

The Effectiveness of Communicative Language Teaching (CLT) on Students Speaking Ability at SMAN 1 Rejotangan

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ARTICLE INFO

Keywords: CLT, Speaking Ability, Learning English

Received : 06, June

Revised : 18, June

Accepted: 24, July

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ABSTRACT

The main objective of learning English is to use it to communicate. Teachers must have good teaching methods to solve the problems students face in learning English. Communicative Language Teaching is one of the methods that suits the goal of language teaching, especially in teaching speaking. Thus, the research objective was to know the effectiveness of communicative language teaching on students' speaking abilities. The researcher used a quantitative research design that was carried out using a pre-experimental design (pre-test and post-test). The population of this research is tenth-grade students of SMAN 1 Rejotangan Tulungagung. The sample in this study consisted of students from class tenth G, totaling 36 students. The researcher chose 20 tenth-grade students in SMAN 1 Rejotangan Tulungagung for this research. The instrument was an oral test. The data was analyzed using descriptive statistical analysis, and the hypothesis was tested using a paired Sample T-test. The average post-test score is higher than the average post-test score on the initial test ($80.40 > 75.45$). Furthermore, the significant value obtained is lower than the significance level ($0.000 < 0.05$). Thus, the tenth-grade students of SMAN 1 Rejotangan have better speaking ability after being taught using the CLT strategy.

INTRODUCTION

Communicating verbally remains a crucial skill for students in both school and university. It is called speaking. Students must also hone their speaking and spelling abilities to convey their ideas effectively. Therefore, students' motivation and interest are vital in facilitating their comprehension. While speaking skills are pivotal for English proficiency, many English learners frequently encounter challenges with this aspect of language learning.

Students must master English as it can be a gateway to acquiring a wide range of knowledge. As a result, educators need to employ effective teaching approaches to address challenges encountered by students while learning English. Moreover, teachers should utilize suitable strategies to enhance oral communication skills, encouraging students to actively engage and display creativity during classroom activities to engage and display creativity during classroom activities. To foster productive learning experiences, educators should prioritize student involvement throughout the learning process. Hence, active student participation is a fundamental aspect of effective classroom learning.

Many educators understand that altering the classroom environment is the most effective way to encourage students to communicate in English. By establishing a compelling and inspirational atmosphere, it is anticipated that students will fully engage in the teacher's provided activities. Bailey (2003:48) also advocates for this approach, suggesting that an effective teacher should offer opportunities for students to converse through group or pair work while limiting teacher dialogue. As a result, educators need to consistently motivate students to remain active participants throughout the learning process in the classroom.

The CLT approach entails learning a language that promotes social interactions to enhance spoken language use and effectively convey meaning. Larsen (2011) states that communicative language teaching aims to put into practice the theoretical principles of the communicative approach by prioritizing communicative competence as the main goal of language instruction and recognizing the interconnectedness of language and communication. Therefore, per Larsen's viewpoint, communicative language teaching aims to enable learners to employ language for communication.

The CLT method involves acquiring a language that encourages social interactions to improve oral language skills and effectively communicate ideas. According to Larsen (2011), communicative language teaching seeks to implement the theoretical concepts of the communicative method by emphasizing communicative competence as the primary objective of language education and acknowledging the interrelation between language and communication. Thus, based on Larsen's perspective, communicative language teaching seeks to empower learners to utilize language for communication. The focus should be on the content of their communication rather than on specific language structures. This indicates that CLT aims to enhance students' oral communication abilities. Wu (2008, p. 50) supports this idea, stating that CLT prioritizes speaking skills to improve communicative abilities by emphasizing

meaning and avoiding error correction to keep the conversation flowing. Teachers can employ various techniques when using CLT to teach speaking.

LITERATURE REVIEW

The ability to speak is an important aspect of learning English and is necessary for students who wish to become proficient in the language. If we talk, we can convey information and communicate effectively. According to Nunan (2003), speaking is fundamental to acquiring a second or foreign language. Engaging in spoken communication is vital for honing this skill. Chaney (1998) suggests that speaking entails expressing and exchanging ideas using verbal and nonverbal cues across different situations. Therefore, achieving fluency in speaking is crucial. Mastering the language is essential as it enables the successful acquisition of a foreign language and facilitates effective communication. Proficiency is determined by one's ability to sustain a conversation in that language. The purpose of speaking is to allow students to communicate with others. Therefore, students are expected to be able to use the language they are learning.

Students need to be able to express specific language elements, like grammar, when speaking. In addition, they must grasp pronunciation and vocabulary (linguistic competence), as well as the appropriate social context for language use (sociolinguistic competence). As a result, according to Burns and Joyce (1997), successful speakers integrate these abilities and knowledge to effectively communicate in a given situation.

The following will explain the purposes of speaking in communication or speech. According to Chastain (1975), these purposes are: 1) to develop students' functional ability to communicate effectively; 2) to empower students to convey meaning; 3) to ensure students can express themselves verbally; 4) to encourage students to use English appropriately; and 5) to inspire students to communicate orally with native speakers.

Speaking involves generating ideas and conveying messages or suggestions, making it a productive skill. Several components can aid individuals, particularly students, in speaking fluently. Harris (1974) identifies five main components of speaking ability: pronunciation, vocabulary and grammar, fluency, and comprehension. Broughton (1980) suggests that pronunciation is widely recognized as an area where imitation plays a crucial role in learning. Mastering vocabulary is essential for English language proficiency. Grammar, as per Swan (1995), encompasses the rules for combining, arranging, and modifying words to express different meanings. A lack of proper grammatical skills in forming sentences may lead listeners to question the speaker's intended message. As Richard (1992) outlined, fluency encompasses pauses, rhythm, intonation, stress, speaking rate, and interjections to enhance the natural and native-like quality of speech. According to Burton (1982), comprehension involves thoroughly understanding a subject. In the context of comprehension, both speakers and listeners must grasp the speaker's intended meaning when something is said.

The skill of speaking involves employing all the grammatical components to communicate effectively. Speaking is a vital means of communication. Based on the context in which it is used, there are two types of spoken language. As per Brown (1994), there is (interactional) spoken language used to foster social connections and (transactional) language used to convey proportionate or factual information.

The objective of instructing speaking skills in the classroom is to uphold and improve students' ability to communicate orally, as highlighted by Harmer (2001). This includes preparing students for effective communication and creating exercises that promote genuine language usage, as Wenxia (2008) pointed out. Involving learners in active communication makes it easier for them to acquire spoken English. Additionally, Nunan (2003:54) proposes certain guidelines for teaching speaking. (1) Teachers should recognize the distinctions between second and foreign-language learning environments. (2) Offer students opportunities to practice both fluency and accuracy. (3) Create chances for students to converse through group or pair activities while minimizing teacher input. (4) Develop speaking tasks that require negotiating for understanding. (5) Devise classroom activities offering guidance and training in transactional and interactional speaking.

Richard and Rogers suggest that communicative language teaching should be seen as an approach because it aims to prioritize communicative competence in language teaching and establish methods for teaching the four language skills while recognizing the connection between language and communication. A characteristic is a distinctive quality possessed by something that makes it unique or a strength that can impact its user. Typically, each approach has its own set of characteristics, including CLT.

METHODOLOGY

The researcher analysed the data for this study using a quantitative research design. Quantitative research involves obtaining numerical data and using mathematically based techniques, especially statistics, to analyse the data and explain phenomena (Muijs, 2004). Aliaga and Gunderson (2002) define quantitative research as an exploration of social issues that explain phenomena through the collection of numerical data, which is then analysed using mathematical techniques such as statistics. The research aims to assess the impact of communicative language teaching on students' speaking abilities.

The research involves two variables, one independent and one dependent. Independent variables are easily obtainable and can be diversified, while the independent variable influences the dependent variable.

Table 1. A Diagram of One Group Pre-test and Post-test Design

Pre-Test	Treatment	Post-Test
Y1	X	Y2

- Y1 : Speaking ability of students prior to instruction utilizing communicative language teaching methodology.
 X : Communicative approach to language instruction.

Y2 : The ability of students to communicate after receiving instruction utilizing the communicative language teaching method.

The first study question will be addressed by taking this line of action, which aims to determine the difference or gap between Y2 and Y1. The researcher also looked into which speaking components were most impacted by the application of the CLT technique throughout this study.

Sugiyono (2010:117) defines a population as the overall areas encompassing objects or subjects with distinct qualities and characteristics that researchers investigate to draw conclusions. The population for this research includes tenth-grade students attending SMAN 1 Rejotangan Tulungagung. The study's sample comprises 36 students from X G class. The researchers chose to use the purposive sample, which involves selecting students from the pre-defined tenth-grade class at SMAN 1 Rejotangan. The researcher selected 20 tenth-grade students from SMAN 1 Rejotangan Tulungagung for this research.

On this research collection data by using: a) Observation, b) Test, and c) Documentation. In order to collect the data, there are instruments that the researcher used, those are: a) Experimental Teaching, the researcher used pre-experimental design (experimental teaching) in order to collect the data in Tenth Class using the communicative approach at SMAN 1 Rejotangan and b) Test, the test is the main instrument used in this study to gather data. The students will take a test designed by the researcher twice. Pre-test and post-tests are the two types of testing employed in this research.

In SPSS version 26.0, the author applied the paired sample T-test formula to ascertain the presence of a significant difference. The objective was to compare the mean values of students' speaking ability under instruction using the CLT approach and without the CLT approach. The influence of the CLT approach on the speaking ability of tenth-grade students at SMAN 1 Rejotangan was measured using the eta squared formula.

RESULTS

The Description of Data Before Using CLT Method (Pre-Test)

The researcher calculated the answers that the students provided during the experimental class's pretest (test). The following table shows the experimental class pretest results.

Table 2. Students score Pre-test

Num.	Name	Score
1	FAF	73
2	BJD	72
3	IBO	76
4	MIH	81
5	AMH	76
6	APN	74
7	QWR	77
8	MFH	81
9	FSB	78

10	AAH	73
11	NAS	75
12	MYB	76
13	NBS	71
14	RAF	70
15	MAV	76
16	FDA	76
17	NDN	69
18	MAT	71
19	RDA	79
20	NFN	85

Based on the Table 2, there are the highest and lowest pretest scores obtained by class X-G, the highest score in the pretest is 85, and the lowest score in the pretest is 69.

The researchers discovered that a large number of students earned low scores on the speaking test, and only a small number earned high scores, demonstrating the prevalence of low speaking abilities among students. The researchers utilized SPSS 26.0 to compute and establish descriptive statistics for pretest scan scores.

Table 3. The Descriptive Statistics of Pre-test

Descriptive Statistics								
	N	Range	Minimu m	Maxim um	Sum	Mean	Std. Deviation	Varian ce
pretest clt	20	16,00	69,00	85,00	1509,0	75,450	4,05845	16,471
Valid N (listwise)	20				0	0		

This research was conducted by researchers in the class X-G SMAN 1 Rejotangan. Based on Table 3, 20 students took the Pre-test. The researcher received a maximum score of 85 and a minimum score of 69. The mean value of the data is 75.45. The standard deviation of the data is 4.058, and the variance of the data is 16.471.

Table 4. Frequency distribution of Pre-test

pretest clt					
		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	69,00	1	5,0	5,0	5,0
	70,00	1	5,0	5,0	10,0
	71,00	2	10,0	10,0	20,0
	72,00	1	5,0	5,0	25,0
	73,00	2	10,0	10,0	35,0
	74,00	1	5,0	5,0	40,0
	75,00	1	5,0	5,0	45,0
	76,00	5	25,0	25,0	70,0

77,00	1	5,0	5,0	75,0
78,00	1	5,0	5,0	80,0
79,00	1	5,0	5,0	85,0
81,00	2	10,0	10,0	95,0
85,00	1	5,0	5,0	100,0
Total	20	100,0	100,0	

Table 4.3 shows statistics explaining categorization based on frequency distribution taking into account the qualifications of the assessment rubric.

1. There were 17 students who got scores between 60-79, which means the students' performance in the speaking ability test was quite low. Therefore it needs improvement.
2. There were 3 students who got scores between 80-90, which means the students' achievements in the speaking ability test were high. This also still requires improvement.

Researchers gave treatment to students after conducting a pre-test. This treatment serves to train students' speaking skills using CLT strategies. The next step is to give a post-test after being given treatment.

The Description of Data after Using CLT Method (Post-Test)

The researchers carried out a post-test on Mei 21, 2024. At the previous meeting, researchers treated students to improve their speaking abilities using the CLT method. Researchers took 20 students as research samples, the same as those carried out in the pretest. The post-test was held to determine and measure students' speaking abilities when working on questions using narrative text readings provided after treatment. Post-test results were entered and processed in SPSS version 26.0.

Table 5. Students score Post-test

Num.	Name	score
1	FAF	81
2	BJD	77
3	IBO	82
4	MIH	85
5	AMH	81
6	APN	80
7	QWR	82
8	MFH	87
9	FSB	81
10	AAH	78
11	NAS	77
12	MYB	78
13	NBS	75
14	RAF	77
15	MAV	81
16	FDA	80

17	NDN	73
18	MAT	79
19	RDA	86
20	NFN	88

Implementing the CLT method significantly enhanced students' speaking abilities, as indicated by the higher average score in the post-test compared to the pre-test. The pre-test score averaged 75.45, while the post-test score averaged 80.40. The paired sample T-test results yielded a hypothesis test p-value of 0.000, which is below 0.05, signifying the statistical significance of the quantitative data analysis. Consequently, the null hypothesis was rejected, and the alternative hypothesis was supported. These results underscore the efficacy of improving students' speaking skills in this study.

Table 6. The Descriptive Statistics of Post-test

Descriptive Statistics								
	N	Range	Min	Max	Sum	Mean	Std. Deviation	Variance
posttest clt	20	15,00	73,00	88,00	1608,0	80,400	3,92562	15,411
Valid N (listwise)	20				0	0		

The investigation was carried out by researchers affiliated with class XG at SMAN 1 Rejotangan. As per Table 6, the mean score after the test is 80.40, with a standard deviation of 3.9256. The top score attained was 88, while the lowest was 73. The results suggest improved students' English-speaking skills after implementing the CLT approach. Following this, the researcher displayed the frequency distribution as shown below:

Table 7. Frequency distribution of Post-test

posttest clt					
		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	73,00	1	5,0	5,0	5,0
	75,00	1	5,0	5,0	10,0
	77,00	3	15,0	15,0	25,0
	78,00	2	10,0	10,0	35,0
	79,00	1	5,0	5,0	40,0
	80,00	2	10,0	10,0	50,0
	81,00	4	20,0	20,0	70,0
	82,00	2	10,0	10,0	80,0
	85,00	1	5,0	5,0	85,0
	86,00	1	5,0	5,0	90,0
	87,00	1	5,0	5,0	95,0
	88,00	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

Table 4.6 shows statistics explaining categorization based on frequency distribution taking into account the qualifications of the assessment rubric.

1. There were 8 students who got scores between 60-79, which means the students' speaking ability test results were sufficient. because there has been an improvement from the previous test results.
2. There were 12 students who got scores between 80-90, which means that the students' achievements in the speaking ability test were high. so that students' speaking skills are very good.

This means that student achievement on the English-speaking ability test increased after treatment was given to the students.

DISCUSSION

Several things can be noted based on data obtained from the pre-test and post-test of the English-speaking ability of class X-G SMAN 1 Rejotangan in the 2023/2024 academic year, before and after learning intervention using CLT strategies.

The primary aim of this study is to establish the impact of CLT on students' speaking skills. Analysis of pre-test and post-test data reveals a significant increase of 9.95 points in the post-test scores compared to the pre-test scores. Additionally, results from the Paired Sample T-test indicate rejection of the null hypothesis in favor of the alternative hypothesis. The average post-test score surpasses the initial test score, with values of 80.40 and 75.45, respectively. Furthermore, the obtained significance value of 0.000 is lower than the significance level of 0.05, indicating a considerable difference in students' speaking ability under CLT instruction.

The results of this research are supported by several studies (Ghofur, 2016; Kurniati, 2019; Nindya & Hanafi, n.d.; Sarwendo et al., 2021a, 2021b; Yanah Mulyanah et al., 2018). The research also found that the CLT strategy effectively taught speaking skills. CLT strategies influence how students understand speaking texts. Furthermore, the CLT strategy is the right strategy for teaching speaking because the students can practice speaking skills with other students in groups.

CONCLUSIONS AND RECOMMENDATIONS

Implementing the CLT method led to a significant enhancement in students' speaking skills, as shown by the higher average score in the post-test compared to the pre-test. The mean pre-test score was 75.45, while the mean post-test score was 80.40. The paired sample T-test yielded a p-value of 0.000, below the significance level of 0.05, indicating the statistical significance of the quantitative data analysis. Consequently, the null hypothesis is rejected, and the alternative hypothesis is accepted based on these results. These findings underscore the efficacy of improving students' speaking abilities in this study.

Finally, the researchers concluded that the CLT method improved students' speaking abilities, especially for tenth-grade students at SMA Negeri 1 Rejotangan in the 2023/2024 academic year.

FURTHER STUDY

This research can be used by future researchers as a reference for further research. The CLT method is not only for training students' speaking skills, but also for training other skills.

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