

The Effect of Transactional Dialogue in Teaching Speaking Modalities

Muhammad Natsir Amir¹⁾* and Nuryansyah Adijaya²⁾

¹⁾ Universitas Muhammadiyah Cirebon, Cirebon, West Java, Indonesia

²⁾ Universitas Borobudur, Kalimalang, East Jakarta, Indonesia

✉ natsir.amir@umc.ac.id

Received: June 20, 2023

Revised: July 13, 2023

Accepted: August 04, 2023

Citation APA Style: Amir, M. N., & Adijaya, N. (2023). The Effect of Transactional Dialogue in Teaching Speaking Modalities. *English Language in Focus (ELIF)*, 6(1), 89–100. <https://doi.org/10.24853/elif.6.1.89-100>

ABSTRACT

The purpose of this study was to determine whether using transactional dialogue in teaching speaking modalities experimentally improved students speaking skills. This study was conducted at SMP YPI Bintaro, and the sample participants were thirty-five seventh grade students. In choosing the sample, the researchers used simple random sampling technique. This study used a quantitative method with a pre-experimental design of one group pre and post-test. The instrument used in this study was spoken test used in the transactional dialogue. According to the findings of this study, the students' mean score was 64.91, while their post-test score was 68.02. The statistical hypothesis revealed that the level of significance is greater than $0.000 < 0.005$. This means that H_0 (Negative Hypothesis) was rejected and H_1 was accepted. Thus, transactional dialogue in teaching speaking modalities improved students' speaking skills.

Keywords: Speaking Skill, Transactional Dialogue, Modal auxiliaries.

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah dialog transaksional dalam pemahaman modal siswa secara eksperimental dapat meningkatkan kemampuan berbicara siswa. Penelitian ini dilakukan di SMP YPI Bintaro, dan tiga puluh lima siswa dari kelas 7B terpilih sebagai sampel peserta. Dalam memilih sampel, penulis menggunakan teknik simple random sampling. Metode yang digunakan dalam penelitian ini adalah kuantitatif dengan pre experiment dari satu kelompok pra dan post test. Instrumen yang digunakan dalam penelitian ini adalah tes lisan yang digunakan dalam dialog transaksional. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa adalah 64,91. Sedangkan nilai post test siswa adalah 68,02. Hasil hipotesis statistik menemukan bahwa tingkat signifikansi lebih tinggi dari $0,000 < 0,005$. Ini berarti H_0 (Null Hypothesis) ditolak dan H_1 (Alternative Hipotesis) diterima. Dengan demikian, ditunjukkan bahwa dialog transaksional dalam mengajarkan berbicara dengan modal meningkatkan kemampuan berbicara siswa.

Kata kunci: Keterampilan Berbicara, Dialog Transaksional, Modal auxiliaries.

INTRODUCTION

Mastering four skills, including speaking, is crucial for learning English as a foreign language. Speaking, as defined by Chaney (1998) in Robert & Meenakshi (2022), is an interactive process involving verbal and nonverbal signals to create and convey meaning in various contexts. It is a process of constructing meaning that includes producing, receiving, and processing information (Brown & Abeywickrama, 2004; Bygate, 2009; Wang & Wei, 2022).

For successful social communication with others, language functions such as pronunciation, grammar, vocabulary, fluency, and comprehension should all be integrated into speaking skills (Brown & Abeywickrama, 2004; Harris, 1974; Tarigan, 1983). Effective language communication therefore requires an over time these components through practice. Grammar is necessary for language learning processes; vocabulary knowledge provides clarity in conveying idea; fluency is a requirement for effective language use in communication; and finally, comprehension is to prevent misunderstandings between the speaker and listener, ensuring smooth and effective communication.

Moreover, several scholars highlight the significance of self-awareness, motivations, performances, environments, and possible mistakes in improving speaking skill (see Jacquet-Andrieu & Colloc, 2014; Öztürk & Gürbüz, 2014; Uztosun, 2021). Since speaking is the main way that students express themselves and engage in conversations in the appropriate language, Anderson and Bachman (2009) further emphasized the importance of speaking skills as a component of the curriculum in language teaching and assessment. Specifically, it encompasses all

language components and gives students the opportunity to communicate from within.

Students must be able to effectively communicate ideas and engage in conversations in order to actively participate in social interactions and academic learning. Cameron (2001) defines speaking ability as the active use of language to express meanings. In order to be understood, speaking requires discourse organization and attention to detail. In addition, Olshtain & Celce-Murcia (2016) claim that speaking in a second language is the hardest ability to master due to the complex process of meaning construction.

Because of this, teachers—especially those teaching secondary English—can help students become better speakers by encouraging active communication. They can support students in comprehending and effectively communicating meaning through the use of appropriate grammar and vocabulary, especially when comparing various modalities in a variety of contexts like necessity, uncertainty, ability, or permission.

Purpose of Speaking

The purpose of speaking can be transactional or interactional language. The main goal of transactional language is to convey information; it is message-oriented rather than listener-oriented (Nunan, 1989). For this type of transactional language, clear, coherent communication and feedback on agreement are required. Instructions, descriptions, narrations, and news broadcasts all use transactional language (Richards, 1990). Speaking for this purpose involves a lot of complexity, so content organization and linguistic structures must be used in advance (Basturkmen, 2002).

Interactional language, also known as interpersonal use of language, aims to create or maintain interpersonal interactions. Greetings, small talk, and compliments are all examples of interactional language (Yule, 1989). Language in this mode is listener-oriented, with speakers speaking in simple turns.

Speaking is essentially two-way communication because speakers engage in one activity while interacting with another (Brazil, 1995). In most cases, interactional language is combined with transactional language to facilitate transactional process while maintaining positive social relations with others.

Function of Speaking

Richards (2008) distinguishes three functions of speaking in human interaction: Speaking as interaction, speaking as transaction, and speaking as performance.

Speaking is regarded as an interpersonal interaction in conversations that entail speaking to one another. Using proper speech patterns, turning, adjacency pairs, taking turns, interrupting, answering others, selecting topics, making jokes, starting and ending conversations, and taking breaks are all encouraged (Richards, 2008). The demand to speak in a casual register and use ellipses, slang, humor, and other sociolinguistic conventions can make interpersonal interactions pragmatically complex (Brown, 2004).

Speaking as transaction is the term used to describe a person who acts or speaks in a way that puts emphasis on being understood and getting their point across. The same concept is also mentioned by Brown (2004), who also discusses the use of transactional language for achieving the purpose of conveying detailed information. In conclusion, Burns (1998)

distinguishes between two types of speaking that are used in transactions: transactional speaking, which is focused on exchanging information, and transactional speaking, which is focused on receiving something or a service.

Speaking Modalities

Different linguists have different definitions of modals and modality. For example, Lyons (1971) defined modality as the speaker's possibility, probability, necessity or uncertainty; while Marino (1973) defined it as the speaker's perception of the prediction. Learning the modal auxiliary is difficult due to the various definitions. Despite current concerns, linguists disagree about what defines the modality category, and how researchers define modality contributes to the topics of their research.

In linguistics, the term "modality" refers to the ideas of possibility, probability, necessity, or contingency in language. It is expressed with modal auxiliary verbs like may, might, can, could, will, would, shall, should, and must. These verbs can convey confidence or caution and describe events or actions that are the result of "conceptions of the mind". Because a sentence without a modal sounds impolite, modalities are also useful in the development of politeness strategies (Vethamani, 2008).

English modalities are classified into two types: modal auxiliaries and helping verbs. Modal auxiliaries are flexible verbs that can be used to make demands, ask for permission, or discuss alternatives. They express mood and time and provide a complete meaning when combined with the main verb. Modal auxiliaries are used to make polite requests, use the imperative form, and ask for things; they are not required to be combined with their subject.

In some cases, helping verbs, which are frequently used in conjunction with main verbs, can stand alone. They contribute to the speaker in expressing the time, mood, and voice of the event. To ensure clarity and grammatical accuracy, they must be combined in relation to the sentence's subject. Each sentence must contain both of them.

Transactional Dialogue

Hargrove (1995) in Greene (2004) defines dialogue is a discussion in which there is open communication of purpose and encouragement of various points of view. Interpersonal and transactional dialogues are included, and oral communication is required. Interpersonal dialogues focus on personal relationships, such as asking about someone's well-being or discussing dinner.

Transactional dialogues share factual information, such as when you ask a stranger, "Where is the bathroom?" They are divided into two types: requests that ask for something to be given or done, and offers that ask for something to be done. Instead of building relationships, their goal is to gather information.

Procedures of Transactional Dialogue in Teaching Speaking Modalities

1. Before implementing this strategy in class, teachers should assess students' understanding of modal auxiliaries and transactional dialogue. Before discussing these concepts in class, teachers may assess students' comprehension and definitions of these concepts.
2. Teachers can provide students with a clear understanding of modal auxiliaries, including their definition, number, functions, and placement in sentences, and provide examples to illustrate how to use them effectively.

3. Teachers can provide students with a comprehensive understanding of transactional dialogue, including its definition, types, and its use in contexts. They can also provide examples and ask students to share their understanding, allowing teachers to assess students' understanding of this important communication tool.
4. Teachers can instruct students to work in pairs to create their own dialogue using transactional dialogue and modal auxiliaries, as shown in the example.

Transcript 1

Student 1 as Buyer
Student 2 as Seller

Buyer : excuse me sir
Seller : yes, what can I help you?
Buyer : can I have 2 kilograms of apples?
Seller : sure, here you are
Buyer : how much is it?
Seller : Rp.50.000
Buyer : here you are
Seller : thank you, do you need anything else?
Buyer : no, thanks

5. Teachers can divide students into groups and monitor their progress by emphasizing the time remaining and allowing them to adjust their work rate. Teachers believe that by grouping students in teams, they can create better dialogues due to the number of members and the variety of ideas on hand. A dialogue is provided as an example.

Transcript 2

Student 1 as Rino
Student 2 as Banu
Student 3 as Dino
Student 4 as Tina

Rino : Excuse me, would you watch my luggage while I go to the toilet?
Dino : Sure
Tina : Excuse me, may I sit here?
Dino : Yes, you may.
Tina : Thank you
Rino : Thank you for keeping an eye on my luggage

Dino : That's okay, I must go now. See you
Tina and Rino : See you
Banu : Excuse me, can you give me the
direction to the market from here?
Tina : I can't, I don't know where is the
market
Rino : You can go straight from here until the
traffic light and turn left, the market is
at the end of the street.
Banu : Alright then, thank you

6. Teachers can assess students' performance in pairs and groups, give guidance, and discuss any confusion in dialogue. They may also provide guidance on the next steps in performance and how to improve their speaking skills.

According to the explanation, the study focuses on students' confusion about the functions and appropriate use of modal auxiliaries in speaking dialogue. The issue is restricted to the impact of transactional dialogue on teaching speaking modalities at SMP YPI Bintaro, with a focus on three types: can, may, and would. The objective of this research is to look into the effectiveness of transactional dialogue in teaching these modalities.

RESEARCH METHODOLOGY

The study used a quantitative research method to examine the relationship between variables, employing a pre-experimental design or a one-group pre-test and post-test design. The study concentrated on a single class or group of students without a comparison group, examining the significant influence of a specific treatment or the cause and effect of a treatment by comparing experimental groups (Arikunto, 2002; Creswell, 2012).

The study used two observational tests to examine the impact of transactional dialogue on students' speaking test scores. The dependent variable was their oral test scores, which focused on five components of speaking function: pronunciation, grammar, vocabulary,

fluency, and comprehension. The independent variable was the use of transactional dialogue in modalities, which influenced the dependent variable. The study aimed to understand the relationship between these two variables and their impact on students' speaking skills.

Participant of the Study

The seventh-grade students at SMP YPI Bintaro are the subject population of this study. A population, as defined by Polit and Hungler (2004), is the entire group of people for which research findings can be generalized, as well as subjects who meet particular criteria.

The researchers then selected Class 7.B, a representative sample of 35 students, for the research due to the pre pre-post test design. A sample is a subset of a research population selected to participate in a study (LoBiondo-Wood & Haber, 1998:250). Arikunto (2005) suggests that a subject with a score of less than one hundred is better, while a score of over one hundred can be chosen.

Data Collection

The instrument used in this study is a spoken test. Arikunto (2005) defines tests as "tools used to measure an individual's competency, intelligence, and skill." The researchers used a spoken test on Class 7 students to assess their speaking abilities before and after treatment.

Pre-test data was used to gauge their abilities before the treatment, while post-test data was collected after four meetings. In detailed, students are divided into pairs and given a list of topics to perform. Each pair has a 2-5 minute preparation time and a 5-minute performance time. The data was then analyzed and compared to the pre-test and post-test,

allowing for a comprehensive understanding of the students' progress.

Data Analysis

To analyze the data, the researchers used comparative technique to examine the impact of transactional dialogue on students' speaking skills. They compared pre-test and post-test data, calculated the mean, and used a T-test analysis by [Susetyo \(2010\)](#). In that case, the researchers also used a speaking scale from Hughes' book "Testing for Language Teachers," adapted from [Hughes \(2003\)](#) and [Harris \(1977\)](#)'s scale, divided into five criteria: accent, grammar, vocabulary, fluency, and comprehension. They combined this with Harris' speaking scale for a detailed rating scale.

Table 1. Speaking Rating Scale

No	Criteria	Scale	Description
1	Accent or pronunciation	5 (3)	Have few traces of native speaker with less noticeable pronunciation error.
		4 (2)	Speech is clear enough nearly native speaker alike even though there is few traces of mother tongue accent, pronunciation error don't interfere understanding
		3 (2)	Pronunciation problem occasionally cause misunderstanding and require careful listening.
		2 (1)	Very hard to understand because often making

No	Criteria	Scale	Description
2	Grammar	5 (30)	Make few noticeable grammatical and word order errors.
		4 (24)	Occasionally makes grammatical and or word orders errors that do not obscure meaning/cause misunderstanding.
		3 (18)	Frequently makes grammatical and word orders errors which occasionally obscure meaning and cause occasional misunderstanding.
		2 (12)	Making constant errors which showing low control of important grammatical pattern thus causes comprehension difficult and frequently preventing communication
		1 (6)	Very serious grammatical inaccuracy except in stock phrase thus makes speech hard to be understood.

No	Criteria	Scale	Description
3	Vocabulary	5 (20)	Use of vocabulary and idiom almost like native speaker (unlimited vocabulary).
		4 (16)	Sometimes use inappropriate vocabulary but don't prevent the communication.
		3 (12)	Frequently choosing wrong words, conversation somewhat limited because of inadequate vocabulary.
		2 (8)	Very limited vocabulary makes comprehension quite difficult.
4	Fluency	5 (10)	Speech as fluent and effortless almost like native-speaker.
		4 (8)	Speed of speech seems to be slightly affected by language problem but some speech good enough.
		3 (6)	Speed and fluency are rather strongly affected by language problem, sentence frequently left uncompleted.
		2 (4)	Usually hesitant or very slow, often

No	Criteria	Scale	Description
3	Vocabulary	1 (2)	make some pause that caused by language limitation except for short and simple sentence.
		1 (2)	Speech is so halting and fragmentary as to make conversation almost impossible
		5 (19)	Appears to understand everything in normal without difficulty.
		4 (15)	Understand nearly everything at normal speed although occasionally repetition may be necessary
5	Comprehension	3 (12)	Understand most of what is said at slower than normal speed without repetition
		2 (8)	Has great difficulty following what is said, can comprehend only "social conversation" spoken slowly and with frequent repetition
		1 (4)	Cannot be said understand even simple conversational English

The scores of the students then were analyzed using a conversion table provided by Adams and Frith.

Table 2. Conversion Table

Score	Rating
16 – 25	0+
26 – 32	1
33 – 42	1+
43 – 52	2
53 – 62	2+
63 – 72	3
73 – 82	3+

The researchers than has adapted the rating scale used to measure students' speaking competency to better understand their level of speaking skill, thereby enhancing the clarity and precision of the evaluation process.

Table 3. Description of Conversion Table

Rating	Description
0+	Very Poor
1	Poor
1+	Enough
2	Good
2+	Good enough
3	Very Good
3+	Excellent

FINDING AND DISCUSSION

Findings

As mentioned in the research methodology, the researchers collected data from 35 junior high school students at SMP YPI Bintaro using a pre- and post-test. Using transactional dialogue, they gave the speaking test in pairs. Significant differences were found between the students' pre-test and post-test scores, which ranged from 60 to 72 and 60 to 75, respectively. In conclusion, these findings offer significant data about how well the treatment is successful in helping students in developing their speaking skills.

a. The Findings of Pre-test

Based on the pretest findings, there were 20 students (55.89%) who scored adequately, while 15 students (44.11%) scored poorly, and no students received excellent, good, or very poor grades.

Table 4. Students' Pre-test Speaking Result

Students' Speaking Skill Level	Total Number of Students	Total Number of the Students in Percentage
Excellent	0	0%
Good	0	0%
Enough	20	55.89%
Poor	15	44.11%
Very Poor	0	0%

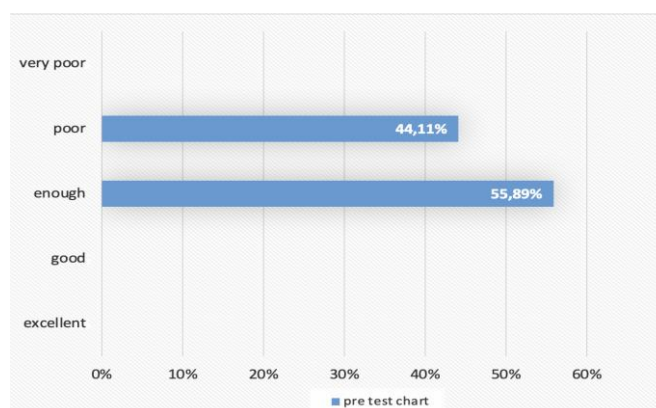


Figure 1. Students' Pre-test Speaking Result

b. The Findings of Postest

According to the study's findings, it revealed that 7 or 20.58% of students were good, while 28 79.42% were enough, and no student was classified as excellent, poor, or very poor.

Table 4. Students' Post-test Speaking Result

Students' Speaking Skill Level	Total Number of Students	Total Number of the Students in Percentage
Excellent	0	0%
Good	7	20.58%
Enough	28	79.42%

Poor	0	0%
Very Poor	0	0%

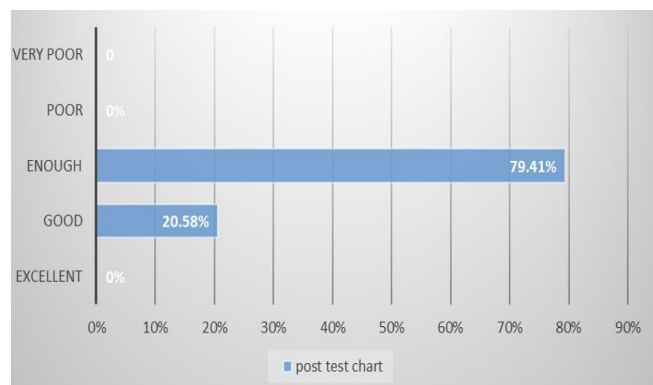


Figure 2. Students' Post-test Speaking Result

The study then used a t-test to analyze the students' results and determine whether the speaking skills of the participants had changed significantly between the pre-and post-test stages. The objective of the study was to find out how Transactional Dialogue, a speaking modality for instruction, affected students' speaking skill.

The research discovered that the t_{table} with degrees of freedom (df) of 26.85 and the $t_{observe}$ resulted in 1.691 and 1.92, respectively. With $t_{observe} > t_{table}$ and a significance value less than 0.05, it suggests that teaching speaking modalities to students through transactional dialogue can greatly enhance their speaking skill.

Discussion

As the writer previously proposed, the findings showed that the use of Transactional Dialogue in modalities significantly improved students' speaking skills. The post-test scores (68.02) were higher than the pre-test scores (64.9), indicating that the learning method was effective in improving the speaking skills of 7th grade students at SMP YPI Bintaro.

In addition, the data presented in the current study reinforce some of the previously discussed about teaching speaking modality. According to Cong's (2023) study, teaching

English in Vietnam has certain difficulties, especially when it comes to teaching modal verbs and their meanings. Vietnamese students have trouble differentiating between official and casual English writing and speaking, and their learning methods are inconsistent. In line with Cong's study Pipidjanoska (2020) looked into how Macedonian learners, ages 19 to 25, used modal verbs in their English, and discovered that they overused words like should, will, have to, and could.

Nhat and Minh's study (2019) used a combination of quantitative and qualitative methods to look for epistemic markers in 100 TED talks about education. The findings indicate that this genre is characterized by epistemic modality, with speakers expressing certainty and probability using a variety of linguistic techniques.

Dilgam's study (2016) explored the modality of verbs, words, and expressions in auditoriums, focusing on primary and secondary modal verbs and their use in teaching. The author notes that modality is uncommon in Azerbaijani students' textbooks, making comprehension difficult. The methodology of teaching modality can be beneficial for lecturers, with examples provided to illustrate the exact model of modal words and expressions.

Several researchers have reported similar outcomes for the transactional dialogue variable. According to Khatimah et al. (2023), second-grade students' results at SMAN3 Sinjai Timur were dramatically raised by YouTube music videos, which also helped with pronunciation, fluency, vocabulary, and comprehension in transactional speaking.

As reported by Sa'adiyah et al (2021), the use of Madurese language as a transactional dialogue approach in teaching English to

Madura University law students found that native language, specifically Madurese, was beneficial in providing instruction, clarifying purpose, explaining vocabulary, correcting mistakes, asking questions, and providing motivation.

Rahmatillah et al. (2019) examined the benefits of flipped classrooms using SCDV in English topics for increasing students' speaking skills and cognitive capacities in transactional discourse. Digital video can minimize assignment pressures, promote cognitive and psychomotor learning, improve transactional communication, and improve students' understanding of their surroundings.

The current and earlier research' findings differ and are identical for a variety of reasons. Every possible resource includes the unique features of the students, their particular issues, and the context in which the research was done.

CONCLUSION

Considering the data provided in the research findings, it can be concluded from that the application of transactional dialogue significantly increased students' interest in speaking language learning, particularly in understanding the modality. Together with the conclusion, the study conducted at SMP YPI Bintaro revealed that there were significant differences between teaching speaking with and without transactional dialogue, indicating that the use of transactional dialogue improves teaching speaking modalities, especially for seventh grade students.

Following that, the researchers propose that transactional dialogue can benefit researchers, students, and English teachers alike. Using this technique, educators can increase their students' enthusiasm for learning English while also making the modal easier to understand. Students can improve their

speaking skills while also broadening their understanding of the subject.

Furthermore, the future researchers may maximize the benefits of this teaching approach by learning about various teaching strategies, recognizing the needs of their students, and practicing greater flexibility in the classroom. The researchers suggests that other researchers use this strategy to improve other skills such as writing and reading. The overall findings of the study emphasize the importance of transactional dialogue in the acquisition of English.

REFERENCES

- Anderson, J.C., Bachman, L.F., (2009) *Assesing writing*. Cambridge University, London.
- Arikunto, S. (2005). *Manajemen Penelitian*. Jakarta: Rineka Cipta.
- Basturkmen, H. (2002). Learner Observation of, and Reflection on, Spoken Discourse: An Approach for Teaching Academic Speaking. *TESOL Journal*, 11(2), 26-30. <https://doi.org/10.1002/j.1949-3533.2002.tb00080.x>
- Brazil, D. (1995). *A Grammar of Speech*. Oxford: Oxford University Press
- Brown, H. D., & Abeywickrama, P. (2004). *Language Assessment. Principles and Classroom Practices*. White Plains, NY: Pearson Education.
- Burns, A. (1998). "Teaching Speaking". In *Annual Review of Applied Linguistics*, 18, 3, (pp.102-123).
- Bygate, M. (2009). Teaching and Testing Speaking. In M.H. Long & C.J. Doughty (Eds.), *The Handbook of Language Teaching* (pp. 412-440). Hoboken: Blackwell Publishing Ltd. <https://doi.org/10.1002/9781444315783.ch23>

- Cameron, D. (2001). *Working with Spoken Discourse*. UK: Sage Publications Ltd.
- Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication in Grades K-8*. Boston: Allyn & Bacon.
- Cong, N. T. (2023). Problems and Solutions for Enhancing Awareness of Tense, Aspect, and Modality in Teaching and Learning English in Vietnam. *Journal of Knowledge Learning and Science Technology ISSN: 2959-6386 (online)*, 2(3), 63-75. <https://doi.org/10.60087/jklst.vol2.n3.p75>
- Creswell, J. W. (2012). *Educational Research*. Pearson.
- Dilgam, A. G. (2016). About the Teaching Strategies of Modality in the Classroom. *Theory and Practice in Language Studies*, 6(10), 1923 -1928. <http://dx.doi.org/10.17507/tpls.0610.05>
- Greene, T. (2004). *Coaching: The missing link*. National Library of Canada= Bibliothèque nationale du Canada, Ottawa.
- Harris, D. (1974). *Testing English as a Second Language*. New York: Mc. Graw. Hill Book Company.
- Hughes. A. (2003). *Testing for Language Teachers, Second Edition*. Cambridge: Cambridge University Press.
- Jacquet-Andrieu, A., & Colloc, J. (2014). From Self-Awareness to the Consciousness of the Speaking Subject. *International Journal of Computing Anticipatory Systems*, 28, 201-217.
- Khatimah, K., Ahmad, D., & Azisah, S. (2023). Using Youtube Music Video to Improve transactional Speaking Skills at The Second Grade Students Of SMA Negeri 3 Sinjai. *English Language Teaching for EFL Learners*, 5(1). <https://doi.org/10.24252/elties.v5i1.25851>
- LoBiondi-Wood & Haber, J. (1998). *Nursing Research Methods, Critical Appraisal & Utilisation. 5th Edition*. St. Louis: Mosby Elsiver
- Lyons, J. (1977). *Semantics. vol 2*. Cambridge: Cambridge University.
- Marino, M. (1973). A Feature Analysis of the Modal System of English. *Lingua*, 32(4), 309-323. [https://doi.org/10.1016/0024-3841\(73\)90022-3](https://doi.org/10.1016/0024-3841(73)90022-3)
- Nhat, T. N. M., & Minh, N. T. D. (2019). Epistemic Modality in Ted Talks on Education. *VNU Journal of Foreign Studies*, 35(4). <https://doi.org/10.25073/2525-2445/vnufs.4396>
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. New York: Cambridge University Press.
- Olshain, E., & Celce-Murcia, M. (2016). Teaching Language Skills from a Discourse perspective. In E. Hinkel (Eds), *Handbook of Research in Second Language Teaching and Learning* (pp.144-158). New York: Routledge.
- Öztürk, G., & Gürbüz, N. (2014). Speaking Anxiety Among Turkish EFL Learners: The Case at a State University. *Journal of language and Linguistic Studies*, 10(1), 1-17.
- Pipidjanoska, M. (2020). Modal Verbs in the Interlanguage of Macedonian Learners of English. *Knowledge-International Journal*, 40(6), 1157-1160.
- Polit, D. F., & Beck, C. T. (2004). *Nursing research: Principles and methods*. Lippincott Williams & Wilkins.
- Rachmatillah, I., Munir, A., & Anam, S. (2019). Teaching and Learning Transactional Dialogue Through Flipped Classroom for Millennial Students in Urban Era. *VELES (Voices of English Language Education*

- Society*), 3(2), 101-109. <https://doi.org/10.29408/veles.v3i2.1567>
- Richards, J. (1990). *The Language Teaching Matrix*. Cambridge: Cambridge University Press.
- Richards, J. C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge University Press
- Robert, R., & Meenakshi, S. (2022). Rereading Oral Communication Skills in English Language Acquisition: The Unspoken Spoken English. *Theory and Practice in Language Studies*, 12(11), 2429-2435. <https://doi.org/10.17507/tpls.1211.25>
- Sa'adiyah, E. N., Anjarani, D. R., & Himmah, A. (2021, October). The Use of Madurese Language as Transactional Dialogue Approach in Teaching English for The Students Major in Law. In *Prosiding Seminar Nasional Sastra, Lingua, Dan Pembelajarannya (Salinga)* (Vol. 1, No. 1, pp. 56-63).
- Susetyo, B., & Pd, M. (2010). *Statistika Untuk Analisis Data Penelitian*. Bandung: PT. Refika Aditama.
- Tarigan, H. G. (1981). *Berbicara sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Uztosun, M. S. (2021). Foreign Language Speaking Competence and Self-Regulated Speaking Motivation. *Foreign Language Annals*, 54(2), 410-428.
- Vethamani, M. E., Manaf, U. K. A., & Akbari, O. (2008). Students' Use of Modals in Narrative Compositions: Forms and Functions. *English Language Teaching*, 1(1), 61-74.
- Wang, Y., & Wei, L. (2022). *Thinking and Speaking in a Second Language*. Cambridge University Press.
- Yule, G. (1989). The Spoken Language. In *Annual Review of Applied Linguistics*, 10, 163-172. <https://doi.org/10.1017/S0267190500001276>