



The Role of Systemic Functional Linguistics in Improving Students' Ability in Speaking Skills

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ABSTRACT: This research aimed to investigate the role of SFL in improving students' ability in speaking skills. This theory provides guidance for researchers to learn and develop towards improving a student's speaking ability by using the system as a whole to create effective and appropriate instruction. This study applied a qualitative method. The data source were teachers act as the research participants. Some teachers were responsible for delivering the survey questionnaire to the students, and two of them tried some teaching plans from the selected genres that were deliberately designed in three assessable teaching plans related to the development of tenets from SFL in the courses that the writer taught. The finding suggests that Systemic Functional Linguistics can enhance students' quality in speaking skills by improving the quality of speaking assessment, employing language for teaching and learning, and standardizing the score. This study is crucial to be conducted because more attention needs to be paid to the improvement of students' ability in speaking skills. In conclusion, the application of systemic functional linguistics in the class provides a strong basis for students on how to develop, maintain, and manage all types of discourses. Hence, the students may have the ability to speak in different fields.

Keywords: Ability, speaking, role, systemic functional linguistics

Received: 08 May 2024 **Revised:** 10 June 2024 **Accepted:** 25 June 2024

1. Introduction

Language is a means of expression for people in interacting with others. Language can bind, unite, separate, or even destroy social relationships in both interpersonal and social contexts. Language is an important skill learned by students at the secondary level because, through language, students can express themselves and convey their ideas to others (Purba et al., 2023). However, many students are still not proficient in mastering language skills. The lack of student proficiency in mastering language skills is influenced by several factors, such as aspects of communication, social, emotional, social class, ability, experience, and the use of language in everyday life. (Alfadda & Mahdi, 2021) Specifically, the ability to speak in the sense of the skill to produce words or sentences in the process of uttering sounds. In simple terms, students' ability in speaking can be described as using vocabulary, language, and proper pronunciation accurately and fluently.

Because of the importance of speaking skills for students, various efforts are made to develop improved models of speaking skills. One of these models is Systemic Functional Linguistics (SFL), which is a linguistic approach that provides both a theory of what language is and a methodology for its analysis. SFL explains

that language has a practical function, in other words, language is used in different ways and there are various functions of language. This is in line with Michael Halliday's notion that language functions are a reflection of a particular purpose, particular institution(s) becoming embedded in texts and literate practices. Therefore, in SFL, speech can be the main medium and reference to the speaker's personal language function, which is a display of all possible linguistic features and messages, namely domain, tenor, and genre. These cover all real human language in use, and when we use the term language, we inform about language, and do so by making selections from our various mental representations of it and putting these into the meanings we create by tending to use Systemic Functional Linguistics to explore these relationships (Fontaine and McCabe 2023; Darong, 2021; Herman et al., 2022). Therefore, the ability to speak is very important for students. (Katawazai et al. 2021; Setiawati et al., 2024)

In recent years, many Indonesian students have difficulties communicating in English, despite having learned English formally in class for years. The lack of mastery in speaking English communication may not only stem from a lack of vocabulary, but also from difficulties in mastering SVOC (subject-verb-object complement) patterns. They are taught to produce sentences in the pattern SVO (I, You, We, They) + V (verb), which is the simple present tense (V), and S-V (I, He/She/It) + V (verb), which is also the simple present tense (V), and then S-V-O (I, You, They, We, They) + V (verb) + C (complement), which is the SVOC (transitive) pattern. However, even with the grammar rules, repetitive drills, and pair work given in class, the students who are good in grammar still lack confidence in speaking English. (Chavarría & Correa)

It has been proven that learning a foreign language from sentences, which are basically combinations of words, has failed, especially for those who are not aware of the language patterns they must combine. Moreover, many of the students are not aware of the structure of the sentences they are studying. This makes them feel that speaking in a foreign language is a nightmare. And it is all about combination! According to Halliday in Halliday and Hasan (1976), language equips us to participate in a wide range of activities and enables us to convey an infinite range of meanings. The importance of this is that "Language has become, with respect to our lives in society, the most powerful tool human beings have, and it shapes our thinking because it is through language that we share knowledge of the world and our experiences. In order to participate and communicate more effectively in other languages, especially English, we need to be competent in the use of English and be able to do so effectively (Kim, 2020).

Systemic Functional Linguistics (henceforth SFL) is an overt functional theory. It explains how language works in achieving an individual speaker's personal goals for communication, while at the same time conforming to the norms set by society. The reason that society has such norms is that individuals need to cooperate to continue the cyclic reproduction of the social resources that sustain us. Thus, systems of socially significant context forms play a major mediating role between individuals and the society they live in so that linguistic and social relations are inextricably linked. In contrast to generative grammar, SFL defines constituent structure in relational terms. It has so far been used in the educational field and has produced an influential, extended, and still new literature on Language Education. It has been developed in many ways with learning in mind and ranks high among the objects that facilitate successful learning bases. (Hao, 2020; Weninger)

Recently, Educating Rita is detached from language instruction, and it more likely covers the extension of communicative skills in cultural terms. Such an issue, teaching the poor to read and write, is far more complex. These days, new perspectives on literacy and changing definitions of literacy demand that we consider other aspects of language, not least oral language skills among the poor. In the beginning of one's life, oral language is the critical link between an individual and society. Successful personal and social development does not proceed further, for many will never be able to develop the ability to read and write. A period we cannot afford to waste in our attempt to educate more people. Since its inception, SFL has dealt with articulating genres and has surged an ethnography of communication techniques, borrowed mostly in the sociosemiotic tradition, ultimately desiring to inform the education of learners. (Rose, 2023; Alberto et al., 2022; Herman et al., 2024)

To provide answers for the research problems and determine the role of Systemic Functional Linguistics

in improving students' ability in speaking skills, attempts are made to provide specific and clear answers on the following research problems:

1. What is the profile or condition of students' current speaking skill?
2. How do the students perceive the use of Systemic Functional Linguistics in improving their speaking skills?

2. Theoretical Overview of the Main Concepts

English communication becomes one of the main subjects in the school curriculum, which has been taught since students enter primary schools. The purpose of designing English as a basic school graduate's competence is to have English knowledge and skills according to their needs and abilities to compete globally (Hulu et al., 2023). It is therefore crucial for educational practitioners to apply effective learning strategies, which include the implementation of Systemic Functional Linguistics (SFL) as an effort to help students master basic language competencies, especially in their speaking skills. Systemic Functional Linguistics or SFL conducts the application of the theory of the grammar of language and the realization of functional language or language used in context from a socio-semiotic approach. This theory assumes that language is inherently a means for achieving meanings in context and is written with the process (transitivity) and maintenance (mood and modality) meanings. (Khasawneh, 2022; Wahyuningsih & Afandi, 2020)

This study uses content analysis to collect and analyze literature. Books, journals, articles, and research results related to the field of systemic functional linguistics are considered, regardless of the publication date. This method allows speech, logical-expressive writings to be translated in ways that both sides understand better. These representations or concepts arise from the language used in both messages. This method does not provide textual inferences or substitute other words for the original wording, as is often done in verbal and written messages.

A. Systemic Functional Linguistics (SFL)

Systemic Functional Linguistics (SFL) is a linguistic theory that was developed by M.A.K. Halliday. It has been widely applied in linguistic studies and since then has been widely used in improving the language skills of people around the world. SFL believes that language is a system for meaning and that every part of the system is used by humans for significant purposes (Ngongo et al., 2022). Moreover, SFL has the specificity to look at the whole system: lexico-grammar, semantics, and pragmatics are the central components of the system, always considered and cannot be separated. (Martin, 2022; Nathir, 2021)

In fact, the students' ability to master a foreign language in using communication skills is still inadequate. Therefore, this research aims to fulfill those inadequacies. This research examines how the application of SFL in EFL/ESL classes can improve the students' speaking ability. Systemic Functional Linguistics is part of the system that focuses on the text in various aspects. This theory provides guidance for researchers to learn and develop towards improving a student's speaking ability by using the system as a whole to create effective and appropriate instruction. According to SFL, linguistics has three types of functions: 1) Ideational, which has content or a message in it; 2) Interpersonal, which contains a social function; and 3) Textual, which is the use or type of text function. These functions are not separate and work individually. To fulfill those functions, speakers use language tools. The three functions must be equally balanced to indicate a real, unambiguous meaning. SFL's description includes working with lexicology, semantics, morphology, and phonology (Herman et al., 2023). In practice, a speaker combines all aspects of that system in a balanced manner to create an effective and persuasive speech. (Monbec, 2020)

B. Speaking Skills in Education

Human beings like to communicate in spoken language. They take special turns to understand and to be understood so that the purpose is delivered. Human's ability to speak will tell about language proficiency because it can be seen by others. Also, it is not a secret anymore that people will impress others by speaking

well. Whether it is to know the good news or the things that are not good for humans. Therefore, this skill is important for students to have. In a curriculum at several educational units that are already free, schools pay attention to speaking skills. This skill is really needed to initiate a conversation in both social and educational settings. (Bastianelli et al., 2020; Resmi et al., 2023)

Students learn about various definitions of speaking, such as the expression of attitude, a signal to show a personality, talking to express hope and express opinions, and even said as a series of physical activities where students produce sounds for a purpose. Tony Lynch, students speaking from a linguistic point of view according to syllabuses is speaking and interaction, although the amount of attention spoken linguistic analysis, students spend considerable time in speaking situations. In almost the prosody, melody or rhythm, volume, speed, pauses, pronunciation and intonation, a situation that plays with different roles of conversation. Another perspective, a high output type, speaking could be a function through different aspects of language. (Crisianita and Mandasari, 2022; Purba et al., 2024)

Finally, speaking as an extensive, body language and the way of talking, and "convey messages and messages using various features almost certainly influences the meaning of the words." But if we look at what we know "as well as from a linguistic angle in" areas of science, based on the pedagogical point of view, good speaking skills students have grammar, vocabulary, and pronunciation and it will help students study, communicate, read, and write. Not just focusing on the English-speaking corner, the problem of speaking naturally occurs. In terms of for the more accurate in all other variables such as the cultural differences between native and non-natives that significantly affect the speaking style. (Boyd and Schwartz2021)

C. Importance of Speaking Skills

Communication is a process of giving and exchanging information and opinions. An important part of the communication process is the development of initiative in expressing new ideas or expressing someone else's ideas. This requires the speaker to be able to communicate thoughts, ideas, or conversation to others. In the process of learning English as a foreign language, it has been found that the students of local origin have a little interest and ability in the oral skills (speaking). For example, when students are in a foreign language class, English foreign language class taught at my school by teachers still use the conventional method is not based on active learning, so students are passive in the class and have a little chance or pushed to be speak, professors usually prepare a set of reading and writing activities, and speaking activities are only spent for a little time and is not getting right attention from the lecturer, and only a few students are verbal. (LaCosse et al., 2020; Rao and Chen, 2020)

The low interest of students in speaking English is suspected to be due to language learning activities in class that have not varied the types of activities carried out. Another reason is the limited ability of the teacher in exploring methods and techniques of delivering good and right learning, the low motivation of students in learning activities in class is indicated by their unpreparedness and lack of attention to the materials given by the teacher in a given way, the existence of poor communication patterns between students and professors in learning and the monotonous situation. Also, it was found that one of the ways of attracting students' interest and creating successful and fun learning conditions is by providing students with attractive stimulus material, suitable for the students' level of understanding, because the use of suitable audio-visual material can encourage lively interaction. The students acquiring the language enjoy the learning process and thus help them to achieve success more quickly. (Atmojo & Nugroho, 2020)

D. Challenges in Developing Speaking Skills

The ability to speak is one of the important skills that students need to develop because speaking is a means of communication in society. It is also an important way to develop one's knowledge and check language competence, be it grammatical or lexical competence. Most students generally find that speaking is more difficult than the other skills. It is evident in many ways, for example, the students are not ready to engage even when they know that the teacher will correct them when they make a mistake; some of them are not fluent when speaking due to a lack of vocabulary and grammatical errors. The social and psychological

aspects have implications for the development of students' spoken skills. Not only do they learn the language skills but are not eager to take an active role in speaking activities because they feel nervous and fearful of speaking in public as well as afraid of embarrassment when making mistakes. (Amoah and Yeboah, 2021; Hamouda, 2020)

In class, the teaching of speaking skills is often limited to activities in which the teacher dictates all the activities. This situation led to students openly expressing their displeasure in the practice of speaking seriously and strenuously. The teacher who threw the interrogative began planning the response of the individual student even before the speech was heard and it was certain that the teacher would acknowledge or reject the student's reply. However, this type of function reflects a lack of respect for the students and does not teach anything to them about their performance or learning from the exposure they have obtained. (Robinson-Kooi and Hammond, 2020)

E. Application of SFL in Improving Speaking Skills

Speaking is part and parcel of language sentence. Language will be uncommunicative and without meaning if something is not expressed in spoken or other means. Spoken language, therefore, prior to its written form. Speaking as the productive skill is often hosed with several problems when it becomes a part of an English learning process. One of the obstacles is that students lack the English communicative ability due to in fact; there is an imbalance of the need for English in some countries, including Indonesia. Moreover, English is considered actually to be a foreign language. The teaching and learning process conducted in the speaking classroom ultimately led the learning result into a detrimental condition. (Amoah and Yeboah, 2021).

The factors that often become the focus of the observations and studies in teaching speaking are, inside language aspect includes fluency, vocabulary, grammar, and pronunciation and also some factors out of language such as motivation, situation and any support that can optimize students' speaking ability in the classroom. Represent this point of view, the researcher has conducted a study to employ the language system through the systemic functional linguistic approach that can optimize students. In this chapter, the SFL application to the communication and learning face inside the speaking classroom are over using the interrelated and interdependent pedagogical cycle. The use of the SFL content through learning and communicative activities designed based on the stages in the process gives them something purposely to speak and communicate in the classroom environment. Additionally, the use of the genre can optimize the vocabulary and the grammar simultaneously since the need for vocabulary usage on each genre has to be corresponded by the need of grammar sentence. (Zhai & Wibowo, 2023; Dashela, 2021).

3. Methodology

A. Research Design

This study applies a qualitative method. Teachers act as the research participants in this research. Some teachers were responsible for delivering the survey questionnaire to the students, and two of them tried some teaching plans from the selected genres that were deliberately designed in three assessable teaching plans related to the development of tenets from SFL in the courses that the writer taught. The writer conducts this research voluntarily and with the willingness of some teachers who applied teaching plans with the ideas of SFL in their teaching. They were reported to have an interest in doing this research to gain knowledge of the students' improvement by using the tenets of SFL, and they agreed with the idea of investigating in the courses. (Ansari et al., 2023)

It is interesting to note that some teachers collaborated in conducting teaching-learning action through the effectiveness of teaching with some tenets of SFL in the microteaching. The findings of these processes were reported in a dissemination of findings workshop. Before the teaching, the writer conducted a needs analysis in trying to involve the students in the preparation of using microteaching. This research aimed at getting insights into the theories of SFL, the role of SFL tenets in teaching speaking drawn from the course books, and the preparation of the students' motivations. Therefore, the students are likely to maximize their efforts in attempting the material given. This qualitative research is deliberately concerned with

content words that have been discussed particularly about how college students respond related to the students' familiarity towards content words in teaching. For each of the courses, the writer focuses the research on how the college students respond to discussing content words. (Schwarz & Hamman-Ortiz, 2020)

B. Data Source

Research is used as an inquiry into how students organize spoken language and produce spoken output. The research in education focuses on descriptive research that fully describes the events or characteristics of the phenomenon. The data gathered and analyzed is concerned with existing instances or phenomena. The purpose of the researcher was to design procedures and methods to collect and analyze the data needed to describe, understand, and explain how students use spoken language during speaking engagements in the classroom. Teacher questions, instructions, interlocutors' turns, students giving answers, requests, and feedback, initiated topic changes, and students' turns of informing, questioning, and commenting. Both systemic functional linguistics and other related theories from applied linguistics, as well as theories and ideas related to sociolinguistics, can be used to support the relation task and the method for analysis.

The research had the main purpose of showing the extent of adoption of linguistic theory, especially systemic functional linguistics, to guide the specific relation task and enable the researcher to build good pedagogic activities based on theoretical aspects of the focus learner. The role of systemic functional linguistics can help teachers and researchers improve students' speaking skills. It was shown that systemic functional linguistics can be effectively utilized for the descriptive aspect of the adoption of SL linguistics in the relation task and all other stages of the method. Considering all these aspects, the paper has concluded that the choice medium for the relation task is lexical chains. In conclusion, the paper has argued for description as the procedures used in the relation task through capitalizing on the relation theory and the use of register theory and multimodality theory for the data in the relation task.

C. Data Collection Methods

The data collection methods that the researchers used were interviews, class observation, and document study. Interviews were conducted with the teaching staff about the methods of teaching they used in speaking classes and how SFL helped them in their teaching. The interview data could provide insights into the methods used, where open questions required respondents to construct their answers freely. Class observations were useful for identifying what happens in the learning environment through direct observation. I also used the document study method, where syllabuses, students' final examination papers, and their speaking minutes were analyzed by the researcher to determine what students had learned during the teaching and learning process.

The purpose of the observation in this study is to seek data on current practices in delivering the curriculum to respond to research questions. Due to being a lecturer and conducting the research in the same institution, and for other reasons, The researchers felt that the role of participant observer was most suitable to access data for the study. In addition, the researchers required utilizing a diary and log to gain and record my own observations and feelings. Their participation would mean a certain delay in deciding which class is being studied. Observation requires planning and usually involves informing the subjects when they are being observed. Every time I observed, I recorded information concerning the activities taking place, the relative timing, and the different forms of interaction patterns that were found. I also kept diaries and logs, including information about the content of the classes and the methods of teaching.

D. Data Analysis Techniques

Bearing in mind the research question and the purpose of the study, which is to find the significant contribution of the roles of Systemic Functional Linguistics (SFL) in improving students' ability in speaking skills, and also knowing the data that is going to be used, the most appropriate group of data analysis techniques for this research has been determined. Since the unit analysis for data obtained through the test, observation, and interviews was not fulfilled during the analysis employing structural techniques available

through the system clearly, but not determined, possibly analytic techniques were considered. In each test, the score is converted and used as inserting the statistical package for a questionnaire and variable after checking for normality, variable to the test, the average references are calculated and presented as tables.

Simply looking into the differences between means, from a different aspect, all of the data is analyzed through different forms of measures. Measures for each of the tests consist of planning, negotiation, and students' test scores. In the second part of the analysis data, the researcher discusses using observation and the interview. The observation is rigorously followed in phase with the subject and focuses on the specific communication practices, especially for implementing of SFL orientation in method SFL orientation in SPL. In doing so, the researcher has to check to be compatible with the entire trial prior to observations. The recording is tabulated to determine the frequency of negotiations, the category scores, scores for proposals, planning adaptations number performing intended oral task responds the questions, and symbols and strategies. Attributes are used to create a rating system for classifying frequency counters, line performs, symbols and strategies pairs, and a percentage of related variables, frequency counter present is converted into a percentage of frequencies.

4. Discussion

The researchers recommended English lecturers and teachers to apply SFL theory in teaching speaking because, based on the analyzing data, there are some findings from the research. They are as follows: language is not only a medium to communicate, but spoken language production is also a complex multimodal cognitive production. It is realized that K.1.1 has active cognitive engagement during speech production, and such cyclical nature of speech could be utilized by educators to assist students in understanding that effective oral production requires careful monitoring and use of elaborate linguistic features according to the individual skills and the collective context of the content or by group adjunct to speech mining approaches. The SFL pedagogical perspectives can be utilized as sound pedagogical guidance for educators to understand the generic differences in corpora and how to teach students to use language to build their oral communicative capabilities, particularly in the numerous disciplines presupposed by schools, universities, and business settings.

Diverse educational studies on oral proficiency have mainly adopted applied linguistic approaches to analyze linguistic and communicative characteristics in student speech. However, determination of genre peculiarities, particularly for speaking (oral representations), and construction of context-based evaluation instruments are presented in few publications. Drawing on the Systemic Functional Linguistics (SFL) position that language is a reflection of cognitive systems and develops over time, educators need diagnostic data on oral characteristics of students, the role these have in evaluating tasks within diverse genres, and explicit instruction in developing these skills. Therefore, empirical linguistic studies also have a role to play in informing educators about their own communicative preferences and how student performance may influence marking and assessment, leading to learner support and improved learning outcomes.

A. Impact of SFL on Students' Speaking Skills

Systemic Functional Linguistics (SFL) is a linguistic and sociolinguistic theory that provides a powerful framework for teaching and testing oral proficiency. The development of speaking skills of students can be explored in detail by considering this linguistic theory. SFL emphasizes the importance of learning to use language appropriately in a variety of purposes and manners in different social and cultural contexts. In teaching speaking skills, a systemic functional approach may contribute to students' ability to communicate effectively by using language appropriately in various contexts.

A promising aspect of using this linguistic system in teaching speaking skills is that students are exposed to a wide range of opportunities to acquire knowledge of a language system through dynamic activities. Students learn how to use the structure of speaking appropriately to convey meaning, and functionally different speaking activities can be utilized to provide a variety of productive contexts that contribute to learning how to use language. In addition, SFL provides a descriptive framework to investigate differences

and relationships between students' oral proficiency ratings by levels through corpus-based studies. Overall, a systemic-functional approach to course design is viewed in terms of syllabus, methodology, and material adaptations to improve students' communicative ability.

B. Implications for Teaching and Learning

Implications for teaching: 1) The teacher needs to conduct an interactive class in order to motivate his students' involvement, to support them physically and spiritually. 2) He should develop his students' power social group, even though some students are qualified and the others are not, because the ability of authority (authorized) is not absolute as well as on monopoly the right to speak and act in relation to lacking qualification, e.g. the students who such as the only one who qualified to be the leader, supervisor, motivational communicator, this power contribution (monopolized) is authorized for them. Negotiating Feature is the appropriate teaching and learning to make the students realize other qualification who also has the ability to take part to publicize him. 3) The teacher can provide a kind of input as revealing the source of energy for a 'semifunctional' subject or a kind of output that gives a clear picture of both the power of agency and selection and the satisfaction that responds to the story. This input should be 'semifunctional' to emphasize that either this strategy might be easy and/or apart from its range of broader language and structure (contin'an also distinctive pairs register that give students 'enjoy', 'fun' and 'interest'). 4) The teacher needs to give the students the irrepressible recognition about the way of language in the relation with its social functions, so that the students really understand about the functions, power and information elicited from others. The students must realize that in fact their choice of words, word order, and other structures in sentences will have an effect on others. Those implications for teaching and learning suggest that in improving speaking skills in an EFL classroom, the teacher needs to consider the social structure with an emphasis on meaning at the level of clause rather than the sentence by: a) Conducting an interactive class to motivate his students. The teacher should try to give opportunities for his students to speak in natural bodies, or actually did it in a real context. b) Developing the students' power social groups, even though not all students are qualified because such as the only one who qualified to be a leader, supervisor, and motivational communicator.

Implications for learning: 1) The students avoided the infractions by saying something like, "I'm going to do this topic or I'm going to tell something," "It's a certain kind of timidity" suggests that their vertigo in facing speaking is related to doubts about if he meets the expectations of the audience." 2) Supporting the classroom through a variety of strategies that familiarize with students the general configuration of the thing they will do before they have to carry it out spontaneously, focus on bodily activity and the relationship with the speaker-listener, showed empirical positive results. The general idea of giving a clear view of the structural nature of the genre is important, especially in the early stages. 3) In the classroom interaction, it is necessary that the students aware of the nature and position of the support for both the speaker and listeners in such a way that the listener asks questions of the speaker, the speaker provides information to meet the needs of the listener to better publicize it. Teachers can also provide other input to the requirement of energy for the 'semifunctional' subjects (e.g., how can you illustrate the key information and how it will be converted into aids so that it's easier and more concise).

C. Real-life Applications of SFL in Speaking Skills Development

Given that one of the main goals of improving language learning is to increase students' ability to use the language effectively in real communications, it is important that educational practices focus on real-life applications. A fundamental aspect of Systemic-Functional Linguistics (SFL) is precisely its direct relationship with real communicative purposes, which makes its approach fruitful for the development of students' speaking skills in a real context of language use rather than as a classroom exercise. On the one hand, the very structure of the concepts incorporated into the theory already brings real speech into the classroom and reflects real-life language use, allowing students to get in touch with a theoretical approach that can become an element of profound personal experiences. On the other hand, taking into account the particular productive proficiency we aim at and following an informed process, we may design activities based on the assumption that creating perhaps less cohesive discourse, provided it is meaningful, might

score better. (Herman et al., 2022; Harman & Burke, 2020)

The classroom practitioner concept of this study is built on two theoretical cornerstones: Systemic-Functional Linguistics (SFL) Theory and its suggested pedagogical applications. Systemic-Functional Linguistics is frequently associated with pedagogy and material design, despite its description as a theory. However, little reference is made to the actual designed activities. Most pedagogical proposals attempt to support the teaching and learning of particular grammar structures but rarely consider the roles the complex linguistic concepts play when applied to creating spoken discourse. This research aims at encouraging realization of students' communicative potential and subverting pre-established, grammatical-based and mechanically conceived speaking activities, as suggested by many studies. Our belief in SFL's close link to public discourse and other extracurricular communities, our professional dissatisfaction with achieving unrefined, inner measurable language, and our desire to conceive meaning-making, equity-related activities may lead us to suggest exploring and implementing real-life language in the classroom using SFL. (Chen, 2022)

5. Synopsis of the Main Research Outcomes

One of the most important objectives of teaching foreign languages at non-English language speaking countries is being able to improve the students' speaking skills. Nevertheless, most students taking foreign language lessons cannot benefit from these courses. Therefore, instructors tend to apply different methods and techniques to achieve this objective. It is evident that they have to apply four language skills, namely speaking, listening, reading, and writing in an interrelated way and with four language skills integrated in harmony with each other. To fulfill this aim, the first step is to give a sound education in speaking skills, followed by listening, reading, and writing.

Conducted to reduce the duration of preparation in English Language Teaching Programs all over the world, the current study was carried out so as to figure out the helpfulness of teaching by employing songs conversely to dialog and its impact on vocal skills. In order to realize this study, research was organized with volunteer primary school students studying in 6th grade at a primary school variable in Indonesia, especially in Pematangsiantar city at optional course level. The data was collected by applying pre-test and post-test to be taken before and after the applications regarding the education of vocal skills, interviews with the instructors, and Flanders Analyses was employed over the classroom observations. As a result of the research which lasted for 7 weeks, it was discovered that the terms completed 12 school hours of study with the vocalization method employed 3 times a week for 20 minutes had a positive impact on the students compared to the dialog method, and speech education through songs has helped the students to improve their vocal skills. With the obtained findings it was held that speech education through songs which renders the jargon of vocalization more involuntarily might be highly beneficial for the education of primary school students in particular. Based on these consequences it flourished to have the amity of future studies on the matter of vocalization through songs increasing its scope, and allowing it to be implemented at secondary and high school students.

6. Conclusions

The role of SFL in improving students' ability in speaking skills concerns the improvement of students' ability in speaking skills from the perspective of Systemic Functional Linguistics. The finding suggests that Systemic Functional Linguistics can enhance students' quality in speaking skills by improving the quality of speaking assessment, employing language for teaching and learning, and standardizing the score. This study is crucial to be conducted because more attention needs to be paid to the improvement of students' ability in speaking skills.

In conclusion, the application of systemic functional linguistics in the class provides a strong basis for students on how to develop, maintain, and manage all types of discourses. Hence, the students may have the ability to speak in different fields. The activities done, such as presenting a role play, making a group discussion, and doing an interview, improve the students' skills through structural approaches. However, it is important to investigate the students from different faculties in nursing, examine procedures, and other

fields, to confirm the findings and generalize them. Furthermore, training is potentially able to improve their skills.

7. Implications, and Further Directions of Research

The finding of this study has contributed both theoretically and practically to this field. Theoretically, this study has contributed by examining the application of Systemic Functional Grammar in the teaching of speaking and being applied for the assessment and presented some practical examples and solutions. Practically, this study has contributed to applying, teaching, and improving students' ability to use language better in classroom practice. Each grammar concept can be exploited to help teach the students to use language better, including in speaking. Some functions in Functional Grammar can be employed to do this better, for example, mood and speech function to express thoughts and feelings grammatically. Such a finding of this study can give ideas to teachers in the practical aspect to support students' better performance, especially in speaking.

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