

THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING (CLT) METHOD TO IMPROVE STUDENTS SPEAKING SKILL

Efektivitas Metode Communicative Language Teaching (CLT) Untuk Meningkatkan Keterampilan Berbicara Siswa

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ABSTRACT

Students in Indonesia may understand theories in learning English but struggle to put them into practice. This research was conducted at SMAN 7 Sidrap and the researcher wants to use Communicative Language Teaching (CLT) method which emphasizes language as a tool for communication, the researcher wanted to compare the CLT method with the conventional method that teachers usually use at school, so the formulation of the problem in this study was to find out whether there were differences in learning outcomes between the CLT method and the conventional method. This study aimed to assess the effectiveness of the Communicative Language Teaching (CLT) method in improving the speaking ability of students at SMAN 7 Sidrap. This research used experiment design with Quasi experimental, the total sample was 40 students that divided in 2 class that is 20 students' was from 10 MIPA 1 as an Experiment class and another 20 was from 10 MIPA 2 as an Control Class, the result showed that the independent sample t-test revealed a significant difference between the two methods, with the CLT method being more effective in improving students' speaking abilities.

Keywords: Communicative Language Teaching, Method, Speaking Skill

ABSTRAK

Siswa di Indonesia mungkin memahami teori dalam belajar bahasa Inggris tetapi berjuang untuk mempraktikkannya. Penelitian ini dilakukan di SMAN 7 SIDRAP dan peneliti ingin menggunakan metode Communicative Language Teaching (CLT) yang menekankan bahasa sebagai alat komunikasi, peneliti ingin membandingkan metode CLT dengan metode konvensional yang biasa digunakan guru di sekolah, sehingga rumusan masalah dalam penelitian ini adalah untuk mengetahui apakah terdapat perbedaan hasil belajar antara metode CLT dan metode konvensional. Penelitian ini bertujuan untuk mengkaji efektivitas metode Communicative Language Teaching (CLT) dalam meningkatkan kemampuan berbicara siswa di SMAN 7 Sidrap. Penelitian ini menggunakan desain eksperimen dengan eksperimen Quasi

eksperimental, total sampel adalah 40 siswa yang dibagi dalam 2 kelas yaitu 20 siswa dari 10 MIPA 1 sebagai kelas Eksperimen dan 20 lainnya dari 10 MIPA 2 sebagai Kelas Kontrol, hasilnya menunjukkan bahwa uji t sampel independen menunjukkan perbedaan yang signifikan antara kedua metode, dengan metode CLT yang lebih efektif dalam meningkatkan kemampuan berbicara siswa.

Kata Kunci: CLT, Kemampuan Berbicara, Metode

A. INTRODUCTION

Students in Indonesia may understand theories in learning English but struggle to put them into practice. This is because learning at school only focuses on introducing English theories for giving assignments and exams and is treated the same as other subjects, despite the fact that English is a subject. Lessons that require more practice than theory, so that later in the learning process, students understand that English is a language they can use for communication.

Speaking has been identified as a difficult skill to learn, despite the fact that speaking is extremely important in human life. People can communicate with one another by speaking. Someone frequently encounters difficulties in social interactions, such as being unable to communicate his or her ideas, arguments, and feelings. Sometimes one can understand what others are saying but is unable to communicate it. This could be due to a lack of practice, motivation, communicative competence, and

self-confidence. If a person understands an expression, he should be able to produce it.

According to Richards, who was cited by Vanesa in his paper (2020), learning a language does not always imply being able to speak it fluently. As a result, a lack of fluency may be caused by rigid formal instruction in language learning. Another factor could be a lack of opportunities to engage students in communicative activities. Even if they do not properly use the language, (Toro et al., 2020)

Learners should be encouraged to speak up and express themselves; even if they do not, they should continue to try to improve their skills through consistent practice. Green and Hilton also stated that when students encounter and use a foreign language, they are limited in time to use it individually, on a topic-by-theme basis, and then in a complex learning situation (Kalsum et al., 2023). To put it another way, in order to deliver a practical speaking performance, students must first understand

who they are speaking to, where they are speaking, and what they are speaking about.

In addition, the students need to know how many times to they talk, how much they talk and how they talk. Therefore, focusing on their accuracy fluency is the main learning process to get the students to improve their speaking performance. The most important thing is they can do the conversation and communication well by focusing on some elements above.

Actually there are many methods that can improve students' speaking skills, one of the methods that is often used to teach in English courses is Communicative Language Teaching (CLT), in terms of teaching materials and teaching techniques, especially GTM and ALM which were popular before the 1970s, so that later with a method that is different from other complex methods. According to Mohammad CLT emphasizes language as a communication tool so that this aspect is to be improved or to be achieved in the application of the CLT method (Eisenring & Margana, 2019).

Teachers at school are actually more than capable of applying the CLT method but due to several factors such as lack of time due to school

administration matters so that learning English at school does not reach the most important aspect, namely students are able to communicate well using English, learning that focuses on giving tasks in the form of memorization which make students get bored quickly and cannot use English properly as a communication tool and regard English like other subjects at school.

One of the schools named SMAN 7 SIDRAP located in Sidenreng Rappang district, South Sulawesi also experienced the same thing, based on information from the several teachers at SMAN 7 SIDRAP, the students' ability to speak english is quite low. Several factors that cause are the students tended to be silent in the classroom because they are lack of self confidence and students also need more practice since through practice students could learn to express their feeling, emotion, thought, and their intention.

Based on all the information the researcher obtained based on these initial observations, the researcher intends to see how effective the CLT method is to be implemented at SMAN 7 SIDRAP when compared to the methods that are

usually used by teachers to teach at the school, this was compiled in this study.

B. RESEARCH METHOD

	Descriptive Statistics				
	N	Minimum	Maximum	Means	std. Deviation
Pre-Test Experiment	20	1,0	3,5	1,900	,6407
Post-Test Experiment	20	3,5	5,5	4,575	,4940
Pre-Test Control	20	1,0	3,5	1,975	,7691
Post-Test Control	20	1,0	3,5	2,125	,6664

Figure 1.1. Descriptive Statistics

In this research, the researcher conducted quantitative research through an experimental design. The researcher used a quasi-experimental design with a nonrandomized or nonequivalent pre-test and post-test. According to Sugiyono, Quasi Experimental Design has a control group, but it cannot fully function to control external variables that affect the implementation of the experiment (Sugiyono, 2011). The subjects of the research were two groups; one group as an experimental group that got a treatment by using the CLT method, and the other group as a control group that got the conventional method. For the pre-test and post-test using the speaking assessment rubric by asking students to explain the pictures that have been provided by the researcher.

C. FINDINGS AND DISCUSSION

Data from the results of the study used the T-test which was used in order to determine the initial abilities of the respondents before being given treatment both in the control class and in the experimental class, thus it would be known that in the two sample classes there was or was not a difference in the students' speaking abilities in the sample. test is also used to test the proposed research hypothesis, therefore before analyzing the T-test, first test the data analysis requirements which include the data normality test and variance homogeneity test, to summarize the entire data which includes the mean, minimum and maximum values and also standard deviation using SPSS.

Based on the table above, there are differences that occur between the two classes sure the experimental class and the control class both before and after being given treatment. The mean of the control class before being given treatment was 1.97 while after being given treatment was 2.1 while the experimental class before being given treatment was 1.90 and after being given treatment was 4.57, from these

results we can see clearly the difference between the two methods given in the control class and the experimental class.

Independent Sample T-test

	Levene's Test for Equality of Variances	t-Test for Equality of Means									
		F	Sig.	O	DF	Sig. (2-tailed)	Mean Difference	std. Error Difference	95% Confidence Interval of the Difference	Lower	Upper
NoClass_Person	Equal variances assumed	7.011	.012	17.338	38	.039	61.14597	3.82888	54.00197	68.32996	
	Equal variances not assumed			18.494	22.097	.039	61.14597	3.31452	54.34010	67.99183	

Based on the table above in the "Equal variance assumed" section, it is known that the Sig.(2-Tailed) P value is 0.039 <0.05, so as in the independent sample t test it can be concluded that Ho is rejected and Ha is accepted, and it can be concluded that there is a significant difference (real) between the average students' speaking abilities after being given treatment between the Experiment class using Communicative Language Teaching and the control class using conventional methods.

The conventional method and the CLT method have very striking differences in terms of teacher and student interaction. According to Adila (2020) , in the CLT method, the teacher plays more of a role as a facilitator in student interaction so that later students will better understand the actual function of language.. If

connected with this research, the researcher obtained the result that students in class 10 MIPA 1 who were taught using the CLT method had significant differences and increased scores when compared to class 10 MIPA 2 who were taught using the Conventional method based on the results obtained by researchers, namely there was a significant difference (real) between the average students' speaking abilities after being given treatment between the Experiment class which uses Communicative language Teaching and the Control class which uses conventional methods. This difference is not only seen from the scores students get but also the output they get, namely students are more confident in speaking English then more motivated to improve their speaking.

The implementation of the CLT (Communicative Language Teaching) method in class 10 MIPA 1 resulted in noteworthy improvements and distinctive advancements compared to class 10 MIPA 2, which utilized the Conventional method. The outcomes obtained by researchers indicated a significant difference in the average students' speaking abilities after undergoing treatment. The Experiment class, which embraced Communicative Language

Teaching, exhibited a substantial disparity (statistically significant) in both the scores obtained by the students and the outcomes they achieved. Notably, the students displayed enhanced confidence when conversing in English and exhibited increased motivation to further enhance their speaking skills.

The contrast between the two classes extended beyond mere scores, as students in class 10 MIPA 1 experienced notable transformations in their language proficiency. According to Majed employing the CLT method, students not only achieved higher scores but also demonstrated greater self-assurance when engaging in English conversations. (Abahussain, 2016) By This newfound confidence led to increased motivation among the students to actively work towards improving their spoken English. The CLT approach evidently nurtured a more dynamic and communicative learning environment, allowing students to express themselves more freely and engage in meaningful interactions.

D. CONCLUSION

The comparison of the average speaking abilities of the experiment class using Communicative Language Teaching (CLT) and the control class using conventional methods revealed a significant difference. The results of the independent t-test showed that the Sig. (2-tailed) value was 0.039, which is less than the significance level of 0.05. Therefore, it can be concluded that the alternative hypothesis was accepted, indicating that there was a real difference between the two classes' speaking abilities after treatment. This finding suggests that the CLT method was more effective than the conventional approach in improving students' speaking skills.

The CLT method focuses on communication and interaction, allowing students to practice speaking in a natural setting, which fosters fluency and accuracy in their speech. On the other hand, the conventional method emphasizes memorization of grammar rules and vocabulary, which may limit students' ability to communicate effectively. The significant difference between the two classes highlights the importance of adopting innovative

and effective teaching methods to enhance students' language skills and promote successful communication in the classroom.

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