EMBEDDING INTEGRATED-SKILLS APPROACH IN COMMUNICATIVE LEARNING ACTIVITIES FOR TESOL CLASSROOM

By:

AMALIA LAKEHU, S.Pd., M.Ed (TESOL)

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
THE UNUVERSITY OF PAPUA
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Bidang Fokus : Pendidikan Bahasa Inggris

Nama Lengkap Peneliti : Amalia Lakehu, S.Pd., M.Ed. (TESOL)

Nip: : 197510242003122001
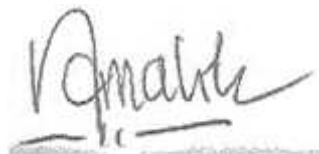
NIDN : 0024107503

Pangkat/Golongan : Lektor/IIId

Mengetahui

Dekan.

Hengki Mofu, S.Pd., MA
NIP. 197209042005011000

Peneliti,

Amalia Lakehu, S.Pd., M.Ed. (TESOL)
NIP. 197510242003122001

P R E F A C E

I would like to express my thankfulness to the Almighty God for His blessing that finally I have finished writing this paper.

Teaching English as a second or foreign language (ESL/EFL) at secondary schools and universities is intended for the students to achieve communicative competence in language skills such as listening, speaking, reading and writing. About this, Hymes in Freeman (2000) and Richards (2006) explicate that being able to communicate requires more than linguistic competence. It involves components of language knowledge such as knowing how to use the language in a variety of purposes and functions, how to use the appropriate language according to the situation and participants and the ability to follow a conversation even when there are difficulties and limitations in one's language knowledge by applying different kinds of communication strategies. It is teachers' role to help the students achieve the communicative competence.

ESL/EFL classrooms cannot avoid facing a range of different individuals. These differences can be traced from motivation, aptitude, learning, strategies, age, personality, and other individual factors like intelligence, gender, level of first language, and empathy (Cook, 1996). Considering that students spend most of their times at school to obtain and improve their knowledge and skills, teachers and their teaching and learning methods have an important role in developing their students' language learning process that can address a range of different individuals in the classroom and improve their communication skills (using the language for useful and meaningful communication) to obtain successful results. One way is by creating student-centered communicative language learning activities embedding integrated-skills approach and interactive teaching methods.

This paper aims to present a model of communicative learning activity embedding integrated-skills approach and review how an English sentence designed to teach through this learning activity relates to the three register variables of genre base approach (a communication-oriented method used as an approach in teaching English as a foreign language in Indonesia to make the students expand the communicative competence) and how they deal with the three types of meaning-making, i.e. experiential/ideational, interpersonal, and textual meanings. It also discusses how this specific learning activity is able to address the students' personal factors such as anxiety and autonomy while effectively applying several techniques to tackle students' interlanguage during the learning process.

I realise that this paper is far from being perfect, and therefore, I would still need constructive suggestions and criticism for the correctness and the perfect of this paper.

<div align="right">Manokwari, 14 January 2024</div>

<div align="right">Writer</div>

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INTRODUCTION

Students of English as second/foreign learning should obtain the essential language skills due to its significant and use in communication (Dewi, Kultsum & Armadi, 2017). In this case, the enhanced communication skills in English, a universal language, do not only assist the students in improving their English knowledge and skills, but also support them in better job opportunities. Because students mostly use their times at school to obtain and improve their English ability, English teachers, the organizers of teaching learning process in the classroom have important role in combining the purpose of English as an international language and the objective of teaching English to have effective teaching and learning. The objective of teaching English is to develop the linguistic competence both in spoken and in written forms. It is generally known that linguistic competence includes the four language skills: listening, speaking, reading, and writing. Therefore, it is necessary for English teacher to have a lot of efforts to involve students in their language learning activities using language for communication strategies. Different kinds of student-centered and interactive teaching methods have to be applied to improve the learners' communication skills (Türkben, 2019).

Learning activity plays an essential role in Teaching English for Speakers of Other Languages (TESOL) classrooms. It is a process in which a variety levels of learning and acquiring can be constructive and advantageous, but it is still dependent on the styles and the strategies of the students (Brown, 2000). In this sense, a learning activity should

be able to accommodate students' needs in their second language learning process to obtain successful results. A communicative learning activity involving variety student-centred and interactive learning can provide opportunities for English language students to attain meaningful learning outcomes. Gass & Mackey (2006), cited in Adams (2018), for example, pointed out that ''when language learners are engaged in meaningful communication in a second language, they are able to focus on meaning, negotiate to make input comprehensible, and to try out new language forms as they produce language''. However, not all teachers know the ways of developing a communicative learning activity.

This writing will discuss a communicative learning activity and review how an English sentence designed to teach through this learning activity relates to the three register variables (field, tenor, and mode) and how they deal with the three types of meaning-making, i.e. experiential/ideational, interpersonal, and textual meanings. Finally, it will argue that this specific learning activity is able to address the students' personal factors such as anxiety and autonomy while effectively applying several techniques to tackle students' interlanguage during the learning process.

The TESOL context of this learning activity is adult students between 17 to 25 years old who take Basic Level of General English Course. The students' purpose of taking this course is to develop key skills in the correct use of English to communicate effectively in various social contexts. Considering the students' needs of taking this course, the learning activity is designed as a part of its speaking lesson. However, in order to develop students' communicative English skills, the designed learning activity involves

integrated skills of speaking, listening, reading, writing, grammar and vocabulary. By the end of this activity, students are hoped to be able to use the sentence pattern in asking direction politely in a role play. The sentence which is going to be taught is *Could you please tell me how to get to the nearest restaurant?*

The Structure of the Discussion

Before discussing the intended learning activity, this writing will present and review an English sentence designed to teach through the designed learning activity with the explanation of the relationships among the three register variables and how they are related to make the three types of meanings: experiential, interpersonal, and textual meanings on the sentence used. This writing will also discuss two of students' personal factors addressed in the intended learning activity and the ways to treat students' errors in intended leaning activity.

The purpose of the writing

This writing aims to present the way of developing communicative learning activities for TESOL classroom by embedding integrated-skills approach that can be used as the reference for English teachers in designing learning activities for their students.

WRITING METHOD

The research technique used in writing this paper is literature study, namely by researching and understanding documents and other written sources that are relevant and supportive. Documents and literature sources include journals, research reports, relevant books, and scientific articles that can be used as a strong basis for research on the theme of Embedding integrated-skills approach in developing ESL/EFL Learning Activity. The objective of doing this literature review study is to present the way of developing student-centred communicative learning activities for TESOL classroom by embedding integrated-skills approach and identify a number of research findings on the issues of embedding integrated-skills approach in communicative learning activities for TESOL classroom.

DISCUSSION

1. The designed English Sentence

The English sentence designed to teach through the designed learning activity is "Could you please tell me how to get to the nearest restaurant?" The following is the explanation of the relationships among the three register variables; field, tenor, and mode and how they are related in making the three types of meanings: experiential, interpersonal, and textual meanings on the sentence used.

On register theory, any situation where language is used can have three variables: field, tenor, and mode (Eggins, 1994). These three key variables of the context of a language event are identified as having significant and predictable impacts on language use. Here, according to Eggins (1994), these three register variables are used to explain our spontaneous understanding that we will not use language in the same way to write as to speak (mode variation), to talk to our boss as to talk to our lover (tenor variation) and to talk about linguistics as to talk about jogging (field variation). Furthermore, according to Halliday (1985a, 1985b), the language strand outlines the choices available in the English language system to express what is described in the text in context strand, matching the four components: genre, field, tenor and mode. Here, it does not only describe how texts are organized to achieve their purpose (genre) but also the choices available in the English language to express the meaning of field, tenor, and mode (language is structured to make three kinds of meanings simultaneously: experiential, interpersonal and textual meanings).

According to Eggins (1994), the field refers to the content of the context. It is the situational variable that has to do with the focus of the activity in which we are engaged. In sort, field is the topic or the focus of the sentence represented by participants and process that realizes particular experiential meanings. According to Eggins (1994), the ranges of fields of the various contexts vary in degree of technicality and it helps to see this variation along a continuum. At one end, fields are concerned with the 'everyday' and at the other end, fields are quite technical. Furthermore, from analyzing the system of grammatical choice (the system of transitivity) of the sentence, we can convey its experiential meaning.

The sentence, "Could you please tell me how to get to the restaurant?" contains everyday fields, such as common saying verb: 'tell', to + inf.: 'to get', prepositional phrases: 'to the nearest restaurant, and participants: 'you' and 'me'. Furthermore, three aspects of the clause can be described from the system of grammar choice of the sentence - the selection of a process, participants and circumstances (Eggins, 1994):

1. The selection of a process: the process choice will be realized in the verbal group of the clause: Could you please _tell_ me how to get to the restaurant?

2. The selection of participants: participants will be realized in the nominal groups: Could _you_ please tell _me_ how to get to the restaurant?

3. The selection of circumstances: circumstantial meanings are expressed through adverbial groups or prepositional phrases: Could you please tell me how to get _to the nearest restaurant_?

From these analyses, it can be seen that the field of the sentence is asking for direction. Moreover, the experiential meaning that the sentence makes is 'the speaker asks the listener for the information about the location of the restaurant'. The experiential meaning will be different if the speaker said "Could you please tell me how to get to the nearby bank?" or "Can you tell me how to get to the central market?". In this case, the experiential meaning will be different if the situation or circumstances is changed (in the second sentence, the speaker asks the listener for the information about the location of the nearby bank. Meanwhile, in the third sentence, the speaker asks about the location of the central market).

Tenor is concerned with the interpersonal elements of the context. According to Eggins (1994), these interpersonal elements are determined by who the language users are in the specific situation. These language users are shaped by their relationships, status, degree of contact, and degree of emotional involvement. In other words, Tenor refers to the social role relationships played by the interactantsand the way they use language to get things done that realize interpersonal meanings. These meanings are realized in wordings through 'MOOD' and 'Modality' (Eggins, 1994).

The relationship between the speaker and the listener (Tenor) influences the mood and modality of the sentence, the interpersonal meaning of the sentence. In this point, the role of the interactants in given situation will have an impact on how they use the language. For example, the roles played between the student and student and student and teacher. Students will use more polite or formal language if they talk to their teacher but use more informal language when talking with their friend. From this explanation,

it can be concluded that, as with field, tenor can also be viewed as a continuum. According to Poynton (1985), the tenor continuum ranges from power (equal to unequal), contact (frequent to occasional), and affective involvement (high to low).

To establish the relationship people take turns at speaking (between the person speaking now and the person who will probably speaking next), we can take on different speech functions in the conversation (Halliday, 1985a). The basic speech functions that we can take on from the target sentence, "Could you please tell me how to get to the nearest restaurant?" is seeking or demanding information through interrogative: Could you please tell me how to …?. Furthermore, in seeking information, the question uses a modulated interrogative: *Could* you please tell me how to …?. The question also uses a polite expression of requesting or demanding information: *please*. Next, if it is analyzed from the components of Mood, the sentence consists of Mood (finite: modal, 'Could' + subject: 'you') and Residue (complement: 'please' + predicator: 'tell' +complement: 'me' + complement: 'how to get to the nearest restaurant). Through the system of Mood and Modality in the sentence, we can conclude that this sentence is one of polite ways of asking for direction used in formal situation. From how the language is structured, we can also describe the expression of interpersonal meanings of the speakers. Here, it can be specified that role relationships played by the interactants are 'unequal'. There are also 'infrequent' or 'one-off contact' and 'low affective involvements' among the interactants (Eggins, 1994). Therefore, this question is appropriate to be used by the speaker who has unequal power with the listener. This can also be used by the speaker to talk to the person who has infrequent or one off contact and have low affective involvement with him or her. In short, this question is

suitable for the speaker to ask the stranger or somebody that is older than him or her for direction but it might not appropriate if the speaker uses it to ask his or her friend for direction. If there is equal power, frequent contact or high affective involvement between the speaker and the listener, the question can be changed into less formal question. For example, the question can be changed into, "Brian, how do I get to the nearest restaurant from here?" or just use "Friend, where is the nearest restaurant?" or Hey, how can I get to the nearest restaurant?" if speaker wants to ask his/her friend or brother for direction. Here, the speaker can use the name of the listener. It is also not necessary for the speaker to use modulated interrogatives/questions for asking direction but use Wh-question directly.

Mode refers to the medium of communication in any situation, which affects the organizational or textual elements of a text (Eggins, 1994). In other words, it is the role language is playing in an interaction. According to Martin (1984), this role can be seen as involving two simultaneously continua that describe two different types of distance in the relation between language and situation: spatial or interpersonal distance and experiential distance. The mode of a text can be related to the realization of textual meaning. Here, the pattern of the theme and rheme of the target sentence is influenced by the mode of the context. These textual meanings are realized through the theme pattern of the grammar (Gerot and Wignell, 2000).

In the target sentence, the theme of the sentence is 'Could you' while the rheme is 'tell me how to get to the nearest restaurant'. Based on its theme and the rheme, it can be identified that the mode of the sentence is spoken discourse where there are interactive

situation (2 or more participants) and in immediate face to face contact (in the same place at the same time). It means that there will be visual and aural contact between the speaker and listener and the feedback or response is given immediately by the listener. This activity provides the learners with the negotiation of meaning (Mitchell and Myles, 2001) because during the conversation, it is very possible to have conversational talks among the students to discuss the direction to the restaurant. In this sense, during the interpretation process (Kramsch, 1993), students will share ideas, ask questions, and ask for clarification. Besides that, the language is also used to accompany the activity interactants involved in it (language as action). Here, the language is used to achieve on-going social action: to get direction. The interactants also act spontaneously so that their linguistic output is unrehearsed. Besides that, the interactants are generally relaxed and casual during the interaction because this spoken situation is on the daily basis. If the pattern of the theme and the rheme of the sentence is changed to something like 'Please, could you tell me how to get to the nearest restaurant', the situation is changed or the development of the theme will be different. Here, the theme for the sentence is 'Please' and the rheme is 'could you tell me how to get to the nearest restaurant'. This sentence will not have the same effect on the listener as the original. In the original sentence, the situation is the speaker asks the listener for the information about the location of the nearest restaurant by using formal and polite way. However, it does not matter if the listener does not know the place. However, the situation will be different if 'please' is used in front of the sentence. In this situation, the speaker is really keen to know the way to get to the restaurant or the speaker is begging the listener's help for telling

direction to the restaurant. He really hopes that the listener knows the place and can help him. Consequently, the response to the sentence would be different.

2. The procedure of the design learning activity

The topic of the learning activity is *Asking and Giving Direction* and the purpose of the material is for the students to be able to ask direction to certain locations by recognizing the phrases or words used, creating and practicing a conversation about asking direction using a map of certain places. This learning activity focuses on developing the students' speaking skills by integrating grammar, vocabulary listening, reading and writing skills. Therefore, the communicative way of teaching using an integrated-skills approach (Oxford, 2001) is preferable for this specific teaching because this approach exposes English language students to authentic language and challenges them to interact naturally in English. This approach also allows the teacher to measure the student's progress in multiple skills, including the primary skills (listening, reading, speaking, and writing) and other related skills like knowledge of vocabulary, pronunciation, syntax, meaning and usage. These skills are interwoven during instruction so that the students would be able to participate in communicative tasks in English (Oxford, 2001).

The designed learning activity consists of three parts: pre, while and post learning activities (Williams 1984, pp.37-39). The methods of pair, group, and class discussions would be used in these stages.

For their pre learning activity, the teacher will draw simple map of two streets and avenues intersecting, label the streets and avenues with simple familiar names, then

draw several squares along the streets and label each: post office, library, restaurant, bank, central market, university, hospital, etc. As their pre learning activity, the teacher will ask several students to ask their friends about direction to restaurant from several places in the map. After that, students listen to a conversation about asking the direction to the restaurant politely from the tape recorder and answer several questions related to the dialogue. Then, they are put in a group of three to discuss their answers before presenting their answers orally in class discussion.

As their while activity, the students sit in a group of three. Each group is given several cards consisting of a sentence. The students in each group are required to arrange the sentences in the cards into correct order of two different dialogues of asking direction to certain places. While doing this, they decide which sentences belong to dialogue A about asking and telling direction formally and dialogue B about asking and telling direction informally. After finishing their group work, they read a dialogue that they have arranged to other groups since each group is given different dialogues with different situation. Post activity is given after the students finish this activity. Here, by using the examples of the dialogues that they have arranged and the map drawn by the teacher on the whiteboard, the students sit in pairs to create and practice their own dialogues of asking directions both in formal and informal situations.

3. Two of students' personal factors addressed in the learning activity

Barnett and Antenucci (2006) argue that each student has different personal characteristics during the language learning process. These characteristics may contribute to differences in ESL/EFL learning outcomes (Ellis, 1994, Kasper and Rose,

2002, Barnett and Antenucci, 2006). Therefore, a successful language learning activity must be able to accommodate different personal characteristics of the students. These different personal factors are revealed on theirage, gender, language aptitude, learning style, personality variables and cognitive, social and affective factors. As observed by Swain (1998), when the language learning activity addresses different personal characteristics of the students, the students will be able to show their best performance from their learning. In this part, I will explain how two factors addressed in the designed learning activity: students' anxiety and autonomy.

3. 1. Anxiety

Anxiety can be a result of adult learners' hesitating to learn a foreign language. Many adult learners think that they are incapable to learn the second language and consider that they do not have enough language aptitude (Turula, 2002). The activity avoids anxiety by having pre learning activity stage that helps this type of student to adapt to the learning process and leads them to positive responses to participate.

The activity also avoids anxiety by using a collaboration learning spirit approach in its pair and group works (Turula, 2002). This approach can reduce anxiety since it increases the students' confidence and allows the weaker students to participate because every participant in a collaboration task has an equal role to play (Lightbown andSpada, 1999). For example, using group works to form scramble sentences into two meaningful dialogues helps the students to prepare for understanding the speaking topic and defining the target language. In addition, creating a dialogue in pairs after practicing a dialogue hearing from the tape recorder

and obtaining teacher's explanation about the topic and target sentence, can reduce anxiety because the students can negotiate the sentences that they want to use in the dialogue that they design in a group without the feeling of being judged by other members and the eager students are also not ashamed to perform their language abilities.

3. 2. Students' autonomy

According to Little (1994), students' autonomy can be attained when the teacher acts as facilitator because if the teacher becomes a facilitator, s/he will permit the students to have more communicative experience and the students will have more opportunities to learn using the language in the classroom. In addition, based on Wenden (1991), students' autonomy can be attained by using particular activities in developing students' learning strategies such as allowing the students to do the activity in pairs or groups. This activity promotes students' autonomy (Little, 1994) since the activity is based on task-based instruction that implements collaborative pair and group works (Walqui, 2000). Here, the teacher acts as a mediator to help students to improve their language understanding in the activity (Williams, 1984). Furthermore, the activity becomes the center of students' learning process where they assist each other and take responsibility (Tudor, 1993).

4. The way to treat students' errors in intended leaning activity

Second language learners develop their own interlanguage and their unique system of language when they get on a journey of SLA. This is influenced by a range of factors

such as their different personalities, learning strategies, motivations, and learning experiences (Ellis, 1997). Furthermore, the ESL/EFL learners may be said to construct a system of abstract linguistic rules that underlies their comprehension and production of English. Here, their grammar is permeable, transitional and sometimes incorrect (Ellis, 1997).

According to Ellis (2005), one reason of students make errors is the difficulty they experience in accessing their L2 knowledge when communicating. It is necessary for the teacher to consider the students' errors as the development of the students' second language knowledge(Selinker in Lightbown, 1999). It is possible to find students' errors in this learning activity when the students practice the target English sentence in their pre-learning activity. For example, several students might produce intralingual error which is caused by the use of a natural learning strategy (Ellis, 2005). Here, the teacher will directly ask several students to practice the target sentence from different location in the map. To lead them, the teacher will say: 'Inno, you meet Rina in front of the post office. Ask Rina how to go to the restaurant'. Then, Inno might ask Rina: 'Rina, how to go to the restaurant?'. Some students can also make another error by simple add group of morphemes but place them in an utterance incorrectly. For example, they might say, 'Could you please tell me how can I go to the restaurant?'. Here, they add 'I' and 'can' after 'how' but putting them in incorrect place (in the form of making question). The students might also make errors when they create their own dialogue as their last activity. In this case, because of the linguistic distance between the students' first language and second language, students might make interlingual errors (Ellis, 2005) resulted from the influence of their mother tongue (Indonesian language). Some

students might transfer their L1 to L2 when they create their dialogue in pair. They might say, 'Could you tell I how to go to restaurant?' instead of saying, 'Could you please tell me how to go to the restaurant?'. Here, the students use the wrong form of the structure by using pronoun 'I' in both subject and object positions (called 'misinformation' of 'archi-form' by Dulay, Burt, and Krashen (1982) in their surface structure taxonomy). In this case, the forms of Indonesian pronouns are same in subject and object positions. Therefore, students might transfer their knowledge of pronoun forms of L1 when they create their sentence. In other words, the students do not change 'I' to 'me' because they do not use such kinds of forms in their first language. Furthermore, they omit 'the' before the noun 'restaurant' because there are no articles used before nouns in Indonesian language.

In order to anticipate students making such errors while doing their learning activity, the teacher will develop the students' understanding of the topic before they interact in their learning activity. In this case, as the start, the teacher will explain about the topic of the activity and the purpose of the material. Then, before the students start doing their pre learning activity (asking direction to restaurant from several places in the map), the teacher will guide their understanding of the topic by giving a simple demonstration. Here, the teacher will mark an X on the map drawn on the whiteboard as the starting point and asks the students, "Could you please tell me how to get to …?", Do you know how to get to …?. After that, the teacher will use some phrases to demonstrate how to give direction. This strategy can help to minimize the possible errors that might be made by the students during asking each other direction using target language because they obtain pre knowledge about how to ask direction.

The teacher will also give the dialogue listened by the students after they finish their class discussion in pre learning activity. The students will use the dialogue to check their answers, underline the phrases or words and the language expressions used in asking and giving direction and make a note of the important vocabularies and their meanings. After that, the teacher will discuss with them the conversation that they have listened and give opportunity for the students to practice the conversation in pair. Therefore, they will be more familiar of the ways for asking direction. After that, students will be given the target sentence, 'Could you please tell me how to get to the nearest restaurant?' as the example of the sentence that they can use for asking direction. They will then be asked to guess the context of the question, such as the roles of the speaker and listener before the teacher explains about it. Furthermore, the students will be given other models of sentences for asking directions in formal and informal situations and vocabularies for directions or addresses. These strategies are used to make students familiar with different models and forms of sentences for asking direction. In addition, students can apply these when they share ideas, ask questions and clarification during their group discussions in while learning activity and pair discussion in post activity.

Students can obtain benefit from errors if their errors are properly treated as they offer them an opportunity to learn correct forms for particular functional meanings (Ellis, 2005, James, 1998). Therefore, it is important to be aware of students' errors because when a teacher does not pay attention to the errors made by students or mishandles the errors, it can affect students' motivation (Dornyei, 2001) and effect in fossilization where students will discontinue their learning when they think they cannot give their

best from their learning process (Mitchell and Myles, 2001). The teacher needs to employ several ways of error treatments such as giving feedback, correction and remediation (James, 1998) to increase students' motivation and eagerness to continue their language learning. Between these types of error corrections, I recomend the teacher to use correction which aims at product enhancement as the way of curing her students' errorsbecause she can provide information that leads to the revision and correction of the specific instance of errors without aiming to prevent the same error from recurring later. Here, in addition to indicate that the present attempt is wrong, the teachercan specify how and where, suggest an alternative, and give a hint (James, 1998). There are two principles that the teacher should consider when correcting her students' errors. Here, the teacher will choose 'the effective and efficient' technique (James, 1998) that can bring improvements in accuracy and require the least effort to carry out by the teacher and to register by the studentsFurthermore, the teacher will consider her students' language level of English when correcting her students' errors. In this case, even though they are adult students but because they are still in Basic level of English language, the correction should be 'subject-sensitive' (James, 1998). Therefore, the teacher will not correct her students' errors directly after she finds out that the students make errors while doing their oral tasks in pair and group works. Since in this learning activity the teacher acts as the facilitator, the teacher will extend the wait-time between hearing the students' erroneous utterances and the students themselves correcting them. In this case, the teacher will give opportunities for the students to have peer or group correctionswhile they are working in pairs and groups. While monitoring their learning activities, the teacher will write errors that she discovers while they do

their pair and group works on her notes. Furthermore, she will give her correction at 'the whole class' discussion that will come after the students finish their activity (James, 1998). The oral and written corrections will be used as the ways to correct her students' errors. For example, the teacher will write some examples of errors heard during pair and group discussion on the whiteboard. Then, she will ask the students to analysis the errors and write their corrections on the whiteboard. Here, she will initiate the students to make 'peer corrections' instead of 'teacher's corrections' (James, 1998). After that, she will discuss their errors and corrections and give more explanation about the forms to use and the hints.

CONCLUSION

The ESL learning activity should be able to accommodate learners' needs of communication in terms of scaffolding their language learning to obtain successful results. The use of communicative learning activities supporting the integrated-skills approach is vital in supporting the learners' interaction with the real language. Although this learning activity is designed as a part of its speaking lesson, to develop students' communicative English skills, the designed learning activity involves integrated skills of speaking, listening, reading, writing, grammar and vocabulary. By the end of this activity, students are hoped to be able to use the sentence pattern in asking direction politely in a role play. Therefore, analyzing the main English sentence teach in regard to register variables: field, tenor, and mode and recognizing their relations to the three types of meaning-making, i.e. experiential/ideational, interpersonal, and textual meanings are conducted to help the teacher develop the right communicative learning activities. This specific learning activity is able to promote the students' interaction and collaboration and address the students' personal factors such as anxiety and autonomy while effectively applying several techniques to tackle students' interlanguage during the learning process.

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