their work if there were some mistakes. It is a kind of process to build the properness of sentence building and pronunciation. It leads the students to develop their competence in writing and speaking. It strengthens their confidence to deliver their ideas to others both in spoken and written. They need some stimulus and guidance from their teacher. The flow of applying and delivering feedback by the teacher is seen in Fig. 12.

Retelling

Retelling is an essential skill for students as it allows them to develop critical thinking, communication, and comprehension abilities. By retelling a story, event, or concept, students can engage with the material on a deeper level, analyze it from different perspectives, and gain a better understanding of the subject matter. Retelling helps

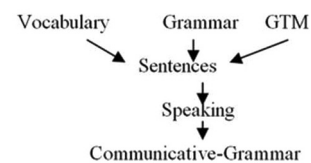


Fig. 10: The flow of communicative-grammar

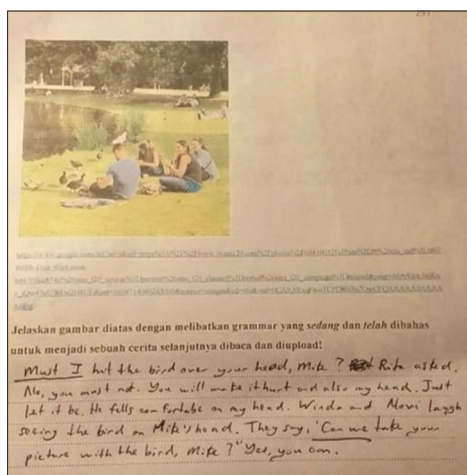


Fig. 9: Communicative grammar B

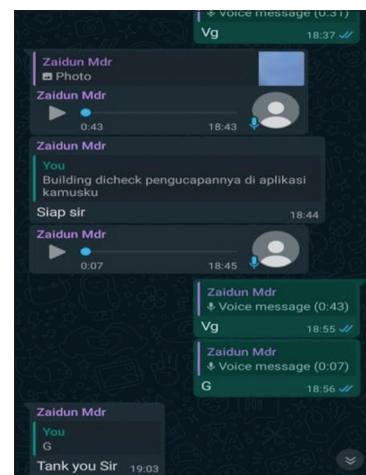


Fig. 11: Feedback

students to improve their comprehension skills. When students retell a story or event, they are forced to recall and summarize the key points, which helps to reinforce their understanding of the material. This process also encourages students to identify and fill in any gaps in their knowledge, leading to better retention and recall of the information. Retelling enhances critical thinking skills. To retell a story or event effectively, students must analyze the material, identify the main ideas and supporting details, and organize them in a coherent manner. This process encourages students to think critically about the material, evaluate different perspectives, and form their own opinions and conclusions. Retelling improves communication skills. When students retell a story or event, they must convey the information in a clear, concise, and engaging manner. This helps to develop their ability to communicate effectively, both in writing and verbally, which is essential for success in academics, work, and social interactions. Retelling promotes creativity and self-expression. By retelling a story or event in their own words, students can put their own unique spin on the material, incorporating their own experiences, emotions, and perspectives. This encourages creativity, fosters self-expression, and helps students to develop a personal connection with the subject matter (Rifiyanti and Hidayat, 2024).

After a series of learning, the students come to the last work. It is retelling. In Fig. 13, it is seen that the students explain something by drafting on the paper. Before doing so, they watch YouTube. There is a script on its footage. The students did three things watching, listening, and reading at once. They could see how the locution and illocution were done by the speakers. They were also able to see the script to check the exact words of the pronunciation. When they came across unknown terms while watching YouTube, they could look up their definitions using their electronic dictionaries.

The students were able to retell the text or conversation after learning the series of the learning processes. By retelling, they could implement their background knowledge. Their four language skills could be implemented in the retelling. They could copy the native's way of

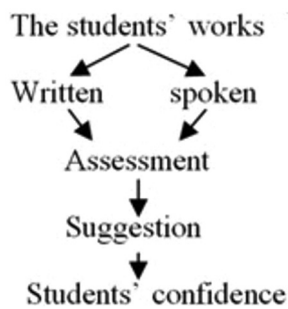


Fig. 12: The flow of teacher's feedback

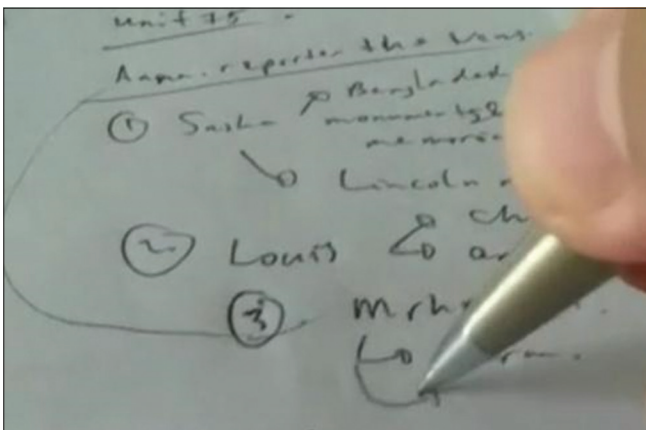


Fig. 13: Retelling

conveying the ideas in spoken and written. Understanding the context is the most important thing in retelling the text or conversation. It is the process of telling others about the material they learned in their own words. The flow of retelling practice is seen in Fig. 14.

Discussion in teaching-learning

Discussion is a teaching speaking, as it provides students with opportunities to practice and improve their communication skills in a supportive and interactive environment. Through discussions, students are encouraged to analyze and evaluate different perspectives, ideas, and opinions. This helps to develop their critical thinking skills, enabling them to form well-rounded opinions and engage in meaningful conversations. Discussions provide students with opportunities to use a wide range of vocabulary and language structures, helping to expand their linguistic repertoire. By engaging in discussions, students can practice using different sentence structures, grammar rules, and idioms in context, which can improve their overall language proficiency. Through discussions, students learn to listen actively to others, consider different viewpoints, and respond with empathy and respect. This helps to develop their interpersonal skills, enabling them to communicate effectively in various social and professional settings. Discussions provide students with opportunities to express their thoughts, opinions, and ideas in a safe and supportive environment. By participating in discussions, students can build confidence in their ability to communicate effectively, which can translate to improved speaking skills in other contexts. Discussions encourage students to work together, share ideas, and build upon each other's knowledge and experiences. This collaborative learning environment can foster a sense of community and teamwork, which can be beneficial in various academic and professional settings (Shawaqfeh et al., 2024).

It is the last session of all learning in one unit. It is a discussion. The students can raise some questions they did not understand during the teaching-learning process. In Fig. 15, it is seen that the teacher asked his student about the missing "ing" at the end of the verb and the misspelling of the word because. He asked such questions orally but the student still did not understand. He offered other students to answer it. Finally, one of them said that it is a simple verb thus it does not need to be used am. This kind of question-answer also teaches others who have a similar problem.

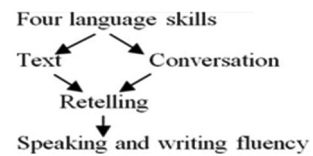


Fig. 14: The flow of retelling

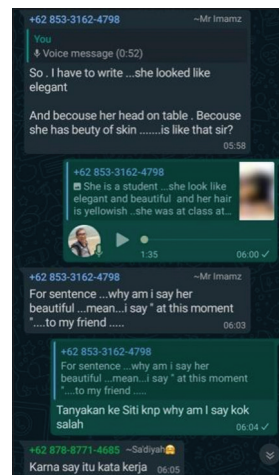


Fig. 15: Discussion

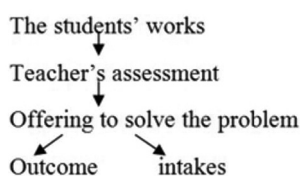


Fig. 16: The flow of discussion

By having various ways of teaching, the teacher could enhance his teaching method to be interesting. They would try different ways to invite the students to get involved in the teaching-learning process. One of them is to conduct the discussion. As seen on the application, the teacher showed the student's work to assess. He offered each member of the group to find out the grammatical mistakes. He also invited them to fix them. Showing the mistakes and solving problems strengthen the students' beliefs and add new intakes for them. This kind of way could anticipate future mistakes to practice speaking and writing. This kind of discussion happened in the application of the WhatsApp group. It enables both teachers and students to exchange information in text, video, and audio (Sudar, 2024). The flow of conducting discussion to enhance speaking practice is seen in Fig. 16.

DISCUSSION

In the new era of education, it is designed to conduct teaching-learning virtually. The use of WhatsApp groups sounds promising. Both the teachers and students can interact with others anytime and anywhere. Using such a tool, they can share any information in any form such as text, audio, video, and video call. It enables them to do a teleconference. It supports the teachers' effort to teach speaking using WhatsApp groups (Khan *et al.*, 2024). All the steps below show that teaching speaking could be started with lexico-grammar. It is the essence of learning speaking and writing. This kind of fact answers the research question and adds the suggestion to the previous study. There are some steps to develop communicative grammar. It is the way to gain speaking competence by getting started with the list of words and a grammar rule and ending up with describing pictures. The steps to reach such a goal are focusing on lexico-grammar, noticing, translation, communicative grammar, teacher's feedback, retelling, and discussion. They are the things the students and teachers did during the teaching-learning process in speaking class by adapting communicative grammar through podcasts.

Wulandari *et al.*'s study (2024) shows the students' activity in practicing speaking and the role of the teacher in guiding them based on the procedure of holding a discussion on WhatsApp group. The teacher asked the students to convey their perspectives toward the content of the story. Practicing it helps the students develop their speaking ability. It is in line with the result of the recent study. Nevertheless, the students need to have sufficient words in their heads. They need to have the grammatical background knowledge to build sentences. The two things vocabulary and grammar to boost speaking fluency were not developed by the teacher in the previous study. The EFL students need to strengthen their ability to build vocabulary to construct sentences. It is the way to fluent their competence in speaking. Using podcasts to enhance such ability is promising. This kind of result could be adapted to the previous study to maximize the outcome (Suseno *et al.*, 2024b).

Implication

WhatsApp, a widely used messaging app, offers a platform for language learners to practice their speaking skills through communicative grammar learning. By creating WhatsApp groups specifically designed for this purpose, learners can interact with their fellow learners in real time, improving their pronunciation, intonation, and overall speaking ability. The advantages and disadvantages of using WhatsApp groups for communicative grammar learning need to be recognized.

Pros

WhatsApp is widely available on various platforms, including iOS and Android devices, making it an accessible tool for language learners. Using WhatsApp groups, learners can easily connect with others who are also learning the same language, regardless of their location. Using WhatsApp groups for language learning allows learners to practice their speaking skills in real time with native speakers or fellow learners. This authentic practice helps learners improve their pronunciation, intonation, and overall speaking ability. WhatsApp groups offer a flexible learning environment where learners can communicate at their own pace. This flexibility allows learners to practice grammar rules and vocabulary in a way that suits their learning style and schedule. Compared to traditional language classes, using WhatsApp groups for language learning can be more cost-effective. Learners can save money on tuition fees and other associated costs, as they can learn from the comfort of their own homes. WhatsApp groups provide a platform for learners to collaborate and interact with each other. This collaborative environment encourages learners to share their ideas, practice speaking, and receive feedback from their peers, which can help their language skills (Erlina and Masrul, 2024).

Cons

WhatsApp groups may lack the structure and organization that traditional language classes provide. Without a clear lesson plan or curriculum, learners may struggle to progress and achieve their language learning goals. The quality of learning in a WhatsApp group can vary depending on the participants. Learners may encounter peers who are not as knowledgeable or experienced as they are, which can hinder their progress. WhatsApp groups can be distracting, as learners may receive notifications from other apps or engage in non-related conversations. These distractions can hinder focus and make it difficult for learners to stay on track with their language learning goals. While WhatsApp groups provide an opportunity for learners to practice speaking, they may not offer the same level of feedback that a traditional language class provides. Learners may struggle to receive constructive criticism or guidance from teachers or peers, which can hinder their progress. As with any technology, WhatsApp groups can be susceptible to technical issues such as poor internet connectivity, app glitches, or device compatibility problems. These issues can disrupt the learning process and make it difficult for learners to participate in group discussions.

Suggestion

To address the limited structure of WhatsApp groups, learners can create a lesson plan or curriculum that outlines the topics, grammar rules, and vocabulary to be covered in each session. This will help learners stay organized and ensure they are progressing toward their language learning goals. To maintain a positive and productive learning environment, learners can establish ground rules for the WhatsApp group, such as respecting each other's opinions, using proper grammar and vocabulary, and avoiding distractions. To address the limited feedback in WhatsApp groups, learners can encourage peer feedback by setting up a system where each learner takes turns providing feedback to their peers. This will help learners receive constructive criticism and guidance, which can improve their language skills. To address distractions in WhatsApp groups, learners can set aside specific times for group discussions and encourage participants to silence their notifications or put their devices on silent mode during the sessions. Address technical issues such as poor internet connectivity or app glitches, learners can troubleshoot the problem by checking their internet connection, restarting their devices, or updating the WhatsApp app to the latest version.

CONCLUSION

Teaching-learning in speaking practice could get started with the development of lexico-grammar. Another activity such as using GTM in constructing sentences could help the students understand how the grammar rules work properly. Moreover, some exercises such as

using the electronic dictionary, reading aloud, translation, retelling, and describing pictures are the components to enhance speaking competence. The students could express their ideas precisely and confidently. All the teaching-learning processes could be done in the WhatsApp group. It can replace classroom-base teaching-learning. It is more flexible than a real classroom activity. It is a very beneficial medium to conduct the teaching-learning process for online learning.

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AUTHOR'S CONTRIBUTIONS

PS conceived of the study, collected data, analyzed the data, and wrote parts of the manuscript. MT collected data and wrote parts of the manuscript. He read and approved the final manuscript.

CONFLICT OF INTEREST

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