



THE IMPACT OF COMMUNICATIVE LANGUAGE TEACHING APPROACH ON STUDENTS' SPEAKING ABILITY

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Abstract

EFL Speaking is seen as a difficult skill that must be learned by most Indonesian students, especially those taking non-English programs. But teachers still have trouble coming up with the best way for their EFL speaking students to learn. So, this study suggests using Communicative Language Teaching (CLT) to help EFL students get better at speaking. CLT strategies focus on communication skills in the context of social situations. This makes it easy for students to learn how to speak English as a foreign language. This research aims to find out how the use of the Communicative Language Teaching (CLT) approach affects students' speaking skills. The research method used is a type of quasi-experimental research in which one group carries out tests before and after the research. Because there is no control group variable or only one group is the subject of the research. The pre-test is used to see how well students can do the task and the post-test is used to see whether there are changes in students' speaking abilities before and after treatment. This study found that using learning with CLT to teach English as a foreign language (EFL) speech in a college setting is helpful.

Keywords: Communicative Language Teaching, learning model, complex skill

Abstrak

EFL Speaking dipandang sebagai keterampilan sulit yang harus dipelajari oleh sebagian besar pelajar Indonesia, terutama yang mengambil program non-Bahasa Inggris. Namun para guru masih kesulitan menemukan cara terbaik bagi siswa mereka yang berbahasa EFL untuk belajar. Jadi, penelitian ini menyarankan penggunaan Pengajaran Bahasa Komunikatif (CLT) untuk membantu siswa EFL menjadi lebih baik dalam berbicara. Strategi CLT fokus pada keterampilan komunikasi dalam konteks situasi sosial. Hal ini memudahkan siswa untuk belajar bagaimana berbicara bahasa Inggris sebagai bahasa asing. Penelitian ini bertujuan untuk mengetahui bagaimana penggunaan pendekatan Communicative Language Teaching (CLT) mempengaruhi keterampilan berbicara siswa. Metode penelitian yang digunakan adalah jenis penelitian eksperimen semu dimana satu kelompok melakukan tes sebelum dan sesudah penelitian. Karena tidak ada variabel kelompok kontrol atau hanya satu kelompok yang dijadikan subjek penelitian. Pre-test digunakan untuk melihat seberapa baik siswa dapat mengerjakan tugas dan post-test digunakan untuk melihat apakah terdapat perubahan kemampuan berbicara siswa sebelum dan sesudah perlakuan. Penelitian ini menemukan bahwa menggunakan pembelajaran dengan CLT untuk mengajar pidato bahasa Inggris sebagai bahasa asing (EFL) di lingkungan perguruan tinggi sangatlah membantu.

Kata Kunci: Pengajaran Bahasa Komunikatif, model pembelajaran, keterampilan kompleks



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INTRODUCTION

According to Willis, speaking ability is one of the ways people communicate with each other. The ability to speak is more important than other aspects of ability because that is how our brain works.¹ The brain's working memory is very important because this process influences how students think and how they feel about themselves in social situations. For students to get better at speaking, they need to be around other people. Despite this, it is difficult for children in Indonesia to speak English as a second language. They have difficulty with the assignments given by their lecturers because they learn in an inappropriate way to practice speaking English. Therefore, it is very important for English teachers to find the best way to teach EFL speaking skills to make learning easier for all students.

People believe that one of the reasons why English as a Foreign Language (EFL) speaking practice at the college level in Indonesia is not working effectively is because there is not enough time. They have a maximum of two hours per week, or 28 hours per term, to devote to studying English. It is unfortunate that speaking does not receive nearly as much practice as other abilities such as reading, listening, and writing do. Practice is essential. It turned out to be one of the reasons why students of English as a foreign language aren't particularly successful at what they do. In contrast to what Nation and J Newton stated, which was that speaking practice ought to take up twenty-five percent of all study hours, this contradicts their statement.²

Whenever teachers make an effort to assist their children in speaking, they frequently encounter a variety of other challenges. The first problem that is brought up is related to anxiety. According to Richards and Rodgers, when students are expected to speak English without having any prior preparation, they typically experience feelings of anxiety.³ They are terrified of making errors as a result of this information. Additionally, they are concerned that the instructor will be critical of them, or that their buddies will make them appear to be unattractive.

The second problem is that students lose interest when the teacher picks a subject they don't know much about. In this case, students might not be able to say what they think because they don't know enough about the subject being talked about. Robert said that it is hard for students when their teachers ask them to answer questions in English because they don't know a lot of English words and often get confused when using language in situations where they need to communicate.⁴ The third problem is that a significant number of students in the class have limited English proficiency. A small number of the remaining pupils are at the advanced level, while the majority are at the

¹ Dave Willis, 'Conversational English: Teaching Spontaneity', *Second Language Learning and Teaching*, 14 (2015), 3–18 <https://doi.org/10.1007/978-3-642-38339-7_1>.

² I S P Nation and J Newton, *Teaching ESL/EFL Listening and Speaking*, 2009 <www.routledgeeducation.com>.

³ Jack C Richards and Theodore S Rodgers, *Approaches and Methods in Language Teaching*, 1986.

⁴ Robert. Carmen, *Spoken English : Flourish Your Language* (Abhishek, 2010).

intermediate level. These types of courses are prevalent in Indonesia. This is a tremendous issue, as each pupil may have limited opportunities to practice speaking English. This issue is exacerbated by the instructor's tendency to focus exclusively on the more articulate and intelligent students during class discussions. Therefore, students who perform averagely and do not fully comprehend the material will either remain silent or simply observe their peers who excel.

Based on the findings of several previous studies, increasing time allocation is not the main factor that determines whether or not students are successful in acquiring English as a Foreign Language speaking skills. To further increase success in mastering English as a Foreign Language, the use of strategies, class preparation, and repetition of activities may be helpful. To encourage fluency, it is usually more beneficial to provide opportunities for repetition of tasks as well as time planning information. Additionally, when instructors set communicative assignment deadlines, students will focus more on completing them. Students may focus more on the content of their speech due to time pressure, and they may place more importance on lexical resources than grammatical resources.⁵

Based on the difficulties that students have in speaking, there is a need for a lecturer to take a certain approach. Communicative language teaching (CLT) is a language learning approach that emphasizes the facilitation of interlanguage communication. According to Richards and Rodgers, conversation with other people is an important component of language acquisition. Furthermore, they argue that language functions as a medium of discourse and that every action is carried out with communication in mind.⁶ According to Savignon and Wang communicative language teaching (CLT) differs significantly from conventional approaches to language teaching, which emphasize students' formal understanding. The goal of CLT is to assist students in using language accurately in authentic contexts.⁷ Because of this, the researcher tried to use the Communicative Language Teaching method in English class to help students get better at talking to each other. Indonesian classrooms are full of students from different countries, speaking different native languages, having different personalities, and using different language strategies. This makes it hard for English teachers to come up with good ways for students to learn. Another thing that is thought to help people learn English and be successful is the use of language learning techniques. Based on this knowledge, an English teacher should be able to name some of the ways they help students learn languages and be able to do their job well in the classroom. If teachers are aware of how they learn languages, they might be able to create learning settings that use students' drive to learn to its fullest.

⁵ Mike, *Second Language Acquisition and Task-Based Language Teaching*, 2015; Peter Skehan, 'Task-Based Instruction', *Language Teaching*, 36.1 (2003), 1–14 <<https://doi.org/10.1017/S026144480200188X>>.

⁶ Richards and Rodgers.

⁷ Sandra J Savignon and Chaochang Wang, *Communicative Language Teaching in EFL Contexts: Learner Attitudes and Perceptions*, *IRAL*, 2003, XLI.

RESEARCH METHOD

Research design and procedure

The study employed a quasi-experimental methodology, namely a one-group pre and post-test design, with matched scores. The selection of this research design was based on the absence of control variables or the utilization of a single group as the subject. A pre-test was performed to assess the students' existing level of mastery, while a post-test was conducted to evaluate any potential differences in their speaking proficiency before and after the intervention.

Research Subject

For this study, we used a random sample of 60 secondary-level students to see whether CLT improved English as a foreign language (EFL) speaking skills. Their ages varied from eighteen to twenty-one years.

Table 1. Demographic Information on Participants

Condition	N	Level	Learning approach	Age coverage
Experimental Group	60	Intermediate	CLT	18-20

Data collection tools and procedures

data obtained from pre- and post-tests adapted from the standard IELTS Speaking section. The test is completed in twenty minutes. The conclusions obtained from the speaking proficiency assessment come from quantitative data. The experimental group received instructions on the speaking course framework and the concept of Communicative Language Teaching (CLT) at the initial meeting.

Through face-to-face learning, tasks gave students the freedom to work alone or with others. At the first meeting, the teacher went over the lesson plans and all the speech topics that the students would be working on in class. The students had to do work on fourteen different areas. Both ways of learning were used back and forth. The slow learners and high finishers were given a group work task so that they could work together. In this study, the oral talk was used as a group project. The individual task was given so that each student could work on their own part based on how well they understood it. As a way to learn, this method gave students a number of problems to discuss. This way of learning was hard because the teacher gave hints by asking questions about what they were talking about so that students who were having trouble keeping up could find it easier to say what they thought. All of the practices that each student did every week were used to track and evaluate their growth. in-class meeting. The teacher gave comments and input to their progress directly so that students would be motivated to improve their speaking mastery.

A post-test was provided to the experiment group 14 weeks following teaching. Results were analyzed using an independent test. Post-test used IELTS Speaking Section. Both pre- and post-test t-tests were done to address the study question. Care for each group was the independent variable, while writing scores were the dependent variable. The test was a roundtable discussion. Three components comprised the test. The teacher started by asking pupils simple personal questions about their daily lives. In Part 2, the teacher gave each pupil a subject card. They discussed it for two minutes. Each student had one minute to compose their major ideas. A major life event was the topic. Students must answer hint questions. They were on the third exam section after these questions. In Part 3, the teacher discussed their Part 2 response.

RESULT AND DICUSSION

The purpose of this study was to use a paired sample t-test, which compares the means of two samples in order to find statistical significance. In this study, a paired sample is one that contains both the original sample and additional data. It is crucial to run a one-sample Kolmogorov-Smirnov test to ensure normalcy before running a paired sample t-test, as shown in the table below.

Table 2. Test of Normality

		Pretest	Posttest
N		60	60
Normal Parameters ^a	Mean	31.8833	50.9500
	Std. Deviation	6.04248	1.80042E1
Most Extreme Differences	Absolute	.137	.082
	Positive	.104	.079
	Negative	-.137	-.082
Kolmogorov-Smirnov Z		1.061	.638
Asymp. Sig. (2-tailed)		.210	.810

The results of the test of normalcy show that the paired t-test satisfies the criteria and the data can be utilized for the t-test; the pre-test sig value is 0.210 and the post-test sig value is 0.810, both of which are greater than 0.05.

Table 3. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	31.8833	60	6.04248	.78008
	Post-test	50.9500	60	18.00417	2.32433

The output summarizes the pretest and post-test values from the two samples. The pretest learning outcome averaged 31.88, while the post-test value was 50.95. The pretest has poorer statistical quantification than the posttest. Interpretation of paired sample t-test findings.

Table 4. Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Posttest – Pretest	1.90667E1	18.43805	2.38034	14.30361	23.82972	8.010	59	.000

Paired sample t-test is the most significant aspect to test whether CLT improves English speaking skills. The research hypothesis is formulated as follows before statistical quantification is carried out; H_0 = The pre-test and post-test learning results have the same average value. This shows that CLT-based learning does not improve students' English speaking skills. H_a = The average pre-test and post-test learning outcomes are different. This shows that CLT learning improves students' English speaking skills. The paired sample t test shows sig. (2tailed) of $0.000 < 0.05$, rejecting H_0 and accepting H_a . The pre-test and post-test findings showed mean differences indicating that CLT improved students' English speaking abilities. Teaching EFL speaking with CLT-based learning strategies improves students' speaking test performance. We found that CLT-based learning training improved EFL speaking mastery.

This study examines whether Communicative Language Learning (CLT) influences post-secondary EFL speaking competence. Pre-test statistical calculations showed that students' EFL speaking abilities were low before therapy. This shows that many students lack adequate understanding, especially when they have to answer short questions simultaneously. There was a silence of two to five minutes, and some students were unable to say a word about their personal information. Long answers are required in part 2, but other quick questions require short answers. This segment proved difficult for students with low EFL speaking skills. Part 3 is the hardest.

This study recommends five CLT-based strategies to improve EFL speaking teaching on blended learning platforms (1). Before implementing CLT, EFL teachers must use the help of experts to use CLT (2). Learning classrooms can use context-based CLT tasks. However, teachers must consider the communication needs of the target language. (3) The use of actual conversation models in class can encourage students to practice English communication in real life. This activity can help EFL students speaking. Students can participate in class. Consider word stress and conversational pauses, teachers. Word emphasis, pauses, body language, and eye contact.

CONCLUSION

This study fills the gap in previous research by showing that learning combined with teaching methodology improves EFL speaking skills. This study found that Communicative Language Teaching (CLT) improves EFL speaking skills in higher education. CLT tactics that emphasize social communication skills help students learn to speak EFL. Students feel more engaged and motivated. Face-to-face activities. Communicative language teaching uses several speaking tasks to help students speak productively.

SUGGESTIONS AND RECOMMENDATIONS

The researcher acknowledges that this study is not yet flawless and proposes that future investigations integrate learning strategies, methods, and approaches for English proficiency with those of other skills.

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