

THE CORRELATION BETWEEN STUDENTS' GRAMMAR MASTERY AND SPEAKINGABILITY AT THE ELEVENTH GRADERS OF SMA FRATER DON BOSCO MANADO

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Abstract: The role of grammar in language development is crucial as it exerts control over all aspects of communication. The objective of this study was to investigate the correlation between grammatical proficiency and verbal fluency. This study employed the descriptive approach. This study focused on eleventh-grade students from Frater Don Bosco Senior High School in Manado. A total of 35 pupils were included in the sample, and a random selection approach was utilised. The instruments comprised a grammar examination and an interview. The grammar exam aimed to evaluate the students' proficiency in comprehending and applying grammatical rules to various test questions, whereas the interview examination aimed to measure the students' English vocabulary and oral communication skills. The study's findings indicate that eleventh-graders at Frater Don Bosco Senior High School in Manado had a limited proficiency in the language. The mean score of 68.57 indicated that the learners' speaking skill was classified as fair. Based on the mean score (70.28). There was a strong correlation between students' proficiency in grammar and their oral communication skills ($r_{xy} = 0.615$; $r_{xy} (0.615) > r \text{ table} (0.344)$). The eleventh-grade students at Frater Don Bosco Senior High School in Manado demonstrated a positive and statistically significant correlation between their mastery of grammar and their proficiency in spoken language.

Keywords: *Grammar mastery, speaking ability, Students, High School*

INTRODUCTION

If one want to acquire correct grammar when learning or teaching English, they should spare no effort in either endeavor. The reason why proper grammar is so important is because it covers every facet of the language. involve the capabilities of reading, writing, speaking, as well as listening. Grammar, which encompasses aspects like as sound, word organization, and sentence structure, is the foundation upon

which any language is constructed. According to Azar (1993:13), the study of grammar contributes to the development of all aspects of language ability. Your grasp of grammar directly influences how well you are able to comprehend the material. Students who study English gain knowledge of subjects, predicates, parts of speech, and other grammatical rules. This is due to the fact that students learn about these things. Another benefit of learning grammar is that it gives language students more control over their everyday speech and conversation. Those who are successful in learning English have an instinctive understanding of the grammatical structure of the language as well as the rules for the creation of meaning. Students need to practice translating what they've learned about grammar into conversational English. This applies to students who speak English as their first language as well as those who speak English as a second language. Grammar has a significant impact on a number of skills, one of which is speaking. Speaking, in common use, refers to any type of verbal interchange that is used to express information, ideas, thoughts, and feelings to another human being. Speaking may take place in person or over the phone. It gives the impression that it is permissible for students to discuss their thoughts and views with one another in order to further their education and personal growth. Oral ability is necessary for effective communication since it involves more than simply exchanging words. One kind of linguistic competence is accuracy in speaking, whereas another form is fluency in the target language. The ability to continue speaking without halting for correction is what we mean when we talk about fluency, whereas correctness refers to the use of vocabulary, syntax, and pronunciation. Students' communication skills may be improved by a variety of factors, including using appropriate grammar, being familiar with the characteristics of the audience for whom the communication is intended, selecting appropriate words, employing strategies to increase readability, and concentrating on the results of interactions.

The observations made by the researcher in the classroom revealed that the students may be broken down into three main groups. There are three types of students: those who have excellent grammar and can talk fluently, those who have great grammar but cannot speak eloquently, and those who lack grammatical competency but can communicate smoothly. The students who have excellent grammar and can talk fluently are in the first category. The sentence that came before

this one gives the impression that the major purpose of the research is to determine and quantify the degree to which there is a link between the grammatical knowledge of students and their oral communication abilities. Grammar should be given the utmost importance both in the classroom and while learning English on one's own. Grammar is an essential part of the language-learning process since it covers all modes of communication—verbal, written, and auditory. Grammar is essential to the study of language because it lays the groundwork for linguistic characteristics such as sounds, words, and the structure of words. According to Azar (1993:13), the acquisition of grammatical knowledge is necessary for the development of any linguistic ability. It is impossible to comprehend the meaning of a document without having a solid grasp of the grammatical rules that govern it. This is because students of English grammar are introduced to a wide range of grammatical ideas, including subjects, predicates, parts of speech, and many more.

In addition, students of a second language who have mastered the grammar of that language have a greater degree of control over the production of both their written and spoken words. Students who study English develop a natural understanding of the grammatical system as well as the rules for the construction of meaning, which enables them to communicate more effectively. Students, even those who are already fluent in English, need to practice applying what they have learned about grammar to conversational situations so that they may become more effective communicators. Public speaking is an area of skill where proper grammar has a big influence on the outcome. Speaking, which is also a kind of oral communication, is one of the most prevalent ways that people communicate with one another on a daily basis to exchange information, ideas, points of view, and feelings. Because of this, young people now have the opportunity to talk to one another about their ideas, emotions, and perspectives in an atmosphere that is secure but welcoming. Speech skill is very important, especially the capacity to communicate clearly via the use of spoken language. There are two separate types of oral communication abilities, namely accuracy and flow. Both are equally important. Accuracy refers to one's capacity to use language, grammar, and pronunciation in the proper manner, while fluency refers to one's capacity to maintain a natural flow of speech. The ability of students to communicate effectively may be impacted by a number of factors,

including but not limited to the following: the use of correct grammar; the identification of the characteristics of the intended audience; the selection of appropriate language; the utilization of strategies to promote comprehensibility; and the monitoring of the success of the interaction.

The researcher classified the students into three unique categories based on their observations made in the classroom. There are three separate types of students: those who have strong grammar but poor speaking abilities, those who do not have grammatical competence but can communicate fluently, and those who have good grammar and can speak well.

RESEARCH METHOD

For this research, a correlational strategy was adopted. Correlational research, according to Gay (2006), is an ex-post facto study since the researcher has no influence over the variable being examined and instead employs the correlation coefficient to evaluate the presence and degree of a connection between the two variables. The purpose of this study was to measure the relationship between grammatical knowledge and speaking abilities in 11th grade students at SMA Frater Don Bosco Manado. For this study, the grammar test and the interview were used. The interview assesses students' command of the language, while the grammar test assesses their understanding of the language. This study has two variables: "X" variable and "Y" variable. These variables were as follows:

1. The "X" variable in this study is students' grammar mastery.
2. The "Y" variable relates to students' speaking abilities.

This study will include students and staff from SMA Frater Don Bosco Manado. The population of the research included students enrolled in eleventh-grade mathematics and science courses at SMA Frater Don Bosco Manado during the 2022-2023 academic year. The researcher employs a random sampling method to ensure that every possible responder has an equal probability of being included in the study's sample. The research included 26 students from SMA Frater Don Bosco Manado's tenth-grade Mathematics and Sciences 3 class. A research instrument is any equipment that collects, measures, and analyzes data. For this investigation, the researcher will use two unique tests:

1. Grammar test

The objective of the grammar test is to determine the extent to which the individuals taking the test have mastered grammatical concepts. The examination comprised a total of twenty questions, ten of which were multiple-choice, five of which were true/false, and five of which involved sentence rearrangement.

2. Interview test

The interview was conducted with the intention of assessing the students' level of fluency in the English language. A class discussion was going to be centered on the most formative life event that each individual student has had.

Table 1: Indicator of Speaking Assessment

Aspect	Score	Criteria
Vocabulary	5	Speech on all levels is fully accepted by educate native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics.
	2	Has speaking vocabulary sufficient to express him simply with some circumlocutions.
	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
Fluency	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	1	(No specific fluency description refer to other four language areas for implied level of fluency)

(Source: Brown : 2004)

Data Collection Procedure

1. Grammar Examination Procedure

The steps listed below were used by the researcher in order to gather information based on the data gathering instrument:

- a) The study expanded our understanding of the test's grammatical questions and how to answer them.
- b) The study's author elucidated certain grammatical points in the English language.
- c) The kids were given a grammar exam by the researcher.
- d) The children got 30 minutes to finish the exam.
- e) The researcher gathered the students' completed worksheets.

2. Interview Exam

This is how information is gathered in an interview test:

- a) The researcher spent three to five minutes with each student doing an in-person evaluation.
- b) The researcher asked kids to describe their finest life event.

The following are findings from a percentage-based data analysis:

1. Finding the average score

The average score on each exam is calculated using the following formulae developed by the researcher:

formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} : The mean score

$\sum X$: The number of all scores

N : The number of sample

(Gay, 2006: 320)

2. The researchers then sort the students' scores into categories after gathering the necessary data. There are five different categories that may be used to describe a student's proficiency in grammar and public speaking.

Table 2: Grammar and Speaking Scoring

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

3. Calculating The Correlation

The following formula may be used to determine the degree of association between students' command of grammar and their fluency in public speech.

r: Person r collection

N: Number of participants

X: Students' grammar scores

Y: Students' speaking scores

ΣX: The sum score of grammar

ΣY : The sum scores of speaking

ΣX2 : The sum of the squared scores of grammar

ΣY2 : The sum of the squared scores of speaking

ΣXY : The sum of multiplied score between X and Y

(Suharsimi, 2002;146)

This formula uses to find index correlation "r" product moment between X variable and Y variable (r_{xy}).

4. The researcher utilized the "r table value" in the following way to make sense of the correlation study results:

Tabel 3: The Interpretation between "r" product moment

No	Standard	Interpretation
1.	0.00 – 0.20	Very Low

2.	0.20-0.40	Low
3.	0.40-0.60	Moderate
4.	0.60-0.80	Substantial
5.	0.80-1.00	High

(Arikunto, 2002:279)

The r-analysis follows the r-table to determine whether or not the observed correlation between the two variables is statistically significant.

- a. If $r > r$ table is positive correlation.
- b. If $r < r$ table negative correlation.
- c. If $r = r$ table zero correlation.

FINDINGS AND DISCUSSION

The study's results and analysis are presented here. The findings include students' grammatical understanding and fluency in conversation, as well as the connection between the two. In the following discussion section, the researcher elaborated on the results.

Findings

Data analysis results pertinent to the described issue were presented here. Eleventh-grade students at SMA Frater Don Bosco Manado were shown to have a correlation between their grammatical knowledge and their oral communication skills. In the following explanation, we can see the general shape of two independent factors:

The Students' Grammar Mastery

The purpose of educating pupils in proper grammar is to improve their ability to correctly pronounce and understand spoken language. The results on the grammar exam were used to assess the eleventh grade students at SMA Frater Don Bosco Manado in terms of their mastery of grammar. A grammatical knowledge exam was given to the students, and the results are summarized in the table that can be seen below.

Table 4: The Mean Score of the Students' Grammar Mastery

Sample	Mean Score	Classification
26	69.92	poor

Table 4 shows that the students at SMA Frater Don Bosco Manado had an average score of 69.92 on a test of their grammar knowledge, placing them in the "poor" category according to the conventional categorization of grammatical knowledge. This category places scores between 50 and 69. The score, which ranged from 0 to 100, was calculated using the results of the grammar exam. Below is a table displaying the frequency and percentage rate at which students demonstrated their command of grammar.

Table 5: The Frequency and the Percentage Rate of Students' Grammar Mastery

No	Classification	Score	Frequency	Percentage
1	Excellent	90-100	0	0%
2	Good	80-89	4	15.3%
3	Average	70-79	10	38.4%
4	Poor	50-69	12	46.1%
5	Very Poor	0-49	0	0%

Four students (15.3%) were rated as good, ten (38.4%) as ordinary, twelve (46.1%) as dreadful, and none as truly bad or great, as shown in Table 5. It suggests that most pupils struggled with grammatical concepts.

The Students' Speaking Ability

Speaking is a method of verbal communication that can be utilised to convey information, arguments, and emotions to a group of people. Verbal communication can occur either face-to-face or by telephone. The student's aggregate score on the speaking component of the examination was determined by their performance in the interview segment of the assessment. The table below presents the average score of the students' speaking proficiency.

Table 6: The Mean Score of Students Speaking Ability

Sample	Mean Score	Classification
26	79.57	Average

The average score for the students' speaking ability is shown in Table 6; at 79.57, it falls into the "average" category, which is defined as the range from 70 to 79. Students in the eleventh grade at SMA Frater Don Bosco Manado were found to have "average" levels of oral communication abilities when tested on vocabulary and fluency. Below is a table displaying the students' aggregated and categorized rate % scores:

Table 7: The Frequency and the Percentage Rate of Students' Speaking Ability

No	Classification	Score	Frequency	Percentage
1	Excellent	90-100	3	11.5%
2	Good	80-89	14	53.8%
3	Average	70-79	5	19.2%
4	Poor	50-69	4	15.3%
5	Very Poor	0-49	-	0%

As can be seen in Table 7, three students (11.5%) were regarded as outstanding, fourteen (53.8%) were rated as good, five (19.2%) were rated as fair, four (15.3%) were classified as bad, and none (0.0%) were rated as extremely poor. This result suggests that the vast majority of students felt at ease while addressing an audience. Also, two mean scores are shown in the graph below:

Table 8: The Mean Score of Students Speaking Ability

Variable	Mean Score
Grammar Mastery (X)	69.92
Speaking Ability (Y)	79.57

Table 8 shows that students' average proficiency in grammar was lower than their average proficiency in speaking (79.57).

**The Correlation between Students' Grammar Mastery and Students'
Table 9: The Mean Score and the Sum of rxy Squared of the Students'
Grammar Mastery and Speaking Ability**

Sample	X	Y	Rxy
26	69.92	79.57	0.545

According to Table 9, a correlation of $r_{xy} = 0.545$ was determined to be "moderate." The table also shows that the average correlation discovered via the use of the r pearson product moment technique fell between 0.40 and 0.60. According to the data shown above, there is only a little link between X and Y. It was discovered that there was a link between the grammatical knowledge of students in the eleventh grade at SMA and their capacity to express themselves verbally. This association was determined to be fairly favorable. A member of the Don Bosco Manado Fraternity.

Discussion

Students' Grammar Mastery

Chowdhury (2014) defines "grammar" as the set of rules in a language that determine the transformation of words and their combination into sentences. The grammar exam placed particular emphasis on the present tense, past tense, and future tense to assess the students' understanding of grammar. The examination comprised of three components: a segment of multiple-choice questions including 10 items, a section of true/false statements consisting of 5 items, and a portion involving rearranging jumbled words or phrases, also containing 5 items. The statistics on grammatical knowledge of eleventh graders at SMA Frater Don Bosco Manado indicates a deficiency. The average score was 69.92, with 12.0% of the students obtaining a "terrible" rating, 15.3% earning a "good" rating, 38.4% receiving a "average" rating, and 0% receiving a "outstanding" or "very bad" rating. According

to the results of the grammar exam, most students encountered difficulty in reorganising the words to form a coherent sentence. In order to determine the tenses of each query and the meaning of each phrase, it was necessary to include specific phrases in the proper sentence.

Two students got every question right throughout this section. Some students had difficulty picking the right answer from the list of options shown to them during the multiple-choice section. They had to compare the tenses used in the questions since the words all meant the same thing. However, this was more than simply an arithmetic mistake on the side of the kids. Students' grammar tests concluded with a set of true/false questions. Since at this stage all that was required of pupils was to determine if a given sentence structure was true or untrue, the vast majority of them got the questions right.

Students' Speaking Ability

Students' ability to communicate orally is evaluated by a test that focuses on their vocabulary and fluency. Students were asked to share the defining moment in their lives throughout this exam. Students at SMA Frater Don Bosco Manado were found to have ordinary speaking abilities, according to the statistics. The average was 79.57, so that's what we used. Three students were deemed extraordinary, fourteen were deemed good, five were deemed average, four were deemed low, and none were deemed extremely poor.

The researcher noted that the students' speaking skills vary depending on the study results on speaking ability. The constant chatter of their everyday lives was to blame. Some students also showed exceptional skill in the use and selection of terminology. According to their performance in the oral exam, pupils might be classified into a wide variety of groups. Some of the pupils had excellent communication skills and a wide range of vocabulary. At the same time, some kids had strong diction and proper vocabulary but couldn't talk smoothly, while others were unable to speak effectively but utilized wide or unsuitable terminology.

The Connection Between Grammar Mastery and Student Achievement. Speaking Ability

After examining the data, it was discovered that X and Y had a 0.545 correlation coefficient. It means that there was a positive association between the two variables. The r_{xy} analysis and r_{table} were compared in order to see whether there was a correlation between students' fluency in public speaking and their grammatical knowledge.

If $r_{xy} > r_{table}$. The correlation is positive.

If $r_{xy} < r_{table}$. The correlation is negative.

If $r_{xy} = r_{table}$ is Zero correlation.

A correlation coefficient of 0.545 was observed, with correlation values falling within the range of 0.60 to 0.60 being classified as "moderate". It suggests a modest level of correlation between the variables being examined. The findings of this investigation revealed a moderate correlation between X and Y. The values of 5% and 1% were obtained from the significance table by considering the degree of freedom (df) = $N - nr = 26 - 2 = 24$ and consulting the "r" table for the product moment. Upon comparing the values of $r_{xy} = 0.545$ and " $r_{table} = 0.404$ and 0.525 , it was concluded that r_{xy} exceeded the values of " r_{table} ". There was a clear correlation seen between the grammatical proficiency (X) and speech fluency of eleventh-grade students at SMA Frater Don Bosco Manado (Y). Consequently, we can conclude that the alternative hypothesis (H_a) is valid and the null hypothesis (H_o) is invalid.

Consistent with early results from the University of Pahlawan by Ulfa, Hardi, and Ayu (2022), our investigation found the same thing. Tuanku Tambusai identified a link between the grammar knowledge (X) and speaking proficiency (Y) of eleventh grade students at SMAN 1 Koto Kampar Hulu in his research titled "The Correlation between English Grammar Competence and Speaking Skill on the Eleventh Graders of SMAN 1 Koto Kampar Hulu." Amelia, Latief, Anugrawati, and Abdul from FKIP Unismuh Makassar conducted research in 2019 titled "The Correlation between Students' Grammar Mastery and Speaking Ability at the Fifth Semester Students of

Unismuh Makassar." They discovered a link between grammar knowledge and fluency in speech.

CONCLUSION

The study, titled "The Correlation between Students' Grammar Mastery and Students' Speaking Ability at SMA Frater Don Bosco Manado Eleventh Graders," specifically examines the connection between these two talents. The mean score of students on a grammar proficiency test is 69.92, with a range of scores from 86.0 to 52.8. It signifies that students possess a moderate understanding of grammar on average. The pupils' average speaking ability score is 79.57, with a range of scores between 60 and 95. It implies that the children's linguistic skills are average or typical. There were a total of 24 independent variables, and the coefficient of correlation (r_{xy}) was measured to be 0.545. Considering that the table relevance for r_t is 5% = 0.404 and 1% = 0.525, it can be observed that r_{xy} is higher than r_t ($0.404 < 0.545 < 0.525$). The findings revealed a correlation between students' proficiency in oral communication and their mastery of grammar. The researcher concludes that the alternative hypothesis (H_a) has a higher probability of being true than the null hypothesis (H_0), hence H_0 is rejected. The researcher properly answered the research question "Is there any association between students' speaking abilities and their knowledge of grammar at SMA Frater Don Bosco Manado?" in this thesis. The eleventh-grade pupils of SMA Frater Don Bosco Manado demonstrated a minor correlation between their speaking abilities and their grammatical proficiency.

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