

**THE IMPLEMENTATION OF CLT (COMMUNICATIVE LANGUAGE TEACHING) TO IMPROVE PUPILS' SPEAKING ABILITY****Abdul Rabbi Arrasul<sup>1</sup>, Nabilla H. Pole<sup>2</sup>**<sup>1</sup>PBI FKIP Universitas Muhammadiyah Luwuk, <sup>2</sup>PBI FKIP Universitas Muhammadiyah Luwuk  
Email: arrasulabdulrabbi@gmail.co.id<sup>1</sup>, billapole@gmail.com<sup>2</sup>**Abstrak**

Tujuan dari penelitian ini adalah untuk menentukan apakah menggunakan Pengajaran Bahasa Komunikatif dapat meningkatkan kemampuan berbicara siswa di Prateepsat Ismail Memorial School. Penelitian ini menggunakan penelitian eksperimental semu yang membutuhkan pre-test dan post-test untuk kedua kelompok. Populasi penelitian adalah siswa kelas 2/2 sebagai kelas ekperimental yang terdiri dari 36 siswa dan kelas 2/1 sebagai kelas kontrol yang terdiri dari 36 siswa. Dalam mengumpulkan data, peneliti menggunakan tes. Tes tersebut terdiri dari pretest dan posttest. Data dianalisis secara statistik. Setelah dianalisis, hasil t-hitung adalah 11.977. dengan derajat kebebasan 70 dan tingkat signifikansi 0.05, t-table adalah 1.666. Penelitian ini menggunakan tingkat signifikansi 0.05 karena penelitian ini memiliki ketelitian yang sedang dan data yang dipakai adalah data hasil pengamatan di lingkungan yang berhubungan dengan social, manusia, dan lain-lain. Oleh karena itu hasil t-counted lebih tinggi dari t-table. Artinya, hipotesa dari penelitian ini dapat diterima. Hasil penelitian menunjukkan bahwa ada pengaruh yang signifikan dalam menggunakan Pengajaran Bahasa Komunikatif untuk meningkatkan kemampuan berbicara siswa di kelas dua Prateepsat Ismail Memorial School, Thailand.

**Kata kunci:** Implementasi, Berbicara, Meningkatkan, Pengajaran Bahasa Komunikatif.

**Abstract**

The purpose of this research was to determine whether using CLT (Communicative Language Teaching) can improve pupils' speaking ability at Prateepsat Ismail Memorial School or not. This research used a quasi-experimental research that required a pre-test and a post-test for both groups. The research population was pupils in grade 2, where class 2/2 as an experimental class consisting of 36 pupils and class 2/1 as a control class consisting of 36 pupils. In collecting data, researchers used test. The test consisted of a pre-test and post-test. Data were analysed statistically. After being analysed, the result of t-counted was 11,977 with 70 degrees of freedom and a significance level of 0,05, the table is 1,666. This research used a significance level of 0,05 because it has moderate accuracy. Therefore, the result of t-counted is higher than t-table. It means that the hypothesis of this research is accepted. In conclusion, there was a significant effect in using CLT (Communicative Language Teaching) to improve pupils' speaking ability of the second grade at Prateepsat Ismail Memorial School, Thailand.

**Keywords:** Implementation, Speaking, Improving, Communicative Language Teaching

## **Introduction**

Speaking is kind of either productive or active skill. It is one of communication tools that must be achieved, even though all four skills are equally important. It means, being able to communicate efficiently is the goal of speaking in the context.

In Thailand, English is a foreign language. Therefore, it is still difficult for them to communicate with each other using English. The students in Thailand should be able to communicate with each other through English. Unfortunately, in the real teaching and learning process of speaking in several schools in Thailand, a lot of students have difficulties in their speaking especially in Prateepsat Ismail Memorial School (PIMS).

Prateepsat Ismail Memorial School (PIMS) is private Islamic school located at Tha Sala district, Nakhon Sri tammarat province, Thailand. The school offers Islamic integrated classes students from kindergarten until primary school. PIMS is part of the “Prateepsana School Network” run by Pitsuwan family. PIMS accepts foreign teachers from Philippines and intern teachers from Indonesia to teach English subject.

PIMS is very concerned with the pupils be able to speak English, but based on the observation that the researcher did, the researcher found several problems in the teaching and learning speaking class at Prateepsat Ismail Memorial School.

There were two speaking problems found in PIMS. First is the pupils often difficulties in pronouncing words of English by make some mistakes. Besides, they have inadequate ability in mastering the English vocabulary. In teaching English, teacher should explain or deliver the material to the students using English during learning process. Unfortunately, in the real teaching of speaking in Prateepsat Ismail Memorial School, some English teachers teach using Thai language which makes pupils not accustomed to interacting using English in class.

Second problem is related to the teaching and learning process. In normal, teaching and learning process of English, it really deals with classroom activities interaction and language practice. It also deals with the appropriate method or teaching technique, media, and the materials of speaking and of course the various and innovative activities during the lesson seemed helpful for the student, but what happened in PIMS was different. The pupils felt bored with the same activities given by the teacher.

Communicative Language Teaching (CLT) is the solution of the stated problems. Since communicative competence as target language is the purpose the students learning, CLT is a good approach to be applied in the learning process. The main technique of CLT is to make students use the target language with interesting activities such games or role-play to find the goal of communicative of curriculum. In addition, communicative language activities can be used to teach new things and practice the form of language to support the improvement of students’ language, not just make learning fun in the form of games.

## **Definition of Speaking**

Speaking is an activity of producing word or sentences orally. There are some definitions of speaking according to experts. Chaney (1998) argues that the process of building and sharing meaning through the use verbal and non-verbal symbols in a variety context is speaking.

Mackey, et all (2007:13) defines “speaking as oral expression that involves not only the use of right patterns of rhythm and intonation but also that of right words order to convey the right meaning”. In addition, Harmer (2007) states that speaking is the way for people to create social relationship as human being, it is a skill which becomes the important part of daily life.

### **Plural of Speaking Skills**

There are some aspects of speaking skill to know the students be able to speak well. Brown (2001) states that pronunciation, vocabulary, fluency, accent, and grammar are some aspects of speaking that should be mastered in order to be able to speak well. As a complex, there are three main aspects in the speaking as follows:

#### 1) Pronunciation

Pronunciation is the way to produce clearer language when students are speaking. It means when the students have a good pronunciation they can communicate effectively. Harmer (2001) provides that more issues related to pronunciation such as pitch, intonation, individual sounds, sounds and spelling, and stress.

#### 2) Grammar

Harmer (2001) provides that the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. From the statement above can be concluded that the function of grammar is to arrange the correct meaning based on the context. In addition, it is used to avoid misunderstanding in each communicator. Critical comprehension

#### 3) Vocabulary

The most important thing in a language especially in speaking is vocabulary. Furthermore, if we know many vocabularies it can be easier to express our ideas, feeling and thoughts both in oral or written form. Turk (2003) stated that in spoken language, the vocabulary tends to be familiar and every day. It means the vocabulary must be very used in everyday conversation in order to understand the spoken discourse.

#### 4) Fluency

Fluency is ability to speak communicatively, fluently, and accurately. If the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption in teaching and learning process.

#### 5) Accent

The accent of each other is different in the language because everyone has differences in language depending on the culture they have. Roach (2009) says that there is no speaker who can be taken to represent a particular accent or dialect in this world.

### **Principles of Teaching Speaking**

There are number of practical principles in teaching speaking. Brown (2001) stated that proposes seven principles in designing teaching speaking to help teachers to conduct the speaking class.

1. From the language based focus on accuracy to message based focus on interaction, meaning and fluency are techniques used that cover the range of learners needs. To help students to obtain and apply material that must be studied, the teacher required to use techniques and give task to them. In addition, the teacher must make learning process enjoyable so the students do not get bored.
2. Provide interesting learning techniques. Teacher must be able to make students interested in existing learning through techniques that teacher do so it can help students improve their knowledge.
3. Encourage the use of language in a meaningful context. It means that the teacher must be able to design the material more creatively so the students not feel boring with the same activity.
4. Giving appropriate feedback and correction. The feedback can be found in outside of the class, even though mostly from the teacher.
5. Both of speaking and listening should be used. Speaking and listening are related. It means, when the teacher teaching speaking skill, she must include listening skill.

6. Opportunities to communicate must be given to students. Teachers must stimulate students to have conversations, give a topic, give some questions, control the conversation, and change the topic.
7. Speaking development strategies must be encouraged. To help students achieve their oral communication goals, teacher must develop her strategies.

### **CLT (Communicative Language Teaching)**

Communicative Language Teaching (CLT) has been popular and a lot of attention on discussion in the literature and practice in the classroom and it becomes the mainstream in contemporary methodology for ESL/EFL learning. Harmer (2001) says that communicative language teaching as set beliefs which include not only a re-examination of what aspects of language to teach but a shift in emphasis in how to teach. In other word, both of what to teach which concerns to the use of language form takes important part in communicative language teaching.

From the definitions above, communicative language teaching makes student more active in developing their abilities, because the goal is to emphasize the ability of communicative achievement.

### **Characteristics of CLT (Communicative Language Teaching)**

CLT has been widely spread and popular in the language learning both in second and foreign language. Brown (1994) says that it produces a radical change of traditional structured teaching methods. In applying CLT, the teacher is a giver and student is a receiver of knowledge. CLT can also make teachers and students have a good relationship.

CLT leads learners to different roles from traditional approach and emphasizes the process of communicative. In learning process of CLT, teacher will facilitate the facilities. Larsen-Freeman (2000) says that the teacher is also a co-communicator who engages in communicative activities with the students.

CLT pays less attention to the overt presentation of grammar rather than emphasizing the explicit explanation of grammatical rules, (Brown, 2007).

### **Hypothesis**

The alternative hypothesis of this research is, there is a significant effect in using Communicative Language Teaching (CLT) to improve pupils' speaking ability at Prateepsat Ismail Memorial School.

Then null hypothesis, there is no significant effect in using Communicative Language Teaching (CLT) to improve pupils' speaking ability at Prateepsat Ismail Memorial School.

### **Resaerch Method**

This research design is quasi-experimental design. According to Muijs (2004:27) quasi-experimental research is especially suited to looking at the effects of an educational invention, such as a school improvement program, a project to improve a specific element.

### **Population and Sample**

The population of this research was second grade pupils at Prateepsat Ismail Memorial School which consisted of two classes and to obtain the sample of this research, control and experiment classes are choosen based on the available classes of the grade pupils at Prateepsat Ismail Memorial School. Class VII A was as the experimental class, while class VII B was as the control class.

### **Variables of the Research**

There are two variables in this research, dependent variable and independent variable. The dependent variable represents the effect, while the independent variable represents the cause. In this research, pupils' speaking ability was the dependent variable, while the independent variable was CLT.

### **Instrument of Data Collection**

The instrument of this research is a test. According to Richards and Schmidt (2002: 546) a test is defined as any procedure for measuring ability, knowledge, or performance. The test used was divided into two. They were pre-test and post-test.

### **Experimental Procedures**

1. The pre-test was conducted to both of the class, experimental class, and control class, in order to know pupils' speaking ability.
2. Treatment (CLT) was applied to experimental class and control class was not.
3. Posttest was applied to know the improvement of pupils' speaking ability.

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### Data Analysis Technique

This research is focus on the pupils' speaking improvement. So, a test was used to collect the data from pupils.

To continue the discussion about process of data collection, the data were gained through pretest and posttest, and were analyzed by using a formula. The individual score by using simple formula purposed by Sugiyono (2013):

$$\sum = \frac{x}{n} \times 100$$

After getting the individual score from the pretest, the data then were collected in a table. The data then were counted to find the mean score from each group. Mean or average is the sum of all the values in a distribution divided by the number of cases. The mean scores both in the experimental and control class were computed by using a formula proposed by Sugiyono (2013):

$$\bar{x}_1 = \frac{\sum x_1}{n_1}$$

$$\bar{x}_2 = \frac{\sum x_2}{n_2}$$

Then, the variance of each group was computed. The average squared deviation or variance of each group was important to be calculated because it was used later in counting the t-test. If the standard deviation of a normal distribution was known, it was possible to compute the percented rank of the data. Sugiyono (2011:276) proposed the formula in counting the variance for each sample group which can be looked at bellows:

$$S_x^2 = \frac{n \cdot \sum X^2 - (\sum X)^2}{n(n-1)}$$

The last, the t-test was computed in order to analyze the significance difference between the experimental group and the control group. The analysis of independent data sample the t-test was used to measure whether there was a positive influence in students' learning outcomes in experimental group after giving treatment or not.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

## Data Presentation

### Research Finding

In the following table, the mean score of pre-test and post-test data from both classes are listed with the summary of mean deviation and variance. Here is the interpretation of the table:

Sample	N	Mean Score of Pre-test	Mean Score of Post-test	Mean Deviation	Variance	df	Sig. Level	T
Experimental	36	47.22	61.11	13.89	110.15			
Control	36	40.56	41.67	1.11	21.58			
Equal Variances Assumed						70	0.05 (1.666)	11.977

The above table represents the summary of statistic data. The mean score of pre-test from both classes are quite similar. After the treatment is conducted in experimental class, the mean score of the pre-test is highly improved. It can be seen in the mean deviation score of experimental class which is 13.89. to test the hypothesis and to make sure the significance different from the data obtained, the analysis used was independent sample t-test with degree of freedom 70 or equal to 1.666 in probability 0.05. the result of data computation t-counted is 11.977. it was greater than t-table (df= 70, 1.666). The result indicates that there is an effect of CLT to improve pupils' speaking ability of second grade at Prateepsat Ismail Memorial School. Therefore, the alternative hypothesis (Ha) in this research is accepted, while the null hypothesis (Ho) is rejected.

### **Discussion**

Based on the finding of the research, it can be seen that the pupils who were taught by using Communicative Language Teaching has significance improvement in their speaking ability. The result of this research also requires the comparison between the experimental and control class. It can be seen that the experimental classes' prior knowledge is almost similar in the pre-test. It corresponds to the result of the both class, the experimental class mean score in pre-test is 47.22 while the control class is 40.56. It means, there is no significant difference between the two classes before conducting the treatment.

After giving the pre-test, Communicative Language Teaching was applied in experimental class. This strategy worked as expected. It is proven by the range score that the experimental class obtained from 47.22 in the pre-test to 61.11 in the post-test. It indicates that Communicative Language Teaching can improve pupils' speaking ability. The pupils can speak each other confidently with good pronunciation, interested to learn English because more fun and there some activity, and made the teachers followed the technique because they saw this technique made the pupils interested in learning process.

Both classes' improvement was not significantly different in pre-test, but after applying the treatment, it can be seen that there were significant different improvements between the pupils who were taught by applying Communicative Language Teaching than those who were taught by no special treatment. Based on the result of post-test of the experimental class compared to the control class in which the t-counted was 11.977 while the t-table for degree of freedom 70 and the level of significance = 0.05 was 1.666. So, t-counted is greater than t-table. It means that  $H_0$  rejected  $H_a$  accepted. The result indicates that there is a significant effect in using Communicative Language Teaching to improve pupils' speaking ability at second grade of Pratepsat Ismail Memorial School.

### **Conclusion**

Based on the discussion in the previous chapter, the researcher concluded the research result. There is a significant effect in using Communicative Language Teaching to improve pupils' speaking ability.

It is supported by the score achieved by the pupils who got higher scores after the researcher gave the treatment by using Communicative Language Teaching.

### **Suggestions**

It is suggested that the English teachers should be more creative and innovative to select the teaching strategy to deliver their material. They could find a good instructional media to get their pupils' interest in learning English, especially in speaking ability.

To the further researcher, particularly those who have the same problem and interested in conducting research, it is suggested that this study can be a reference. Hopefully, there will be any further research of how to complete this technique.

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