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ELT IN A GLOBALIZED WORLD: THE BOUNDARIES AND BEYOND

Improving Sstudents' Speaking Skill Through Communicative Language Teaching (CLT) Method at The Tenth Grade of Tebuireng 8 Islamic Boarding School (MA) Banten

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Abstract

The objective of this research was to find out the improvement of Students Speaking Skill through Communicative Language Teaching (CLT) Method at The Tenth Grade of Tebuireng 8 Islamic Boarding School. The researcher used quantitative research implementing true experimental design as the research method. There two classes used in this research. The control class and experimental class. Sample of this research is students Tebuireng 8 Islamic Boarding School, 20 students from each class. The researcher found that there was significant improvement of students speaking skill through CLT method, indicated by the value of t-test higher than the value of t-table ($4 > 2.024$) it means that alternative hypothesis was accepted. From those findings, the result of this research showed that Improving Students Speaking Skill through Communicative Language Teaching (CLT) Method is highly encouraged.

Keywords: Teaching Speaking. Communicative Language Teaching (CLT)

Introduction

Speaking is one of the productive skills of English that is applied to communicate orally. The most important thing in speaking skill is the students are able to produce the words, arrange the sentence in their mind and convey what want to be said. There are many factors which make difficult for students to be able to speak English. Other reason is because of motivation lack to practice the second language in daily conversation. They felt worried about the grammar and pronunciation when they want to speak English in English learning class.

These problems are similar with the researcher observation study at Tebuireng 8 Islamic Boarding School. The result of observation showed that there were some problems in students' speaking skill especially the tenth grade. The students have anxiety to speak English in front of the class, lack of vocabularies and low ability in mastering the speaking skills. It made the students get the difficulties to arranging the certain sentence. Adding the information, the researcher had interviewed the teacher. The

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result of interview showed that the students had less confidence to speak English and lacked of interest in English speaking.

Therefore, the researcher proposed alternative method to overcome these problems, the researcher used the alternative learning is communicative language teaching. As this CLT emphasizes on the goal of language learning is communicative competence. Richards (2006) stated that Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

Literature Review

Teaching Speaking

In the classroom teaching speaking in senior high school should have varied abilities and activity, expectation, motivation level, knowledge and last but not least, different learning styles. teaching speaking ability is very important part in second language learning because speaking is a part of second language learning and teaching. Purpose of teaching speaking should improve students' communicative skills and make it efficiency.

Method

Design

The purpose of this research is to know the improvement of students' speaking skill through communicative language teaching. The researcher conducted this research by applied quantitative research. The researcher applied true-experimental by using random sampling in selecting subject. True experimental design focused on pretest-posttest control group design. This research involved pre-test and post-test to acquire the data.

The treatment conducted after pre-test. Significant influence will be gotten by comparing the pre-test and post-test result.

The design of the experiment could be described as follows:

$$\begin{array}{cccc} \mathbf{E} & \mathbf{0_1} & \mathbf{X} & \mathbf{0_2} \\ \hline \mathbf{K} & \mathbf{0_3} & \mathbf{Y} & \mathbf{0_4} \end{array}$$

Where:

E = experimental group

K = control group

O_1 = pre-test for experimental class

O_2 = posttest for experimental class

O_3 = pre-test for control class

O_4 = posttest for control class

X = treatment by using CLT method

Y = treatment without using CLT method

Population

Population is individuals or small group or a large group which have same characteristics. In this research, the population was the tenth-grade students of Tebuireng 8 Islamic Boarding School.

Table 1. Total of Students sample from two classes

Class	Students
XA	20
XB	20

Sample

Sample is part of population which has same characteristics. In this research, the sample divided into two classes. The first class (XB) as experimental class and the second class (XA) as control class, each class consist of 20 students by cluster sampling.

Data Collecting Technique

In this research, researcher used a pre-test and post-test instrument.

Pre-Test

For the first step to get the data from both of the experimental group and control group the researcher uses pre-test. It is to measure how far students' ability in speaking skill before giving treatment.

The form of pre-test is oral test. The researcher giving five minutes for the students to practice the dialogue about compliment in front of class.

Post-Test

For the second step to get the data from both of experimental group and control group the research uses post-test. It is to measure how far students' ability in speaking skill after giving the treatment.

The form of post-test is oral test. The researcher giving five minutes for the students to practice the dialogue about congratulation and compliment in front of class.

The results of tests were analyzed and processed by calculating with using the formula of statistics. The aim of this research was to investigate the significant influence Communicative Language Teaching (CLT) toward students' speaking ability at the tenth-grade students of Tebuireng 8 Islamic Boarding School.

Data Analysis Technique

In analyzing the data, the researcher used several steps. They were normality, analysis of homogeneity, analysis of mean, analysis of t-test, and speaking assessment test. The researcher used test in collecting the data. For the result of test that had conducted by using pre-test and post-test all of them had analyzed and process by formula of the research.

Data Collecting Procedure

1. The researcher identified the sum of classes and students at Tebuireng 8 Islamic Boarding School on tenth grade. Then, the researcher determined the population and the sample of this research that was investigated.

2. Preparing media and instrument of the research.

In this section, the researcher provided the media and instruments in applying teaching of learning activities in the classroom. The material was taught to the students about (Conditional Material) or things. The media was (Conditional), and the instruments were to make dialogue about (Conditional Material) or things. Then, the students were asked to performance the dialogue in front of class.

3. Giving pre-test to students.

The researcher gave pre-test, as media was to find out the ability of speaking before the researcher gave a treatment.

4. Analysis of the data from pre-test.

After conducting the pre-test, then the researcher analyzed the data to get the result of score before the students was given the treatment.

5. Teaching English material with giving treatment to students (Experimental class).

In this section, the researcher used Communicative Language Teaching (CLT) method as treatment to improve the students' speaking ability.

6. Teaching English material without treatment to students (Control class)

The researcher taught control group as comparison between control class and experimental group had the significant different of score or not.

7. Giving post-test to students

The researcher gave post-test, then the researcher analyzed the data to get the results of score after the students was given the treatment.

8. Analysis of the data from post-test

After conducting the post-test, then the researcher analyzed the data to get the result of score after the students was given the treatment.

9. Comparing the data from test as instrument of research.

In this activity, the researcher compared the data from test as instrument of the research. It appeared the result of score between control group as no treatment and experimental group with treatment.

10. Making the final conclusion

The researcher made a conclusion that Communicative Language Teaching (CLT) had influence or no, in improving students' speaking ability.

Finding and Discussion

Data Normality Test

1). If sig. value > 0.05 then the data is normally distributed

2). If sig. value < 0.05 then the data is not normal

Table 2. The Result of Normality Text

	Pre-Test Control Class	Post-Test Control Class	Pre-Test Experiment Class	Post-Test Experiment Class
Mean	44.75	62.00	41.00	75.25
Sig.value	0.223	0.184	0.225	0.266
Decision	Normally distributed	Normally distributed	Normally distributed	Normally distributed

From the table above, the result of the pre-test and post-test score showed:

1. The sig.value of pre-test in control class was 0.223, it means that $0.223 > 0.05$ was normally distributed.
2. The sig.value of post-test in control class was 0.184, it means that $0.184 > 0.05$ was normally distributed.
3. The sig.value of pre-test in experiment class was 0.225, it means that $0.225 > 0.05$ was normally distributed.
4. The sig.value of post-test in experiment class was 0.266, it means that $0.266 > 0.05$ was normally distributed.

Data Homogeneity Test

- 1) Significant level of = 0.05
- 2) If sig.value > 0.05 then the data is homogeneous
- 3) If sig.value < 0.05 then the data is not homogeneous

Table 3. The Result of Homogeneity Test

	Pre-test Score	Post-test Score
Levene Statistic	1.957	0.497
Df 1	1	1
Df 2	38	38
Sig.Value	0.170	0.485
Decision	Homogeneous	Homogeneous

From the table above, the homogeneity of pre-test was 0.170. because the sig.value higher than 0.05, it means that the data was homogeneous. The post-test sig.value was 0.485 and it was higher than 0.05. It can be concluded that the data homogeneous.

Hypothesis Testing

The researcher calculated the data using T-test formula. Two classes were compared, the experiment class X variable and the control class was Y variable. The formula of T-test was expressed as follows:

$$t_o \frac{M_1 - M_2}{SEm_1 - m_2}$$

The statistical hypothesis of this research can be seen as:

1. H₀ (Null Hypothesis) : There is no improvement of students' speaking skill through CLT method at Tebuireng 8 Islamic Boarding School.
2. H_a (Alternative Hypothesis) : There is any improvement students' speaking skill through CLT method at Tebuireng 8 Islamic Boarding School..

The result showed that t-value was 4, while the critical value on the degree of freedom was 38 with five percent significant level was 5%. Since t-value > t-table or 4 > 2.024, it means that the improvement was significant between using communicative language teaching (CLT) method for students' speaking skill at tenth grade of Islamic senior high school. Based on the data above, the null hypothesis (H₀) that there is no improvement of students' speaking skill through Communicative Language Teaching (CLT) method at Tebuireng 8 Islamic Boarding School was rejected and alternative hypothesis (H_a) that there is any improvement students' speaking skill through Communicative Language Teaching (CLT) method at Tebuireng 8 Islamic Boarding School was accepted.

Discussion

This research was about improving students' speaking skill through communicative language teaching (CLT) method. The research took two groups as the experimental group and control group. Each group consisted of 20 students. This research was conducted on August 23rd until September 12th 2020 at first semester in academic year 2020/2021.

The researcher took a sample from the existing population, there were class XA and XB. Therefore, the sample of this research were XB as experimental class and XA as control class. The researcher used 20 students as a sample. Data collection was conducted in three phases, namely pre-test, treatment, and post-test. At August 23rd 2020, Pre-test was given to determine the student's skill to speak expression (Compliment and Congratulation) before using CLT as learning method in experimental class and scientific approach in control class, the researcher found that most of students had lack of understanding in expression topic. The researcher also indicated that the students still confused about what expression is. They find it difficult to express "expression" (Compliment and Congratulation). It means that the students lack of comprehending and lack of vocabulary, pronunciation and grammar. They were not confident when they had to tell in front of the class. They did not feel free delivering their idea to the word and shy when researcher recorded the performance.

The researcher conducted treatment twice in control class two meetings and experimental class two meetings. The treatment gave to the experimental class used communicative language teaching (CLT) in learning process. Meanwhile, the treatment in the control class used scientific approach in learning expression topic.

The students in the experimental class looked enthusiastic in learning expression. They could express the topic with make and practice the dialogue with their friend in front of class. The students felt free in speaking because they felt confident when they in front of class, but also their speaking especially micro skill ability such as grammar, fluency, pronunciation, and vocabulary was improved. It showed that CLT as learning method helped the students more confident in English learning and able to improve communicative competence as the goal of language learning. Then, in control class the teacher did scientific approach where they use individual work given by teacher. They felt enthusiastic learned with teacher explanation but they limited to speak because all of students only focus on English book.

After doing the treatment, then the researcher conducted post-test in experimental class and control class at September 12th 2020. The test was performed to measure the extent of the skill to speak expression after given treatment. Based on the post-test result, the students' achievement had significant progress. The progress able to seen from comparison of pre-test and post-test result. The result of score also showed that they had a progress on treatment than no treatment. In other word, the students who got treatment could increase their understanding and build their motivation in expression and could improve their skill in speaking than students who got no treatment. In addition, the post-test was also carried out to prove that the method applied in experimental class was more improved students' speaking skill than method applied in the control class. The improving able to demonstrated through significant difference between the skill to speak expression in experimental class and the skill to speak expression in control class.

Therefore, the researcher is absolutely sure that there was positive to improve students' speaking skill through communicative language teaching (CLT) method. However, the improve of students' speaking skill was not only by the use of this method but also improved by others factor. Students' effort in learning was the one of supporting factor toward their speaking skill.

Conclusion

The researcher concluded that there was significant of improving students' speaking skill through communicative language teaching (CLT) method. it can be seen from the result of students speaking mean of pretest and post-test. the researcher found that the mean of pre-test result in control class was 44.50 (sufficient level) mean of pre-test result in experiment class was 41 (sufficient level) both of pretest control and experiment have the same score. There was difference mean of post-test result, the mean score control class was 62.75 (sufficient level) and the mean score of experimental class was 75.25 (excellent level) after treatment. According to posttest control and experiment class were experiment was higher than control class. From the data above, the researcher could make a conclusion that the treatment improved the students' speaking skill.

The hypothesis test (T-test) also used to know whether there was a significant effective or not after the research. The result of hypothesis showed that $t\text{-value} = 4$ with df was 38, so, $t\text{-table} = 2.024$ if $t\text{-test} = 0,05$. Therefore, $t\text{-value} > t\text{-table}$ ($4 > 2.024$). It means that the alternative hypothesis was received and the null hypothesis was rejected.

Suggestion

In teaching and learning, researcher suggested the teacher to be able to make the activity of teaching learning become enjoyable and fun for students. Therefore, the students do not easily feel bored when they have to find idea to make dialogue and practice with their friend and have high motivation in learning process. The teachers can be able to evaluate or give feedback after process teaching and learning by using communicative language teaching (CLT) method. For the other researcher, this research was conducted in pandemic situation. It made the researcher could not did the best for this research. Hopefully, it will be better than this research paper. the other researcher can develop and continue their own research dealing with communicative language teaching in another type of teaching speaking.

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