Using Communicative Language Teaching to Improve Speaking Skills of the Tenth-Grade Students at Senior High School

Suci Salsabila[1], Nadrun[2], Desrin lebagi[3], Mochtar Marhum[4]
[1,2,3,4]universitas Tadulako
E-mail: Sucisalsa.b13@gmail.com

Abstract

This study aims to determine the effectiveness of using communicative language teaching to improving Speaking skills of the tenth-grade students at SMA negeri 1 Ampibabo. This study used quasi experimental research design with two classes designated as a control class and the experimental class. The sample in this research has tenth grade students. In collecting the data, the researchers used pretest and posttest. The collected data were analyzed using SPSS version 23. The result shows that the mean score of posttests of the students in the experimental class (62.02) was higher than the mean score in the control class (55.16). Based on the results of the independence sample t-test, the sig (2 tailed) value (0.000) was less than 0.050. This study shows that the alternative hypothesis is accepted. While means, using communicative language teaching effective to improve Speaking skill of the tenth-grade students at SMA negeri 1 Ampibabo.

Keywords: *CLT, Speaking Skill*

Introduction

English skills can make it easier for us to live in the current era of globalization. To face the globalization era, we are required to learn English language skills. According to Darancik (2018) the English language has components in speaking to mastery namely listening, speaking, reading, and writing. The students should be able to verbally express their thoughts and emotions. They can communicate effectively and learn the language. They have the

spontaneity to communicate their view and thoughts when speaking. Many individuals in our nation speak English but they cannot speak very well. The students are expected to engage with others and learn English. In this research, the researcher focuses on speaking skills.

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is important in building communication to give suggestions, opinions, ideas, or information to each other. Besides that, speaking can also share students' ideas and feelings with others. According to Harmer (2007), speaking entails interaction with one or more participants. In this case, people express their ideas and communicate what they want orally. Speaking is important to learn as early as possible especially in Senior High School because speaking skills can help students to convey information and ideas.

High school students have learned English from primary school to high school, up to university. High school students are expected to have the ability to speak English, but the researcher has conducted preliminary observation, According to English teachers at SMA Negeri 1 Ampibabo, there are still students who have difficulty in speaking English, they find it difficult to convey their words to other because they confuse to choose the appropriate dictions. It is very important to help them to be more active and successful in learning.

According to Batang (2016), teaching speaking was not easy. It needs extra effort to teach students how to speak fluently, how to have good pronunciation, and how to express ideas. Expressing ideas orally is quite difficult for students. Furthermore, the teacher was also terrible because of the difficulties, the teacher should have a unique method such as giving them tasks, such as by creating group discussions and presentations. Using Communicative Language Teaching (CLT).

Communicative language teaching is one of the ways to build the student's interest, motivation, and fluency in speaking English by creating instruction in the class and can provide opportunities for students to use the language in real-life situations and interact with each other Eisenring and Margana (2019), this method can give task use role play, information gap, interview, strip stories, and discussion.

The task is a job which is given by the teacher to the students. It can help the students when they have difficulty in speaking. According to Nurbani (2017), in Teaching English for EFL Young learners using task Based Language Teaching. By doing the task with group discussion and presentation. The students are expected to be active in learning activities because the task covers all kinds of activities that

make them interested in doing something using language.

Based on the explanation above, the researcher was interested in research on the litigation of teaching speaking. The researcher was investigating the effectiveness of using communicative language teaching. Therefore, the researcher proposed research entitled "The Use of Communicative Language Teaching in Improving Speaking Skills of the tenth-grade students at SMA Negeri 1 Ampibabo."

Method

In this study, the researcher used the quasi-experimental design with pre-test, treatment, and post-test. This study was divided into two groups namely the experimental group and the control group. The researcher investigated the effects of communicative language teaching techniques on students' speaking skills in the tenth of senior high school with the quasi-experimental method. The design was adapted from Creswell (2018).

A population is a group of people, things, or events that are going to be investigated. Creswell (2005) defines that population as a group an individuals who have the same characteristics. Based on the definition of population, the researcher chose tenth-grade students of SMA Negeri 1 Ampibabo as the population of this research. There are 5 classes. They are A, B, C, D, E, and F. which consist of 30 to 32 students for each. Therefore, the total population of this research was 184 students.

Results

The results of statistical analysis of the data are supported by the research findings, the researcher using the SPSS 23 software the analysis involved, a comparison of the students' pre- and post-test results, as well as their classification percentage, mean score, and standard deviation.

Table 1 Statistics

	Pre-experimental	Post-experimental	Pre- control	Post-control
Valid	32	32	32	32
Missing	0	0	0	0
Mean	52.78	60.59	53.00	55.16

Std. Error of Mean	2.482	1.998	2.483	2.371
Median	50.00	62.00	50.00	53.00
Mode	50	62	50	50ª
Std. Deviation	14.039	11.305	14.048	13.412
Variance	197.080	127.797	197.355	179.878
Range	50	52	50	49
Minimum	25	26	25	28
Maximum	75	78	75	77
Sum	1689	1939	1696	1765

In the experimental group, the lowest pre-test score was 25, then the highest score was 75, and the post-test score was the lowest score was 26 and the highest score was 78. It can be seen from the pre-test descriptive statistic, the pre-test, and pro-test scores are shown in table 4.1. The pre-test mean score was 52.78 and the post-test mean score was 60.59. While in the pre-control group, the lowest score was 25, then the highest score was 75, then in the post-test, the lowest score was 28, and the highest score was 77. Judging from the descriptive statistics, the pre-test scores and the post-test scores shown in the table above were found to be mean scores. The mean score of the pre-test was 53.00 and the mean score post-test was 56.16.

Table 2 Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil belajar	postexprm	32	60.59	11.305	1.998
	postktrl	32	55.16	13.412	2.371

Based on the result of the data distribution, it was found that the post-test result of the experimental class taught by the CLT method had a significant improving with a total mean score of 60.59, while the post-test result of the control class did not have a significant increase. This can be seen from the total mean score of 55.16

This implied that the alternative hypothesis (Ha) was accepted and the null (Ho) was rejected. In conclusion, there was a significant difference in teaching speaking skills before and after using the CLT method. The researcher concluded the CLT method effectively improved students speaking skills of the tenth-grade students at SMAN 1 Ampibabo.

Disccusion

After presenting the result, the researcher continued by discussion. Once the test was administered, the treatment was implemented, and the data for the experimental group was computed, the research hypothesis was demonstrated to be correct. This was confirmed by the results of the pre-and post-test given to the experimental group.

To apply the CLT method, students must have good vocabulary skills, at the time of this study, the researcher found students lacking of vocabulary, making it a little difficult to apply the CLT method. Krashen (1985) state for effective language learning, students need to input that they can understand, if the students lack of vocabulary, then they will have difficulty, understanding the language input provided, which is the basis of the CLT method.

The solution used by researchers to improve vocabulary skills for students is that researchers write down vocabulary related to daily life for students so that the application of the method runs well. Students write the vocabulary given by the researcher, and after that, the students make sentences from the vocabulary and practice when the CLT method begins.

When the CLT method was applied, the researcher started a pre-test to see if there was an improvement at the beginning and end of the method, the score obtained by the researcher during the pre-test experimental class was 52.78, and the control class was 53.00, and then applying the CLT method, after applying the CLT method, the researcher gave a post-test to see the result of the application of the method, post-experimental is 60.59 and post control is 55.16. seen in the mean score, although not significant, there was still an iimprovement because it could be seen from the fluency and comprehensibility scores making mean scores in pre-test and post-tests in both experimental & control groups iimproved.

Based on the previous study, the results of this study are in line with the research of Wacana & Lantu, The study shows that students' English language skills have been successfully developed through the communicative language teaching (CLT) method which triggers students to speak and practice the functions of the

language they are learning.

The following was noted by the researcher when the first meeting was being implemented: 1) Students grew more at ease and enthusiastic to communicate in English; 2) Students spoke more smoothly; 3) Students were able to speak more clearly, even though they still made grammatical mistakes occasionally; 4) Students made progress in their pronunciation, even though they still mispronounced words occasionally; 5) Students had a greater vocabulary list; 6) Students could correctly use expressions; and 7) Students engaged more in speaking exercises and were given more chances to speak.

Acknowledgement

References

Batang, N. T. (2016). Teaching speaking of English as a foreign language: Problems and solutions. TEFL Overseas Journal, 2, 105-128.

Darancik, Yasemin. 2018. "Students' Views on Language Skills in Foreign Language Teaching." *International Education Studies* 11(7): 166.

Darmawan, A. A. Dewi, Mashuri, and S. M. Setiana. 2020. "Teaching Speaking with Communicative Language Teaching (CLT) Approach." *Journal of Physics: Conference Series* 1477(4): 1–4.

Efrizal. 2012. "Improving Students ' Speaking through Communicative Language Teaching Method at Mts Ja-Alhaq , Sentot Ali Basa Islamic Boarding School of Bengkulu , Indonesia Dedi Efrizal State Institute of Islamic Studies (IAIN) Bengkulu , Indonesia Abstract A . Intro." *International Journal of Hhmanities and Social Science* 2(20): 127–34.

Eisenring, Mohammad Abraham Akbar, and Margana Margana. 2019. "The Importance of Teacher – Students Interaction in Communicative Language

Teaching (Clt).” *PRASASTI: Journal of Linguistics* 4(1): 46–52.

Gitit I.P., Wacana, Lantu, Ika Paramitha. 2020. “J-SHMIC : Journal of English for Academic.” *J-SHMIC : Journal of English for Academic* 7(1): 66–76. https://journal.uir.ac.id/index.php/jshmic/article/view/3905.

Harmer, Jeremy. 2007. “How to Teach English by Jeremy Harmer.” *Pearson Longman* 288: 87.

Husnaini, H., Yahya, A., & Putri, N. I. W. (2023). The Efficacy of the Presentation, Practice, and Production (PPP) Method on the Speaking Skill of the English Learners Community (ELC) Students. EDULANGUE, 6(1), 45-61.

Iksan, M., Husnaini, H., & Masruddin, M. (2022). Implementation of weekly English Program with fun learning method for Pesantren students. Ethical Lingua: Journal of Language Teaching and Literature, 9(2), 872-879.

Ismayanti, D., Said, Y. R., Usman, N., & Nur, M. I. (2024). The Students Ability in Translating Newspaper Headlines into English A Case Study. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 12(1), 108-131. DOI: https://doi.org/10.24256/ideas.v12i1.4767

Mallapiang, Y. (2021). Using Communicative Language Teaching Approach to Improve Students’speaking Ability. Jurnal Keguruan dan Ilmu Pendidikan (JKIP), 8(2), 193-202.

Madehang, M., Masruddin, M., & Iksan, M. (2024). Reflecting on the Implementation of Online English Learning in Islamic Higher Education: Lecturers and Students’ Perspectives. International Journal of Asian Education, 5(3), 183-197. https://doi.org/10.46966/ijae.v5i3.426

Nggawu, La Ode, and Nguyen Thi Phuong Thao. 2023. “The Impact of Communicative Language Teaching (CLT) Approach on Students’ Speaking Ability in a Public Indonesian University: Comparison between Introverts and Extrovert Groups.” *International Journal of Language Education* 7(3): 393–413.

Nurbani. 2017. “Teaching English for Young Learners Using Task Based Language Teaching.” *Icote Proceeding* 1: 176–80. https://ontesol.com/blog/how-to-teach-english/teyl/task-based-learning-5-activities-for-teaching-english-to-young-learners/.

Nasriandi, N., & Masruddin, M. (2021). The Use of British Parliamentary Debate Style in Teaching Speaking Skill. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 9(1).

Richards, Jack. 2006. 25 Cambridge University Press *Communicative Language Teaching Today*.