# **The Effect of using Communicative Language Teaching (CLT) Approach in Teaching Speaking**

(An Experimental Research to the Second-Grade Students at

SMK Negeri 1 Bener Meriah)

# **ABSTRACT**

This research examines the use of communicative language teaching (CLT) in enhancing students' speaking for instances fluency, accuracy, and clarity. This research is necessary or interesting because the researchers found that two problems faced by the students at SMK Negeri 1 Bener Meriah. Firstly the problem came from the student's side such as insecure/lack of confidence, lack of vocabulary, shyness/shame, etc. The second problem is the aspects graded of speaking i.e fluency, accuracy, and clarity. The aim is to investigate the use of the communicative language teaching (CLT) approach in teaching speaking, i.e. fluency, accuracy, and clarity especially for the second-grade students at SMK Negeri 1 Bener Meriah. The researcher focused on fluency, accuracy, and clarity in teaching speaking in the classroom by using the communicative language teaching (CLT) approach rather than using the grammar-translation method (GTM). The research method that was applied in this research was experimental quantitative research because the researchers want to know the cause and effect of two variables. . In this case, the researcher used true experimental research. The resulting research showed that the communicative language teaching (CLT) approach was effective and efficient in teaching English especially speaking skills for examples fluency, accuracy, and clarity. The researcher found that there is a significant difference in student's ability after being taught by using the communicative language teaching (CLT) approach rather than used grammar-translation method (GTM).

*Keywords: Communicative Language Teaching (CLT). Teaching Speaking*

# **INTRODUCTION**

English is an international tool of communication. It is used to communicate with each other by people from different countries all over the world (Amin, 2004, p.1). English plays an important role because it is the means of communication in all aspects of the world, whether in social interaction, science technology, politics, economics, culture, and education. Furthermore, Alrashidi (2015) states that speaking assemble the time requires a special competence, and students gain many advantages or virtues through speaking that is very useful in learning English by practicing each other in daily activities. In teaching and learning English, especially speaking skills, the teacher must know how to manage and maintain the situation and condition of teaching itself to be fun and interesting.

Kerr (2017) maintains that arranging time sometime recently a talking action may be more or less organized and may include the following, separately or in combination:  (1) giving understudies time to think, noiselessly, about the errand they are progressing to perform. (2) Giving students time to create notes about what they are progressing to say. (3) Permitting students to brainstorm thoughts with another student (in English or their language). (4) Giving students time to inquire about (e.g. online) the theme they are progressing to the conversation about. (5) Empowering students to mentally rehearse what they are aiming to say. (6) Giving students time to survey relevant vocabulary notes or see up useful vocabulary things in a dictionary. (7) Giving students a brief list of phrases that they may discover valuable within the errand in the classroom.

Thus, the purposes are to focus on fluency, accuracy, clarity, intonation, content, and volume. Conversely, when talking is the final in an arrangement of classroom activities, it is simple for both instructors and students to see it as separate from everything that has come sometime recently and to focus basically on the quick challenges of the activity. From the teacher’s point of see, a major challenge will be getting the students to say anything at all.

In this case, SMK Negeri 1 Bener Meriah is one of the vocational schools which requires the students to use English regularly every Thursday and Friday. To improve students' speaking skills. The researcher implemented the communicative language teaching (CLT) approach to improve students' speaking skills. Based on an interview conducted with an English teacher at SMK Negeri 1 Bener Meriah on July-August 2020, it was obtained that the English teacher had not regularly applied the communicative language teaching (CLT) approach in teaching English at that school. Communicative language teaching (CLT) is an interesting and adorable approach or an effective way of enhancing speaking fluency, accuracy, and clarity (Azadi et al., 2015; Wajid & Saleem, 2017; Uzoma & Ibrahim, 2018).

The researcher also got some information from the preliminary study that the students of SMK Negeri 1 Bener Meriah. They are two problems faced by the students in speaking. Firstly, the problem came from students' side such as insecure/ lack of confidence, shyness, lack of vocabulary, etc. The second problems are the aspects graded of speaking: fluency, accuracy, clarity. It is based on an interview with the other English teacher such as Mrs.Ruhaimah and Mrs.Alawiyah as an English Teacher there and also my experience in teaching English at that school as an English teacher as long as ten years ago. Furthermore, the pretest result showed that the average score is 55 for each student. It is proven by the pretest activities in preliminary meeting for each aspect graded speaking for instances fluency, accuracy, and clarity (for detail see appendices: pretest score three aspects).

Thus, the researcher intended to find there is any significant effect between students' speaking ability before and after being taught by using the communicative language teaching (CLT) approach in teaching speaking rather than the used grammar-translation method

# **LITERATURE REVIEW**

# **Communicative Language Teaching (CLT)**

Communicative Language Teaching (CLT), also known as the communicative approach (CA) is a method in teaching English that emphasizes communication and conveys the meaning or critical goal of the study to achieve the target of language especially in aspect graded of speaking i.e. fluency, accuracy, clarity, intonation, content, and volume. In this case, students can learn something new or amusing through kinds of activities in teaching English in the classroom. According to Richards and Rodger (2016, p. 153-155), the communicative language teaching (CLT) approach is usually considered as a comprehensive approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices.

In speaking, the aspect of fluency, accuracy, clarity, intonation, content, and volume can be learned in this approach. Hence, the researcher’s opinion, competency here can be analysis, synthesis, application, examination, organization, classification, maintenance, and also evaluation to indicate implicitly and explicitly what students will conduct to demonstrate the learning activities, especially in cognitive activities, affective activities, and psychomotor activities. Furthermore, Dimond-Bayir et al. (2017) find that the CLT approach tends to be a student-centered concept rather than a teacher-centered- concept.

# **Grammar Translation Method (GTM)**

Grammar Translation Method (GTM) also knows as a conventional method in teaching English as a foreign language (EFL ) and English as a second language (ESL) in macro skill and micro-skills such as speaking, reading, writing, and listening to achieving the target of language. It focusing on grammatical errors and can help the student to speak and write English best in the target language. Hence, the grammar-translation method (GTM) needed practical knowledge to motivate the students to dictates grammar and the purposes of the students in teaching and learning English as well. According to Chaistain (1988) as cited by Thamarana (2015) states that the grammar-translation method (GTM) is focusing the student in grammatical and translation in teaching English to get the target language for instance reading and speaking and cognates and memorizing, drills, and repetition in learning English. Furthermore, in the activities of the grammar-translation method (GTM) the teachers used the GTM by using native speakers because of the focusing of language in reading and speaking to communicate the other people. If the students do conversation and ask the question the students used their mother tongue to reach the target language because the scope of language is grammatical error and translation. In other words, the teachers have authority in managing the classroom while teaching and learning process. The purposes of the grammar-translation method (GTM) are to boost the students in maintaining the reading and speaking skills to understanding and comprehending answering the reading and speaking question through that method. Its means the significant of grammar-translation method (GTM) not only target language but also in developing listening and writing skill. The competency and performances of the students measure how far they understanding and comprehend the reading and speaking skills because the priority of the skill of grammar-translation method is reading and writing skills. Moreover, the ability to communicate or conversation to attempts the target of language is not primarily of the target language to finished. Dos Santos (2019) asserts that if the teachers used the new methodology in teaching and learning there are be interesting and awe-inspiring to get the new knowledge and competency.

The principle of the grammar-translation method (GTM) is to concentrate on vocabulary and grammar because the student memorizing or retention the vocabulary and translate the new word which they known yet. It means the concentration of the students of thought are in basic competencies for examples, reading a book, memorizing the vocabulary, pronunciation, spelling, and translate into English or Indonesia, Spanish, china, Arabic, and so forth

# **Techniques used in Communicative Language Teaching (CLT)**

To trigger the students' enthusiasm thoughtful and delightful learning English specifically in speaking, the researcher uses some of the methods or techniques in communicative language teaching (CLT), i.e. Role-play, information gap, interview, group work, opinion sharing, and scavenger hunt in English classroom. Bittencourt et.al (2015) suggest that to increase the opportunities for language speaking and sharing, many CLT advocators tend to employ role-play activities, presentations between groups and classmates, problem-based learning, technological assisted strategies, and visual-only video teaching strategies which allow students, classmates, peers, and even teachers to merge into the teaching and learning environment.

The techniques used in the communicative language teaching (CLT) approach can give impact and the effect in teaching and learning English specifically for speaking skills in all activities for instance; role-play activities, information gap activities, group work activities, interview activities, opinion sharing activities, and scavenger hunt activities. The following are techniques used in communicative language teaching (CLT) approach elaborated follows:

# **Role-Play**

Role-play is one of the interesting methods used in the CLT approach because it provides the chance for the students to conduct communication in other places or different social contexts. Role-play looks like an arranged manner. For instance, the teacher and the students are involved in the same place, situation, and condition when they are in a conversation with each other. Flores et.al (2017) discuss that to increase the opportunities for language speaking and sharing, many CLT advocators tend to employ role-play activities. Role-play can be a useful and thoughtful collaboration with CLT in learning English. Role-play is an oral activity commonly prepared in pairs or groups, and the central goal to improve students' communication abilities in a certain setting and condition.

# **Information Gap**

Information gap sets arrangements of actions where the students use or appeal to available vocabulary, grammar, and communication strategies to complete a task. In these activities, some students will be asking each other about the questions to convey if they do not know the correct answer. Besides that, according to Goh (2007, p. 105) asserts that information gap activities, problem-solving tasks, and social monologues encourage the students to express their opinions freely so that they can focus on developing their speaking fluency without distracting their retention or attention to the language form at the same time. Meanwhile, Richards (2016, p. 18) considers that the information gap is an important aspect of communication in CLT. In addition, an information gap exists when one person in an exchange knows something the other person does not.

# **Group Work**

Group work is a unique activity used in this research, for fun to makes students more active, respectful, persuasively, and motivated in learning English, especially speaking. Tweedie et.al (2018) claim that the CLT approach can share and exchange peer examinations and share contributions between each other. For example, to increase the opportunities for language speaking and sharing. Hence, group work combines activities with teamwork activities in the classroom to improve English speaking in fluency, accuracy, and clarity.

# **Interview**

An interview is one of the activities to enhance speaking skills feasibly in teaching English. The interview activities were conducted by the students to stimulate the other activities in learning English speaking. In sum, it considers the students as the interviewee and his classmates as the interviewer; the relationship between interviewee and interviewer is called "face to face conversation each other". In other words, the interviewer asks questions, information, and explanations about the problem faced by students in speaking skills. Through the interview activities, the other can get more information from their friend (interviewee) as an evaluation to improve English in speaking so that the teacher can solve the problem as soon as possible.

Denzin & Lincoln (1994) in Borg (2006) state that interviews are conversation activities or the art of questioning, answering, and listening. This is not a neutral tool; the interviewer creates a real question-and-answer situation.

# **Opinion Sharing**

Opinion sharing is an activity concentrating on basic competence or intended to the rehearsal of the students' speaking. In opinion sharing activities, the role of the teacher as a facilitator is to prepare the students to be able to speak English well. Alrashidi (2015) claims that teachers are supposed to organize and coordinate the process of acquisition and requirement to act as a facilitator.

# **Scavenger Hunt**

The scavenger hunt is an activity of playing games to enhance the ability to speak. the scavenger hunt consist of a puzzle, play scissors, rock, and paper, make a match, scramble sentence, or ball throwing is an activity in increasing the ability of speaking skills. The scavenger hunt activities can make fun learning in preserving and sharpening the drills, retention, repetition of students' memory through these games. Furthermore, scavenger hunt activities can make the students able to produce new words or phrases in sentences. At length, the scavenger hunt is typically played in an indoor or outdoor area with their friend. Thus, Carr, Palmer & Hagel et.al (2015) maintain that active learning activities are often focused on the application of games and the information get from the students’ fun learning and wonderful games.

# **Three Aspects of Speaking Skill**

In teaching and learning English especially the speaking skill, the researcher and the students need to be good performances in complicated tasks in conversation. In the second place, the teacher must be directing the ways how to mastering the macro and micro-skills of English to be perfect in front of the class and also need some special qualification of aspects graded in speaking skill especially fluency, accuracy, and clarity, intonation, volume, and contents.

Furthermore, Richards (2016) states that in the communicative language teaching (CLT) approach, fluency is the initial goal; accuracy and clarities are the second goals or most important aspects graded of speaking skills. Therefore, the researcher fosters the concentration on fluency, accuracy, and clarity. The following are the aspects graded of speaking, as follows:

# **Fluency**

Fluency is a way to convey expressions and utterances while using notions, arguments, allegations, opinions, and ideas in the stance and efficiency of speaking clearly and objectively for the other person in communication, especially in speaking skills. Fluency occurs while the speaker is qualified in speaking precisely English. The mistakes of grammar appear that cover when you speak orally. In this case, fluency needs some training and practice. One of the successes of CLT is in fostering fluency in language use. San Valero et.al (2019) find that the situational practices in speaking may not have a strong focus on grammar and sentence translation accuracy.

# **Accuracy**

Accuracy is precision activities in speaking skills with other people in conversation. Furthermore, accuracy can make the other person understand what he/she means in communication. In these activities, the students will conduct a short conversation with their classmates. These activities last fifteen minutes for each conversation. Dos Santos (2019) argues that within the situation practices, teachers tend to develop some related activities within student living communities and societies. The teachers provided topics about their family, daily activities, experience, relatives/kinship, ambition, nation/country, environment, circumstances, politics, culture, etc. Then, they stand in front of the class to practice with their friends about those topics provided by the researcher.

# **Clarity**

Clarity is a way of producing and transferring the allegation or opinion for the speaker or receiver clearness and lucidity in communication. In other words, Brown (2011) argues that fluency, accuracy, and clarity are considered complementary principles underlying in communicative language teaching (CLT) approach. Subsequently, clarity is the natural aspect graded in speaking skills which should be mastered by the students in the communication process when talking with the friend especially in managing the perfidiously in the conversation with each other.

Furthermore, Alrashidi (2015) asserts that the CLT approach can manage and develop the clarity of the students speaking clarity can enhance as the teachers and the students advance to grow into an enjoyable use in English speaking. In the second place, clarity makes listeners follow up the message easily. Hence, the students are perhaps capable to compete on how to attempt the goal of languages

# **RESEARCH METHODOLOGY**

The method that was applied in this research was experimental quantitative research because the researchers want to know the cause and effect of two variables. In this case, the researcher used true- experimental research. The researcher divided the sample and subject into two groups, called experimental class and control class.

# **Research Participants**

The population of this research is entirely students XI grade of SMK Negeri 1 Bener Meriah. The population is 220 students consist of eight classes in academic 2019/2020. Meanwhile, the sample of this research is the students at level XI/A as the experimental class which consisted of 20 students, and the students at level XI/B became the control group which consisted of 20 students. Furthermore, technically, the researcher chooses the sample by specific consideration in determining the sample after consulting with the English teacher at SMK Negeri 1 Bener Meriah such as Mrs. Ruhaimah and Mrs. Alawiyah as English teacher at SMK Negeri 1 Bener Meriah class XI. So that to get the information and knowledge about the sample will be selected and intended the specific purpose in teaching speaking.

# **Research Instrument**

In collecting the data, the researcher used an oral test as the research instrument. Dos Santos (2019) asserts that an oral test is memorizing or retention process in which the students speaking or conducting a conversation with each other and can assess the aspect of graded speaking i.e. fluency, accuracy, and clarity.

* Here are examples of oral tests used in speaking:

Oral test: Pair up with the other student in front of the class then interview the other person after that introducing one another in front of the class. In your conversation activities i.e names/identity, address/residence, hobbies and interest, a field of study, and native country. Pay attention during the interview in the activities.

* The following is an example of a possible conversation

Student A: Hi, my name is Umar Haliwanda

Student B: Hi too, my name is Anna Nuriskia, nice to meet you.

Student A: Nice to meet you too. Where are you from?

Student B: I'm from Bireuen, and you? Etc.

The oral test consisted of pretest and posttest. The oral test is given for both the experimental class and control class:

# **Pre-test**

The pretest was conducted on Monday, July, 20th 2020 as the first day of this experimental research both the experimental group and the control group

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**Post-test**

Posttest was conducted on Wednesday, August, 30th 2020, the last meeting of this research for both the experimental group and the control group.

# **Treatment**

# **First Treatment/Teaching**

Firstly, the researcher conducted the treatment of the experimental class on Tuesday, July, 22nd, 2020, the researcher did the opening and greeting activities to the students and recite the prayer. The researcher checked the attendance list and described the indicator of the lesson plan. Successively, the entire activities were done in the pre-activities spent approximately 10 minutes.

Subsequently, the core activities spent 70 minutes which was divided into three stages; exploration, elaboration, and confirmation. Furthermore, in the exploration section, the researcher involved the students to find out the broader information or enrich the knowledge about the theme or topics that should be discussed next, the students got the theme or topics was provided by the researcher and the theme or topics. They are as follows: make a short dialogue based on the instruction given below and then practicing the conversation/dialogue with your friend or each other.

1. Today is the fasting month of Ramadhan but the learning process is still running in the school. Hence, every day you must go to school on foot
2. Your mother asks you to shop at the market, but you are still sleepy
3. Today is your birthday but you don't have the money to give a gift to your friend.
4. It is an English subject with Mrs. Ruhaimah but you don't bring a dictionary. Hence, in the preliminary meeting, Mrs. Ruhaimah said if enter class in English class you should bring a pocket dictionary or so forth.

The researcher explained how to explain daily activities by giving some suggestions to enrich the vocabulary in speaking skills. The researcher gave the sample the role of a model in speaking. Then, the researcher asked the students to speak louder and clearer because the aspect graded of speaking of fluency, accuracy, and clarity were recorded and assessed.

In elaboration activities, the students were allowed to observe the researcher's explanation about how to speak in a good manner by using the CLT approach as good speakers of aspects graded of speaking i.e. fluency, accuracy, and clarity. Then, the students were allowed to practice how to good speak i.e. fluency, accuracy, and clarity in front of the class which was also recorded and assessed. Next, in the confirmation stages, the researcher appreciated or given applause for the students' good performances in speaking such as fluency, accuracy, and clarity.

Finally, the last section spent approximately 10 minutes, the researcher and the students illustrated the conclusion and suggestions. After that, the researcher asked the students' difficulties during the teaching and learning process as the suggestion to be improved in advance.

# **Second Treatment/Teaching**

On Thursday, July, 28th, 2020, the pre-activities and time allocation were done in this section and almost the same manner as the pre-activities in the first meeting. In exploration, the researcher distributed the topics about “*hobby and interest”*. Next, the researcher prepared a step for students to practice speaking. Furthermore, the researcher gave some vocabulary about hobbies and interests like play football, play guitar, play tennis, play badminton and read a book, etc. Then, in elaborating stages, the students interviewed each other or worked in pairs with their mates and made a short conversation related to hobbies and interests in front of the class. Next, the researcher recorded and assessed their performances: fluency, accuracy, and clarity. Furthermore, the following are some exercises conducting in elaboration activities. They are as follows:

Instruction: fill the misising information with the best word on the table

Andi: Hi, Rudi, nice to meet you?

Rudi: Hi too, Andi nice to \_\_\_\_\_\_ you too

Rudi: by the way, I heard you continue your \_\_\_\_\_ to university?

Andi: Yes of course. What is your faculty?

Rudi: Engineer, it's awesome, and how \_\_\_\_ you?

Andi: I admission to be police because it's my ambition when I was a child

Rudi: It's wonderful because you can ­­­\_\_\_\_\_\_ the criminal people to jailbreak

Andi: I'm\_\_\_\_\_ of you

Rudi: Thanks a lot,

Andi: Thanks too, see you again.

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Furthermore, in the confirmation section, the researcher and the students evaluated and reviewed the subject. Then, the researcher gave feedback and shove for the students who have big enthusiasm and high motivation and who did not participate actively in this section. Finally, the researcher appreciated good performances.

# **Third Treatment/Teaching**

The third meeting of the treatment/teaching was conducted on Saturday, August, 26th, 2020. Later, the researcher began with the greeting of students, prays, and checking the attendances list, apperception, or asking and answering the questions about the topics that have been studied and stimulus students for 10 minutes.

In the core activities, the researcher involved the students to find the widest knowledge and information about themes and topics for instance "damage of Covid-19, Juvenile delinquency, the effect of using media social for young learners, and the problems of our country”. They are as follows:

Make a dialogue with the expression and perform it in front of the class.

1. Feeling a bad (sickness)
2. Suffering a fever
3. Come late to school
4. Giving advice
5. Borrowing a stationery

Furthermore, the students explained those topics in front of the class by using the communicative language teaching (CLT) approach, and the researcher assessed the aspects of speaking ability in fluency, accuracy, and clarity. Subsequently, the researcher recorded and assessed, and give applause for good performances in speaking.

# **Fourth Treatment/Teaching**

On Wednesday, 30th, August 2020, it’s the last meeting of treatment/teaching at SMK Negeri 1 Bener Meriah grade XI A as the experimental research. To do the brainstorming activity, the researcher explored students' ideas and opinions and recalled the students' memory on the previous topics while asking and answering the question. The researcher explained how to speak cohesively and coherently to improve fluency, accuracy, and clarity of speaking English. The students made group work to practice speaking in front of the class with their friends. Then, the researcher gave feedback and shove for the students who had big enthusiasm and high motivation and who did not participate actively and the researcher appreciated good performances in speaking skills for instances fluency, accuracy, and clarity. They are as follows:

Make a short conversation in front of the class with your friend based on the instruction given below afterward practicing the short conversation with a pair?

1. You are in the library right now but you forget to bring stationery. You want to borrow the stationery from your friend and she lent it.
2. It is the final examination but you were late to came and the teacher banned you enter the classroom.

Finally, the researcher gave the posttest in the last meeting to measure the significant score teaching speaking by using the CLT approach it can be increasing the aspect graded speaking fluency, accuracy, and clarity or not. Furthermore, the pretest and posttest were given for both classes, the experimental class, and the control class.

# **RESULTS AND DISCUSSIONS**

The students' test results consist of two groups, namely the experimental group and the control group. The results then compared between the two groups in order to investigate the effect of using communicative language teaching (CLT) approach in teaching speaking than using grammar translation method (GTM). To elaborate the results of this research, the following sub-chapters are provided.

# **The Result of Pretest**

The Pretest in this research was an oral test given before the treatment which aimed to find out the students’ ability before using CLT in teaching and learning process. It was also intended to see the students’ ability in speaking before the treatment was given. Based on the students’ result in pretest, the writer found that the students’ ability in speaking skill is still low, especially in their fluency, accuracy and clarity. The researcher provided the topics about “Language using in their circumstances” in which the students were asked to speak loudly and clearly in front of class and each of them was given five minutes to speak.

Table 4.1 shows that the students of both groups are in the same number. The controlled class’ posttest score was lower than the experimental group. The mean score of controlled class was 1012 while the experimental group got 1045. It impacted the average score of both groups where the experimental group average score was 52.25 while the controlled group got 50.6.

Moreover, the specification score of the students in general is shown in the following table 4.2 about the distribution frequency of pretest. This table describes clearly the interval score of the experimental and controlled groups with their (N) score and Percentage (%).

Table 4.2 describes the score interval of pretest begins from 40 to 44 as the lowest score and 55-59 as the highest range. The experimental group does not have lowest score while the controlled group has one student with the lowest score (5%) of the percentage. The SUM score of frequency (N) is 20 as the total number of students in each classes and the Percentage should be 100%. Furthermore, the comparison of pretest of both groups is described in the Figure 4.1.

### **Figure 4.1 The Comparison of Pretest Score**

It is seen from figure 4.1 that the score of prestest of experimental group is higher than the controlled group. The highest score is 58 while the lowest score is 40. Moreover, to describe the interpretation of the research result, the researcher processed the results by means of tests. In the first step, the research determines the range of the research results of the pre-test. Pre-test Analysis of Experimental and Control Group is described based on the average score (X), the variance and the standard deviations.

# **The Result of Posttest**

After applying the treatments, the researcher gave posttest to the students; this was the final test for them. The aim of this test was to know the quantity of students’ speaking ability and also to see the achievement after they were taught by using CLT approach. From the students’ result of posttest, it can be seen that the students’ ability in fluency, accuracy and clarity while speaking English was increased compared to result of pretest. Each aspects of speaking was improved but not all and the most prominent improvement is fluency aspect, then the clarity aspect and the last improved was the accuracy.

In posttest, the students are able to develop ideas and have knowledge of the skill. Also fluency aspect, some of them have expressed the idea with no doubt and was seen low of anxiety. They also looked motivated. While in the clarity and accuracy, the researcher found that students’ ideas were expressed clearerr than the pretest. Students actively searched the difficult words to express in the dictionary or asked to their friends. Table 4.3 The Post-test Score of Experimental and Control class

As the same as the previous part, the Table 4.4 below shows us the distribution of frequency in pretest score. This is intended to see the difference achievement of controlled group which was learning through conventional approach and the effect of the experimental group before and after the treatment of CLT.

Table 4.4 displays the score interval of posttest started from the lowest score to the highest. The 70-74 was considered as the lowest based on the findings. The highest was 90-95. There was only one student (5%) who got the lowest score in the experimental group and non in the controlled group. It is as the same as the highest score where only one student (5%) of the experimental group who achieved it. The mid score is in range of 80-84 where 6 (30%) students in the controlled group got were in the range, while 8 students (45%) of the experimental group were in this range. It is clear that the experimental group is higher than the controlled group. Furthermore, the comparison of pretest of both groups is described in the Figure 4.2.

**Figure**

### Figure 4.2 The Comparison of Posttest Score

The figure above reveals that the students in experimental class is more dominant in the better range than the controlled group students. This proves that the calculation of the formula is true. If it is compared to the previous figure of 4.1, the range of scores in the posttest is higher because the treatment of the researcher contributed to some impacts on the students. Next, to elaborate the result of each variables or the speaking aspects focused of this research, the following subchapter is provided.

# **The Result of Speaking Aspect Score in Pretest and Posttest**

According to the mean score of pretest and posttest, it can be concluded that students’ achievement in speaking is improved after applying guiding questions technique or after the treatment. The following Table 4.4 below shows the difference of mean score between pretest and posttest in each speaking aspect.

Table 4.5 The Mean Scores of Each Aspect of Speaking in Pretest and Posttest

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Aspects of Speaking** | **Experimental Group** | | | **Controlled Group** | | |
| **Mean** | | **Gain** | **Mean** | | **Gain** |
| **Pretest** | **Posttest** | **Pretest** | **Posttest** |
| **Fluency** | 568 | 976 | 408 | 573 | 965 | 392 |
| **Accuracy** | 305 | 459 | 154 | 279 | 457 | 178 |
| **Clarity** | 172 | 207 | 44 | 160 | 204 | 44 |
|  | **∑** | | | **∑** | | |
| 1045 | 1640 | 595 | 1012 | 1626 | 614 |
| **Average** | | | **Average** | | |
| 52.25 | 83 | 30.8 | 50.6 | 81.3 | 30.7 |

The researcher presents the students’ gain score after describing the two previous scores: pre-test, and post-test. The gap score between both pre-test and the post-test score is considered as the gain score. The range of gap score is not quite the same as the two scores before. As can be seen from Table 4.5, the experimental group shows that the pretest score of fluency in is 568, accuracy 305, clarity 172, ∑ 1045, and Average 52.25. The posttest score show that fluency score is increased significantly at 976, accuracy 459, clarity 207, ∑ 1640, and Average 83.

Moreover, the controlled group shows that the pretest score of fluency in is 573, accuracy 279, clarity 160, ∑ 1012, and Average 50.6. The posttest score show that fluency score is increased significantly at 965, accuracy 457, clarity 204, ∑ 1626, and Average 81.3. The gain score of both pretest and postest of fluency is 392, accuracy 178, clarity 44, ∑ 614, and Average 30.7. This is a clear description that the gain score proves that there is significance result on the improvements of students’ speaking score both in the experimental group and controlled group.

# **Variance and Standard Deviations**

To find the standard deviation of pretest, the writer uses the formula formulated by Sudjana (2005, p.94) while the variances also calculated in this part. The variances and standard deviations of pre-test the experimental groups and control groups are analyzed as follows:

1. Variance and standard deviation of the post-test of the experimental group
2. The covariance of two class of post-test

In other ways, the researcher wants to calculate the variance of the post-test in both experimental group or control group with the averages scores of experimental class 1 = 83 and Se2 = 172.63. The average score of the control class 1 = 81.3 and Se2 = 171.15. It can be calculated by using the formula from Sudjana (2005, p. 239).

To simplify the data above, the researcher provides a table in which the score of standard deviations of the posttest both groups is provided in Table 4.6 below. The variance is also included to see the score of S2 of the results of the posttest.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SD** | **Standard Deviations of Posttest** | | **S2** | **Variance** | |
| **Experimental Group** | **Controlled Group** | **Experimental Group** | **Controlled Group** |
| **Se** | 13.13 | 13.08 | **Ave** | 83 | 81.3 |
| **Se2** | 172.63 | 171.15 | **Se2** | 172.63 | 171.15 |
|  | | | **S2** | 10.04 | |

**Table 4.3 Standard Deviations and Variance of Posttest**

Table 4.6 describes about the Standard Deviations and Variance of Posttest in both experimental and controlled group. First of all, the Standard Deviations of Posttest of experimental group, Se 13.13 and the controlled group 13.08. The Se2 of experimental group is 172.63 and controlled group 171.15. The variance scores (S2) of both groups are first, Average score of experimental group 83, controlled group 81.3, Se2  of experimental group is 172.63, controlled group is 171.15, and the S2 is 10.04.

To determine whether the alternative hypothesis is accepted and the null hypothesis is rejected, the calculation of T-test is needed. Furthermore. It’s substantial from the statistical analysis, it was found that the pre-test of the t-score of the experimental group and control group is 2, 94. The critical value of the t-score for the degree of freedom 52 is 2.94 at the level significance 0.71. The result indicates that T-score is approximately is less than 1.99. It means that there is no significant difference between the two groups. It was found that the T-score of experimental group and control group is 24.63. The critical value of the t-score for the degree of freedom 83 is 2.32 at the level of significance 1.71. The result indicates that T-score is higher than 1.99. It means that there is a significant difference between the two groups. Therefore, there is a significant difference in students' speaking ability before and after taught by using the communicative language teaching (CLT) approach rather than using grammar translation method (GTM). Furthermore, the alternative hypothesis is accepted and the null hypothesis is rejected. In other words, the hypothesis of this research is accepted and well proved, and the communicative language teaching (CLT) approach is an effective and efficient approach used in teaching English for the speaking skills: fluency, accuracy, and clarity rather than the grammar translation method (GTM).

# **DISCUSSION**

The data of this research had been calculated to reveal the effectiveness of the use of communicative language teaching (CLT) approach in teaching speaking to the second-grade students at SMK Negeri 1 Bener Meriah. The research aimed to measure whether the implementation of CLT gives an impact or not on the students’ speaking skill. The researcher elaborates the discussions in the paragraphs below. First of all, the result of the students’ score in posttest, their performances in speaking skill increase by using CLT approach. Besides, from three aspects of speaking that the researcher assessed. The researcher presents the students’ gain score after describing the two previous scores: pre-test, and post-test. The gap score between both pre-test and the post-test score is considered as the gain score. The range of gap score is not quite the same as the two scores before. As can be seen from Table 4.5, the experimental group shows that the pretest score of fluency in is 568, accuracy 305, clarity 172, ∑ 1045, and Average 52.25. The posttest score show that fluency score is increased significantly at 976, accuracy 459, clarity 207, ∑ 1640, and Average 83.

Moreover, the controlled group shows that the pretest score of fluency in is 573, accuracy 279, clarity 160, ∑ 1012, and Average 50.6. The posttest score show that fluency score is increased significantly at 965, accuracy 457, clarity 204, ∑ 1626, and Average 81.3. The gain score of both pretest and postest of fluency is 392, accuracy 178, clarity 44, ∑ 614, and Average 30.7. This is a clear description that the gain score proves that there is significance result on the improvements of students’ speaking score both in the experimental group and controlled group. Based on hypothesis testing result, the score between pretest and posttest differs significantly it was found that the students’ score increased in fluency, accuracy and clarity aspect. After the writer applied the CLT approach in teaching and learning speaking during the treatments, the mean score in posttest was higher than the pretest score. Based on hypothesis testing result, the score between pretest and posttest differs significantly. Each aspect also has various improvements; this is pretty similar to the results of previous study conducted by Seto entitled “The Effectiveness of Communicative Language Teaching (CLT) approach on Speaking Skills at the Eleventh Grade Students of SMA Muhammadiyah Palangka Raya 2015/2016.” He established that the students’ speaking skills improved and was significantly by using communicative language teaching (CLT) approach. And the different of previous study and present research are they use the same technique and skill, but different in subject and grade. The result research showed that Communicative Language Teaching (CLT) approach was effective and efficient to teach English especially for students’ speaking skill especially aspects fluency, accuracy and clarity. In other cases, another researcher conducted by Krebt (2017). He examined the effect of role-playing and interview as a classroom technique on Iraqi English as Foreign Language (EFL) students’ speaking skills on Iraqi EFL students at the college level. The result showed that the students beneath the experimental group looked to succeed because of getting involved and practice in role-play and interview techniques. It can be inferred that if the class is outlined as a community to work together supporting each other, it will have the opportunity to work for the same time and same chances. This builds students’ ability to interact with and understand each other and can achieving the goal of the target of language especially in speaking ability.Moreover, this study was conducted in vocational school; while the previous study conducted in public school that has different curriculum with vocational school. The improvement of score from both pretest and posttest is actually different. Therefore, the researcher would accepted or rejected the alternative hypothesis (Ha) or null hypothesis (Ho) depend on the level of significance degree in this study. It was found that the post-test of the T-score of experimental group and controlled group is 24.63. The critical value of the T-score for the degree of freedom 83 is 2.32 at the level of significance 1.71. The result indicates that T-score is higher than 1.99. It means that there is a significant difference between the two groups. Therefore, there is a significant difference in students' speaking ability before and after taught by using the Communicative Language Teaching (CLT) approach.

Furthermore, the alternative hypothesis is accepted and the null hypothesis is rejected. In other words, the hypothesis of this research is accepted and well proved, and the communicative language teaching (CLT) approach is an effective and efficient approach used in teaching English for the speaking skills, specifically the fluency, accuracy, and clarity to enhance the speaking skills in the classroom rather than the conventional approach. Likewise, from the statistical analysis, it was found that the pre-test of the T-score of the experimental group and control group is 2. 94. The critical value of the T-score for the degree of freedom 52 is 2.94 at the level significance 0.71. The result indicates that T-score is approximately less than 1.99. It means that there is no significant difference between the two groups. Therefore, there is no significant difference in students' speaking ability before teaching using the communicative language teaching (CLT) approach than using grammar translation method (GTM).

The statistical result from pretest for the experimental group and control group of this research showed that the significant score of the experimental group and control group is 0.17 which is higher than α= 0.05 and the score is considered significant if it is lower than the level of significance (5%= 0.05), due to (0.17>0.05). Thus, null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. It means that there is no significance difference in students’ speaking ability of this test. Afterwards, from the result of the statistical result from posttest for the experimental group and controlled group showed that the critical value of the T-score for the degree of freedom 83 is 2.32 at the level of significance which is lower than α= 0.05 (0.00<0.05). Its means that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It is considerable that there is a significance difference in students' speaking ability after taught by using the communicative language teaching (CLT) approach. It is reflected that the use of the CLT approach in teaching speaking can improve the scores of speaking skills, i.e. fluency, accuracy, and clarity (San-Valero, 2019; Kukuh, 2003; Thornbury, 2016).

It indicates that the effect of using the communicative language teaching (CLT) approach in teaching speaking can increase scores in the aspects of fluency, accuracy, and clarity. San-Valero, et al. (2019) claim that to increase the opportunities for language speaking and sharing, the CLT approach tends to employ all activities such as role-play, presentation between groups and classmates. It can be proved that when English teachers taught the speaking by using the CLT approach, the students could speak actively and improve their students’ fluency, accuracy, and clarity.

Sottie, et.al. (2018) find that learners may tend to focus on general skills for overall and comprehensive language development. English teachers should focus on different aspects of communicative competence at different times, as student communication needs are unlikely to remain the same throughout a longer course. Similarly, Tweedie & Johnson (2018) conclude that CLT may connect to different classroom activities and tools. Thus, Dos Santos (2019) argues that the CLT approach consistently encourages both teachers and students to seek teaching and learning materials and tools from their current living communities, environments, and societies. Many students are unwilling to fully accept the CLT approach due to their traditional views of language learning techniques (Lee & Lee, 2019). The researcher concludes that the use of the CLT approach in teaching speaking skills is very useful and admirable for the students especially in enhancing speaking skills, i.e. fluency, accuracy, clarity, content, volume, and intonation.

The problems faced by the students mostly is lack of confidence because lack of practice. They were only given the theory with any practice. But, when the Communicative Language Teaching (CLT) approach was applied in learning speaking skill, the students were seen to have enjoyable moments in learning English. Therefore, the students’ achievements were increased. The students were confident enough when they were talking using the target language with their friends. It was because the focus was more on the speakers and how they wished to present themselves to each other than on the message (Richard, 2008).

This is obvious that the researcher as a teacher provided the teaching material based on their capacity in understanding the knowledge. This means that what they have learnt gave meaningful input in learning the fluency, accuracy and clarity in speaking. Meaningful means that the information being presented must be clearly relatable to existing knowledge that the learner already possesses (Brandl, 2007). It is important to make students comprehend the learning material, so that they are able to elaborate it. Teaching learning material must contain messages which learners should comprehend (Archambault, 2017). Teacher uses body language, repetitions, slower speech rate, and maximized the use of English to help students comprehend the input easily. Brandl (2007) argues that a meaningful and comprehensible material would make the students able to elaborate the input. Doughty and Long (2003) state that making input accessible is meaningful and comprehensible learning will lead students’ to elaborate the learning material; so that students are able to use the target language, understand the other speaker talked about and tell or explain it to other people.

Therefore, if an individual can comprehend an expression, he/she should be able to deliver it. Speaking practice connects students’ ideas to the class, especially to the precision that the students are attempting to create (Amin, 2004, p. 1). In reality, when the students use a foreign language, they are restricted to express independently, topic-based on theme, and subsequently the complex learning circumstance. That is the reason for students to practice speaking, they need to realize who they are conversing with, where they are, and what they are discussing (Lee & Lee, 2019). Likewise, the students need to know how frequent they talk, the amount they talk and how they talk. Thus, focusing on their accuracy, fluency, and clarity is the primary learning cycle to improve their speaking performance.

# **CONCLUSION AND SUGGESTION**

# **CONCLUSION**

According to the research results, the researcher can conclude that the effect of using the communicative language teaching (CLT) approach in teaching speaking at SMK Negeri 1 Bener Meriah can improve the scores in fluency, accuracy, and clarity rather than using grammar translation method (GTM). It is proved by the result of pre-test and post-test. The researcher found that the mean scores between the two tests were different; the mean score of pre-test was 52.25, while the mean score of post-test was 81.3, which means that the post-test score was higher than the pre-test one. Furthermore, the researcher concluded that the effect of using the communicative language teaching (CLT) approach can increase the scores in fluency, accuracy and clarity at SMK Negeri 1 Bener Meriah. It taken from the students’ result of posttest, it can be seen that the students’ ability in fluency, accuracy and clarity while speaking English was increased compared to result of pretest. Each aspect of speaking was improved and the most prominent improvement is first, the fluency aspect, then the clarity aspect and the last improved was the accuracy. In posttest, the students are able to develop ideas and have knowledge of the skill. It was indicated that there is a significance difference on the result of the experimental group and the control group. Hence, it was commonly concluded that alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected.

# **SUGGESTION**

The following are some suggestions which can be implementing by English teachers in attempts to improve students’ speaking ability for instances fluency, accuracy, and clarity.

1. Teaching speaking by using the communicative language teaching (CLT) approach can be adopted in the teaching and learning process, especially in teaching the macro skill of language i.e. speaking, reading, writing and listening. Hence, it is notable through this approach the learning can be enjoyable, tactful, and interesting.
2. The researcher expects that the communicative language teaching (CLT) approaches can give motivation and contribution the students and can solve problems in speaking skill.

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