

THE EFFECTIVENESS OF USING COMMUNICATIVE LANGUAGE TEACHING (CLT) TECHNIQUES ON STUDENTS' SPEAKING SKILL

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Abstract

Communicative language teaching is a helpful technique because it focuses on developing four language and communication dependent skills. This Research was to examine the effectiveness of using communicative language teaching on student's speaking skill. To obtain the data, quantitative research was used. The data were gotten by statistic test. The sample in the study, there are two groups, namely, the experimental group and the control group. The experimental group was taught using role play and pair work, and the control group was taught using traditional method. Experiment research was carried out using pre test and post test design to determine whether there was any significant difference between the scores of the experimental and control groups. Current findings the study showed that the experimental group scored higher than the control group. This finding has positive implications for the continuation of teaching practices for teachers.

Keywords: *CLT, Speaking Skill, Role Play, Pair Work*

A. INTRODUCTION

Being able to speak English is crucial for English learners so that they can communicate. However, a common problem of English learners in Indonesia, both at the primary and secondary education levels, is that they still have low communicative competence. Communicative competence terms pragmatic competence, refers to knowing how to use language in order to achieve certain communicative goals or intentions Hedge (2001) argues Pragmatic competence regards communication as a goal, which can be carried out when communication conversation between students occurs. The low students communicative competence may arise from several factors, such as lack of student interest, students motivation factors, and the teaching methods used by the teacher, which Harmer (2008) argues students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information for. To enhance students speaking ability, an approach is needed. (Brown, 2001) proposes the use of Communicative (CLT) as an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for real-world, meaningful purposes. In teaching speaking activities, there are often obstacles such as the teaching technique used or other factors, so the right teaching technique is very important for the success of students speaking.

B. REVIEW OF RELATED LITERATURE

Related Theories

Speaking is defined as a way of building and sharing meaning through verbal and nonverbal symbols in that involves the communication of ideas, information, or feelings. Consider this spoken text as the product of cooperation between two or more interactions in a shared time and a shared various contexts. Adopting this view, (Howarth, 2001) define speaking as a two-way process physical context. According to (Nunan, 2003) speaking is one of the productive skills because it requires more thinking than receptive skills (reading and listening). The right activities in teaching speaking can also support students in improving their speaking. Thus, students can be comfortable with learning activities and will quickly influence the speaking process. There are several speaking activities for supporting speaking skills based on (Harmer, 2007, p. 384) one of them is simulation role play, simulation and role-play can be implemented to encourage general oral fluency or to train students for specific situations, especially where they are studying English for specific purposes (ESP). Communicative language teaching is a helpful technique because it focuses on developing four language- and communi-cation-dependent skills. This approach aims to promote the communication competence of EFL learners (J. C. and T. S. R. Richards, 2001). CLT aims to create opportunities for students to use the target language effectively for their daily communication needs, as well as giving students the ability to express their opinions confidently without fear of being judged and allaying their fears to enable them to speak effectively in public. The success of CLT in the classroom cannot be separated from the contribution of teachers and students, who have an important role in classroom activities. Students feel more comfortable listening to their peers in pair or group assignments rather than individual assignments. Role play is one of the class activities that can help students speak. The role play technique allows students to express themselves by speaking English

freely; in line with (Nunan, 2003) each student is given a role with a topic that has been provided. Class activities using communicative language teaching aspects using pair groups. They can learn from hearing the language used by other group members. They will have the opportunity to develop fluency. Class teaching and materials consequently use a wide variety of small group activities (Richards, 2006).

Previous Studies

Previous research is the result of research from previous "researchers" who are related to this research. There are several "researchers" who are interested in learning about the "strategies" used by students in maintaining their speaking skills. Some research on Communicative Language Teaching is related to or in line with students speaking skills.

The first research was conducted by (Efrizal, 2012) entitled "Improving Students Speaking through Communicative Language Teaching Method at Mts Ja-Shaq, Sentot Ali Basa Islamic Boarding School of Bengkulu Indonesia" the objective of this study was to know the improvement of teaching English speaking by using Communicative Language Teaching method. The subject of this research are VII A students of Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu consists of 25 students. It uses Classroom Action Research (CAR) research design. The procedures of this research were cycle I, cycle II, cycle III, and cycle IV. Each cycle consists of planning, action, observation, reflection, and evaluation. The study results are improvements in students' speaking achievement in each cycle.

There are some differences between this study and those already mentioned. This research is an experimental research and focuses on the effect of the CLT technique on students' speaking skills. This study also has differences in subject participants and research design.

The second research was conducted by (AL-Garni & Almuhammadi, 2019) entitled "The effect of Using Communicative Language Teaching Activities on EFL Students Speaking Skills at the University of Jeddah" the objective of this study was to examine the effect of using communicative language teaching (CLT) activities on EFL students' speaking skills at the English Language Institute (ELI) of the University of Jeddah (UJ). The subject of this research is Saudi female EFL College in preparation year at UJ. The research it uses a quasi-experimental research design. The study results are the experimental group scored higher than the control group. These findings have positive implications for the continued implementation of CLT teaching practices at the ELI of UJ.

There are some differences between this study and those already mentioned. This research is an experimental research and focuses on the effect of the CLT, role play and pair work on students speaking skill. This study also has differences in subject participants.

c. RESEARCH METHOD

This study applies the quantitative approach. Quantitative approach is used for analyzing the statistic data that pre test and post test. Quantitative research is an approach to be able to test objective theory by testing the relationship between variables (Cresswell, 2014). This study was a quasi experimental research, there were two variable consisting of an experimental group and a control group, where the experimental group was treated using the CLT

technique and the control group was treated with the traditional method. This study was designed to determine the effectiveness of using CLT techniques on students' speaking skills in the experimental group. The experimental method was used to describe the hypothesis; 'The use of Communicative Language Teaching techniques can significantly affect students' speaking skills'. By using an experimental design, the advantage was focused experimental research method because this design has a control group.

This research used random sampling. The population was tenth-grade students of X MA. This school has four classes in tenth grade. The total population was 80 students. The research has chosen X MIPA 1 & 2 as the treatment group and control group class. Each class consisted of 20 students. First, the researcher used test the normality of the data, using the Kolmogorov-Smirnov test., the researcher using analyze Non Parametric Test by the Mann-Whitney U test. To find out the significance different between the experimental and control group, and using Wilcoxon Test to find out the significance different within the experimental and control groups.

The instrument used the pre test and post test ,students carry out speaking activities by answering questions from the interviewer. In the assessment process, the researcher use the Rubric Assessment sheet,

The data sources are in the form the learners as the participants who did the test, and the sources are students X MIPA 1 & 2. The data of the research were the scores from test of the learners in pre-test and pot-test from the treatment group and control group.

The data collected through the Pre test and Post test:

Pre-test was given to both groups as the first step of the study. Pre-test was conducted before they received treatment. In the pre-test there were 40 participants, before doing the pre-test the teacher informed the students that they had an oral test. This test is in the form of a semi-structured interview, where the test takers speak one by one. The interview test contains ten questions about narrative text material. As for the test, the maximum duration is 5 minutes for each participant. In this pre-test, each participant was recorded by the researcher, through a transcript of the recording, after which the researcher used a score using an assessment rubric. Post test was given to both groups as the last step of this study. The post test was conducted after conducting all the treatments, in the post test there were 40 participants. This test is in the form a semi-structured interview, where the test takers speak one by one. The interview test contains ten questions about narrative text material. As for the test, the maximum duration was 5 minutes for each participants. In this post test each participants was recorded by the researcher, through a transcript of the recording, after that the researcher used score using scoring rubric.

D. FINDINGS AND DISCUSSION

Based on the analysis of the Descriptive statistic and Inferential statistic. Descriptive statistical analysis is statistics used in analyzing data by describing data that have been collected. This section focuses on accommodating an overview of the data, looking at the variables from the averages (means), minimum, maximum, and standard deviation (Ghozali, 2009). The unit of measure we use is standard deviation' (Field, 2009), if the standard deviation of the variable increases is high, then the data in the variable is more spread out from its mean value, thus meaning that the data is heterogeneous. As well as conversely, if the standard deviation of a variable is getting lower, then the data in these variables increasingly converge to its mean value.

Figure 1. Graph of the experimental group. Based on the graph above, it can conclude that the results of the Pre Tests with a score ranging from 40-65 have an average of 48.50, and the results of the Post Test scores with a score of 60-85 get an average of 65.25 can conclude that the average score of Post Tests is higher than the results. The value of Pre tests, it can be interpreted that there is an increase in the students' score after applying the treatment using Communi-cative Language Teaching techniques speaking skills.

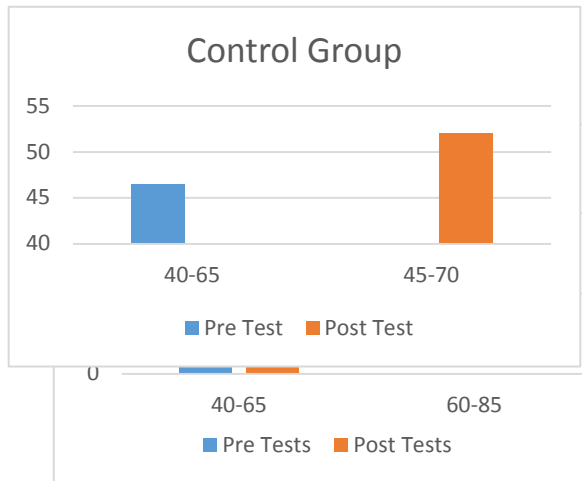


Figure 2. Graph of the control group. Based on the graph above, shows that the results of the Pre Test with a score ranging from 40-65 have an average of 46.50, and the results of the Post Test score with a score of 45-70 get an average of 52.00. It can be concluded that the average score of the Post Test is higher than the results of the Pre Test Score; it can be interpreted that there is an increase in the score after applying the traditional method of treatment speaking skills.

Normality tests were carried out to determine if the data were normally distributed or not. Tests were run.

Table 4.3
Kolmogorov- Smirnov Test

Groups	Kolmogo- rov- Z value	Asymp. Sig	Criteria	Normality
Pre Experi- mental	1.250	0,088	> 0.05	Normal
Pre Control	1.108	0,172	> 0.05	Normal
Post Experi- mental	1.414	0,037	< 0.05	Not Normal
Post Control	1.588	0,013	< 0.05	Not Normal

The table above shows the results of the Pre Test and Post Test normality tests in the experimental and control groups. From the normality test above, it was found that the data distribution was not

normal and normal. The results of the post-experimental and post-control groups showed that $0,088 > 0,05$ and $0,172 > 0,05$, so the data were normally distributed. And the results of the Pre experimental and pre control groups showed that $0,037 < 0,05$ and $0,013 < 0,05$ so the data were not normal. So the test used was the non-parametric tests, namely Wilcoxon tests for Within Group Comparisons. Within the group was a group comparing between Pre Test and Post Test in one groups. It compared between Pre Test and Post Test in the experimental groups and Pre Test and Post Test in the control groups. It was to know the improvement of each group. And Mann-Whitney Tests for Between Group Comparisons between groups were presented to show the result of the achievement test of the sample, both experimental and control class. This comparison was to compare the results of the Pre test between the experimental group and control group and the Post Test between the experimental group and control group.

Within Group Comparisons.

Pre test vs post test in Experimental group

Table 4.5 below shows the results of the Wilcoxon tests on the obtained pre-test and post-test experimental group with a p-value of 0.000 ($p < 0.05$), which means that there is significant different between pre test and post test using CLT Techniques.

Table 4.5
Wilcoxon tests of Experimental Groups

EX Group		N	Mean Rank	Sum Rank	z-value	p-value
Pre Tests	Negative Ranks	0	.00	.00	-3.982	0.000
Post Tests	Positive Ranks	20	10.50	210.00		
	Ties	0				
	Total	20				

Pre Test vs Post Test in Control Group

Table 4.6, below shows the results of the Wilcoxon tests on the pre-test and post-test of the control. Group obtained a p-value of 0.000 or $p < 0.05$, which means that there is significant difference between pre test and post test using Traditional Methods.

Table 4.6
Wilcoxon Tests of Control Groups

Co Group		N	Mean Rank	Sum Rank	z-value	p-value
Pre Tests	Negative Ranks	0	.00	.00	-3.640	.000
Post Tests	Positive Ranks	16	8.50	136.00		
	Ties	4				
	Total	20				

Between Groups Comparisons

Table 4.7 below shows the results of the Mann-Whitney Test analysis from the pre-test both in the experimental and control groups. The results of the experimental pre-test groups have a mean rank of 21.95, and the results of the control group's pre-test have a rank of 19.05, so there is the no different mean difference in the pre-test of the two groups. The analysis results show that the p-value is 0.400 ($p > 0.05$); this shows it can be said that there is no significant difference between the pre-test scores of the experimental group and the control group. It can say that the pre-test scores of the experimental group and the control group are the same. The experimental and control groups had the same speaking skills competence.

Table 4.7
Mann -Whitney Tests of the Pre-Tests of Experimental and Control Groups

Category	Groups	Mean Rank	Sum of Rank	Mann-Whitney	Z	p-value
Pre Tests value	Experi mental	21.95	439.00	171.000	.841	.400
	Contro l	19.05	381.00			

Post Test of Experimental Group and Control Group

Table 4.8 below shows the results of the Mann-Whitney Test analysis from the Post Tests in the experimental and control groups. The Post-Tests results of the experimental group have an average rank of 28.45, and the results of the control group's Post Tests have a rank of 12.55, so there is a difference in the Post Test average of the two groups. The analysis showed that the p-value was 0.000 ($p < 0.05$); this shows that there is a significant difference between the post-test scores of the experimental group and the control group. If the p-value is lower than 0.05, then H_a is accepted, which means that there is an effect of using Communicative Language Teaching on students' speaking skills'

Table 4.8
Mann- Whitney Test of Post Test Experimental Group and Control Group

Category	Groups	Mean Rank	Sum of Rank	Mann-Whitney	Zz	p-value
Post Tests value	Experim ental	28.45	569.00	41.000	-4.391	.000
	Control	12.55	251.00			

E. Discussion

Participants Having Similar Competence

The results of data analysis of pre-test scores in the experimental group and control group before applying the treatment through the Communicative Language Teaching technique for the experimental group and traditional method for the control group, showed that participants having similar competence. It can be seen in the results of the analysis between experimental and control groups comparisons through the Man Whitney test. Based on table 4.7 see section 4.1.2.1, shows that have a mean Rank 21.95 from experimental groups and a mean Rank 19.05 from control groups. The analysis result shows that the p-value is 0.400 ($p > 0.05$), meaning there is no significant difference between the pre-test experimental and control groups. It can also be proven in the results of the pre-test that most of the students in the experimental group and the control group had difficulties with pronunciation, grammar, and fluency.

The Effectiveness of CLT Techniques

The results of the treatment and post-test in the experimental group showed an increase in students' speaking. Based on table 4.5, the Wilcoxon test results in the comparison of the pre-test and post-test groups of the experimental group, see section 4.1.2.2, point A showed a p-value of 0.000 ($p < 0.05$), which means there is a significant difference between pre test and post test, with a negative value of 0.00 indicates that there is no decrease in student scores on the post test.

In the post test experimental group there was improvement after getting the treatment. Subject 1 she speaks "The Characteristic of this character is Mbok Srimi is very kind and helpful. Timun mas is very smart, beautiful and kind. The giant is very terrifying." from pronunciation aspects she pronounced

/ðə// 'kærəktər/) /ɪz// 'veri//kaɪnd//ænd// 'helpfl/.Timunmas/ɪz// 'veri//smɑ:t/,/'bjʊ:tɪfl//ænd//kaɪnd/.THE/'dʒaɪənt//ɪz// 'veri/ terə,fiŋglē. From grammar aspects, filled adverbs and the subject and object are correct. Vocabulary aspects are rich in vocabulary, the correct choice and use of words and idioms, and appropriate vocabulary. From the fluency aspect, he speaks fluently, not paused, and can be understood.

It is known that by using the CLT technique, the experimental group experienced an increase in student scores. From the results comparing the average pre-test of 48.50 and post-test of 65.25, it can be said that the use of the CLT technique on students' speaking skills is effective.

CLT has several advantages. There are five advantages as follows: Taught in the target language, Introduction of authentic texts and subject matter, emphasis on learning to communicate through interaction with other students, opportunities for learners to focus not only on the target language but also on the learning process itself, Student experience is an important part of the learning situation in the classroom, efforts to link classroom learning with authentic use outside the classroom.

This experimental group received treatment using role play and pair work, in line with (J. C. Richards, 2006), in the CLT approach, there are classroom activities in teaching communicative language, which activities carried out in the CLT class, such as roleplaying, work in pairs, Jigsaw, gap- Information, etc.

Role play technique in experimental group treatment has advantages in improving students' speaking skills in line with (Huff, 2012). Role play is an effective communicative activity that can improve students' speaking skills by creating real-life situations in the form of conversation. The role play activities that have been carried out show that students feel happy and enthusiastic in participating in learning, which initially there were some students had problems in trust self, with this activity students tend to have increased confidence to speak in front of other groups.

Pair work technique in experimental group treatment. Having advantages in student communication interactions with partner friends, they will have the opportunity to develop fluency. Class teaching and materials use a variety of small group activities. (J. C. Richards, 2006), paired activities increased interaction in the treatment group, which initially seemed to have difficulty speaking, after treatment, there was an increase in fluency in speaking skills. From these results, it can be said that the CLT technique is effective in students' speaking skills.

Pedagogical Implications

The CLT technique can be implemented as a suggestion for teachers in teaching effective learning, not only role play and pair work but can use some class activities in CLT, such as Gap information, Jigsaw, etc.

CLT techniques can impact students' speaking skills, such as increasing confidence to speak and interact with friends and teachers and increasing students' motivation to speak English.

F. CONCLUSION

Based on the data analysis, it can conclude that the experimental group's learning outcomes on speaking skills increased using CLT techniques. Based on the experimental group's pre-test and post-test results, there was an increase between the average pre-test score and the post-test average score on students' speaking skills, where the average pre-test score was 48.50 while the post-test average score -test 65.25. Shows that can improve Speaking skills can be improved through CLT techniques. From the Wilcoxon test for p-value of 0.000 ($p < 0.05$), because $p\text{-value} < 0.05$ then H_0 is rejected. The Wilcoxon results mean accepting H_1 , which states that using Communicative Language Teaching (CLT) techniques can significantly affect students' speaking skills. So it can be concluded that there is a significant effect on students' speaking skills after implementing the group treatment CLT technique. So it can be said that in the initial test carried out in the study, the results were not greater than the results in the final test (final test results $>$ initial test). While the control group on speaking skill using the traditional method has also increased, the mean difference is lower than the experimental group.

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