

**THE USE OF COMMUNICATIVE LANGUAGE TEACHING APPROACH
TO IMPROVE STUDENT SPEAKING SKILL**

Undergraduate Thesis

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ART EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

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ABSTRACT

THE USE OF COMMUNICATIVE LANGUAGE TEACHING APPROACH TO IMPROVE STUDENT SPEAKING SKILLS

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The objectives of this research were to explore whether there was a statistically significant improvement of students' speaking skills after the students were taught using Communicative Language Teaching Approach. This research was conducted at SMAN 3 Kotabumi, involving 35 second-grade students by employing quantitative research with oral tests in the form of pre-test and post-test for the data collection.

The results showed that Communicative Language Teaching approach could statistically improve students' speaking ability with a significant level of 0.05, with fluency and vocabulary as the most improved speaking component compared to others; grammar, pronunciation, and comprehension.

This finding indicates it is proven that Communicative Language Teaching approach can improve the speaking skills among the students in the second grade of Senior High School.

Keywords: communicative language teaching, speaking, fluency, improvement.

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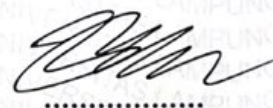
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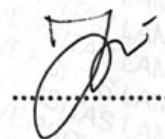
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan, saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Yang membuat pernyataan,



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CURRICULUM VITAE

Safira Riskia was born in Kotabumi on June 16th , 1999. She is the last child in her family, with one older brother and two older sisters.

She began her very first education at TK Department Agama (DEPAG), after that, she continued her study at SD Islam Ibnurusyd and graduated in 2011. Then, she carried on her study at SMPN 7 Kotabumi and finished in 2014. Then, in 2015 she pursued her study at SMAN 2 Bandar Lampung and graduated in 2017.

During her education, she then realized that she had a big attachment to learning English as she joined several English competitions. In the year of 2018, she continues her study in the English Education Study Program of the Teacher Training and Education Faculty at Lampung University.

She hopes that she can always improve herself and be meaningful to her surroundings and to the society.

DEDICATION

This script is dedicated to the future of Indonesia education, to all the amazing teachers that still committed themselves to educate the youth of Indonesia, to all the researchers who devoted their time to seek for better solutions at times, and to the bright future ahead that awaits this nation.

MOTTO

“You don’t have to be great to start, but you have to start to be great”

-Zig Ziglar-

*“You’re scared to take a 4-year course because you’re 28 years old, and by the time
you finish, you’ll be 32.*

Whether you take the course or not, in four years’ time, you’ll still be 32.

So why not be 32 and doing something you love?”

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Finally, the author hopes that this work will be beneficial to the readers and will be a helpful reference for further researchers who want to conduct similar research.

Bandar Lampung, August 2022

The Author,

Safira Riskia

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CHAPTER 1

INTRODUCTION

1.1 Background

English can be said as the language of the world, which means that English is one of the main tools we use to communicate with people around the world regardless of their culture, countries, and native language. People coming from different backgrounds and cultures can communicate with each other by having English as a bridge for them, as English has become the most widely spoken language in the world by being spoken in 110 countries. As the language that unites people, being able to master English is one of the needed criteria in any field now. The main skills that cover English are; reading, listening, writing, and speaking. These four skills have their own important role in acquiring this language. Speaking skill is one of the most highlighted skills since it became the measurement of how a person can be generalized on their performance in communicating with the English language. Looking back at its definition, according to Chaney (1998:3), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking is a crucial part of second language learning and teaching.

Based on the terms of the English language seen in a communicative manner, speaking skill is one of the most crucial skills to be mastered by those who learn this language because of the fact that by being able to speak English, we can communicate with people across the world and share out the thought. According to Brown and Yule (1983), Speaking is the skill that the students will be judged upon most in real-life situations. Indeed, it is one of the earlier aspects to rate someone's communication skills. Therefore, speaking skills in English learning is one of the important aspects seen in the perspective of language in communicative objectives.

“Speaking is one of the most difficult skills language learners have to face, (Bueno, Madrid, and McLaren, 2005, p.321). Many experts argue about the difficulty level of each skill in language learning, and many also include speaking as one of the most difficult skills; even the learners whose already learned the language for so many years still find it difficult to speak in real-time situations when it is demanded. In the context of foreign language learning, there is a problem that teachers have been aware of for a long time—the student who is structurally competent but who cannot communicate appropriately.

According to EF English Proficiency Index (EF EPI 2021), research conducted by English First, Indonesia's English Proficiency is at the level of 80 out of 112 countries, which can be categorized in the low index. This research has the recommendation to start teaching English using a communicative methodology, proofing that right now, the common problem of teaching English is that the students still don't have enough opportunities to use the language.

The speaking problem has been a major issue for students in Indonesia. A mini pre-research has been conducted to see students' difficulties in learning English. This mini-research is conducted on June 2021 with 60 respondents coming from University students of Universitas Lampung varied in Major and Semester. The result of this research is that 43 students feel that the most difficult skill is the productive skill (23 answered writing, and 20 answered speaking). This research also asks about the reason why students choose that answer, most of the respondents answer that they lack of self-confidence to speak English, are nervous about speaking English, have less experience and practice, are afraid of making grammar and vocabulary mistakes, and others. It can be concluded that the students in Indonesia don't have enough opportunities to use English in their daily life, which results in their difficulties in producing the language. Besides this pre-research data, previous research has also been conducted regarding this matter.

Previous research about speaking problems based on (Haidara: 2016), which researched factors affecting students' English speaking skills, covers up the inner problem that the students face -- insecurity. Most of the students don't have the courage to use the language with the problems of fear of making mistakes, feeling shy, feeling hesitant, and lack of confidence in speaking English. This typical problem can be found in most of the English classes in Indonesia, proving that most of the students face the same difficulties. This should raise a question about how to change students' mindset about learning English only to pass the written exam and give them more chances to use the language in order to make them accustomed to it and wipe off their insecurities.

The problem of how students are structurally competent but not communicative in a real-life situation leads to the search for a perfect approach to shape the student to be more effectively communicative. The approach that then became popular for this matter soon became called Communicative Language Teaching (CLT). CLT can be described as a learner-centered approach to second language teaching, which is primarily meaning-based and includes attention to both fluency and accuracy, in which the goal of language teaching is to develop communicative competence.

Learning activities in CLT focus on real oral communication with a variety of languages without too focusing on the form of grammatical patterns if distinguished from non-communicative activities, which only focus on how to construct the sentences based on terms of grammatical during the learning process of English. (Harmer, 1998, p. 85)

In terms of getting the ultimate goal of language learning -- to develop communicative competence, CLT can be one of the effective approach to be applied. Using CLT as a teaching approach enables the students to actually use the language to learn about it rather than learn to use the language. CLT can build the classroom as a safe place for the students to do trial and error and explore new experiences. The students are expected to build their confidence by using the language, so they will be accustomed to communicating with the language. The ultimate reason for choosing CLT as the approach of learning is in the hope that it will change the mindset of the learners that they study English to pass the exam but to actually study English to communicate with the whole world.

Previous studies have recently been undertaken on the effect of Communicative Language Teaching (CLT) on the improvement of student speaking skills, including by Efrizal (2012) who researched the students from Islamic Boarding School in Bengkulu as the subject, he has 25 students as the subject and using Classroom Action Research as the method. After going through the cycles of CLT implementation, he found that CLT can improve student speaking skills from the data of the pre-test and each cycle assessment that shows a gradual improvement.

A similar study has also been undertaken by Yang (2014), where he observed the effect of speaking fluency with the implementation of CLT in a high school in China. Yang observed the effectiveness of CLT from the teacher and student point of view, which resulted in unique output. The result of the research indicates that both the EFL teachers and learners are taken into account for the effectiveness and achievement of fluency development in speaking. Findings in data and factor analysis suggest that the EFL teachers should draw attention to relevant pedagogical implications, and the EFL learners are strongly encouraged to put effort into learning strategies. In conclusion, the effectiveness of CLT can be obtained within a collaborative learning environment with long-term effort, patience, and monitoring in class.

Besides that, Fu'adiyah (2021) has also done similar research where she observed the effect of CLT on SMA IT Bangkinang, Riau to student speaking ability. Her research showed that after the treatment, the mean score of the students pre-test and post-test were significantly increased before and after CLT implementation.

Based on the data mentioned above, the researcher believes that CLT can affect student communication skills and wants to grow the value of English to be seen more in a communicative matter in school rather than only to pass the written exam. Therefore, the researcher is interested in the topic of the use of Communicative Language Teaching in improving students' English speaking skills.

1.2 Identification of Problem

Concerning the background mentioned above, several problems can be identified:

1. Students who are structurally competent but cannot communicate appropriately in real-life situations,
2. In the learning process, the students don't have much chance to use the language, the limitation of the teaching technique that the teacher use,
3. Teachers who focus on teaching the structure of the language instead of giving the chance to try to use the language,
4. The mindset of learning English to pass the exam and not as the tools to communicate properly with the world.

1.3 Limitations of the Problem

With the identification of the problem mentioned above, the focus of this research is to implement the Communicative Language Teaching approach to improve student speaking skills. This decision was taken by observing this technique and how it can contribute to improving student speaking skills. The researcher believes that by using this technique, the chance for students to actually use the

language in real-life situations will be higher and that they will be accustomed to using the language, which will affect their speaking skills.

1.4. The Formulation of Problem

Based on the limitation stated, the researcher comes up with the research question as follows:

1. Is there a statistically significant improvement in student English speaking skills after the students are taught through the Communicative Language Teaching approach?

1.5 Objectives of The Research

With the formulation of the problem being stated, this research has the objectives as follows:

1. To find out whether the Communicative Language Teaching approach can improve students speaking skills

1.6 Significances of The Research

This research is expected to be beneficial in terms of theoretical knowledge and practical application, which delivers as follows

1. Theoretically: The results of this research are expected to support the theories dealing with the CLT approach and the improvement of student speaking skills. In the hope, that the researcher wish can give a contribution to theoretical knowledge of the topic.

2. Practically: The results of this research are expected to give information to English teachers, especially on the implementation of Communicative Language Teaching. It is also expected to encourage the students to start learning English by using the language and focusing more on the communicative goals of the language.

1.7 Definition of the Terms

For a better understanding of the study, the following terms are defined in the context of this research.

1. Communicative Language Teaching: refers to an approach of teaching which focuses on communicative competence and activities (information gap, opinion sharing, information transfer, reasoning-gap, group work, etc) rather than written-based activities. It has the goal of achieving communicative competence.
2. Improve: refers to the increasing or advancing one skill based on the deviation of pre-test done before the treatment and post-test done after the treatment.
3. Speaking skill: refers to the oral expression of an interactive process of constructing meaning. It covers students' ability to orally communicate their ideas, including giving information, asking questions, and daily life communication skills.

CHAPTER II

LITERATURE REVIEW

2.1. Nature of English Speaking Skill

a. Definition of English speaking skill

Speaking skill is one of the four primary language learning skills that include speaking, writing, listening, and reading. Based on the definition from experts, speaking is defined by Mackey (1967) as an oral expression that involves not only the use of the right patterns of rhythm and intonation but also the right order to convey the right meaning. By this definition, speaking can be looked at as a tool to communicate to others by delivering out thoughts. While Burkart (1998:11) says that speaking is an activity that involves the areas of knowledge, such as the mechanics (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the right pronunciation. By this definition, each and every element build each other up in speaking skill.

Based on the above explanation, it can be concluded that speaking is an oral expression of an interactive process of constructing meaning which involves phonological and grammatical systems and requires the ability to cooperate in the management of speaking turn in order to give information and ideas.

b. The component of English speaking skill

Speaking is a productive skill in accordance with writing which means that in these two skills, people need to use the language to produce a message through oral or written form. In order to produce and deliver a message, according to Harris (1973), there are five components that cover up speaking skills in English that should be possessed in order to maximally achieve its target, which are:

1. Comprehension: Comprehension is the ability to perceive and process the information which about to be get and given in the communication activities. According to Cohen (2005:51), comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks. In conclusion, comprehension refers to how the subject understands the topic being discussed and uses it to avoid misunderstanding within the communication.
2. Grammar: Grammar is the ability to construct correct and appropriate sentences according to the existing rules. According to Batko (2004:24), grammar refers to the fundamental principles and structure of the language including clear and correct sentence construction and the proper forms of words. The function of the grammar aspect in speaking skills is as the tool to unite the same rules applied for all subjects in order to arrange correct meaning sentences based on the context which results in minimalizing misunderstanding.

3. **Vocabulary:** The vocabulary aspect of speaking skills refers to skills to use appropriate diction to express ideas, feelings, or thoughts. This aspect should cover the subject understanding of vocabulary meaning and its function which used in the context. This aspect can also determine language mastery by looking at the variation of the diction used.
4. **Pronunciation:** Pronunciation refers to the ability of the speaker to produce clear and understandable sounds in speaking. To define how pronunciation works, a graphic representation of the way words are spoken is widely used called a phonetic symbol. The subskills of pronunciation include words and sentence stress, intonation, rhythm, and the use of the individual sounds of a language.
5. **Fluency:** Fluency refers to the ability to speak communicatively, accurately, and fluently. It is widely known as the ability to speak spontaneously without much interference, pauses, and errors.

The goals of each aspect of speaking are united into one -- to have effective communication by avoiding miscommunication.

c. The assessment of English speaking skills

According to Erwin (1991) Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using the information to increase students' learning and development. Assessment is important since it will be the basic foundation for analyzing what aspect should be the main priority to improve the skill.

As speaking is an oral activity that includes information transfers and communication, it is important to assess student speaking skills with an oral assessment. The importance of having an oral assessment is the feedback given so that the students will understand their current state of performance and the things they need to improve. However, assessing speaking skills is another challenge that needs to be faced because there is no exact standard and equality of how different assessors give scores to the same students. In order to minimize this error, it is necessary to have a scoring system that indicates a detailed explanation of each category and number.

The scoring system in this research will be based on Brown's (2001) scoring categories which consist of 6 components which are; grammar, vocabulary, comprehension, fluency, pronunciation, and task. Each component of speaking assessment has its own focus to assess, however, this research will be adjusted by using 5 components of speaking skills only and not including the task component because both task and comprehension has similar subcomponent to assess and has the same objective which is to assess students understanding towards the topic. Every 5 components will have 5 scores that indicates the mastery level of the students with detailed categorization on each score.

d. Communicative Competence

This research will be focusing on the use of speaking skills in communicative competence of the language function. Communicative competence is the ability to understand and use the language appropriately to communicate in authentic social environments rather than simulated.

Communicative competence is widely accepted as the goal of language education as this competence covers the language learning skills with the end goal to ensure that the students can interact and develop their communication based on the learning. Canale & Swain (1980) defined communicative competence as follows:

1. Grammatical / Linguistic Competence

The ability to create grammatically correct utterances, focusing on the understanding of vocabulary, language conventions (grammar, punctuation, and spelling), and syntax (sentence structure).

2. Sociolinguistic Competence

The ability to produce sociolinguistically appropriate utterances, focusing on the awareness of social rules of language (formality, politeness, directness), nonverbal behaviors, and cultural references.

3. Discourse Competence

The ability to produce coherence and cohesive utterances, focusing on how the ideas are connected through patterns of organization and cohesive and transitional devices.

4. Strategic Competence

The ability to solve communication problems as they arise, focusing on the use of techniques to overcome language barriers, plan and assess the effectiveness of communication, achieve conversational fluency, and modify text for audiences on purpose.

These four communicative competencies can become the definition of success in language teaching activities, especially in CLT approach application.

2.2. Theory of Communicative Language Teaching

Communicative Language Teaching (CLT) is an approach to teaching language that started in the 1970s. CLT has served as a significant source of influence on language teaching practice worldwide from the beginning of its occurrence. Looking at its long history, by its definition, CLT has been defined by many writers. Richards, et al. in the Dictionary of Language Teaching and Applied Linguistics defined CLT as an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence (1992: 65). Other authors in the field have defined and characterized CLT in various ways, including Littlewood (1981:1) that explains one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view.

By its characteristics, CLT can be defined as a primarily meaning-based, learner-centered approach to second language teaching where fluency is given more priority over accuracy. The emphasis is on the comprehension and production of messages, not the teaching or correction of language form. There are still many misconceptions about CLT; many think CLT focuses only on the functional and forgets the structural aspect. Those misconceptions can't be blamed ever since CLT has been developing through so many stages.

CLT can be said in the current context, to focus on functional and communicative manner, but that does not necessarily mean that it did not focus on grammatical and structural aspects at all. The thing that can differ CLT from other approaches is how the CLT approach delivers the grammatical aspect. In the implementation, rather than giving out a clear definition and formula for the grammar, CLT let the student use the language to observe the grammar.

The success of the implementation of CLT in the teaching and learning process will depend on both teacher and student roles. The role of the teacher in conducting the CLT approach for the classroom can be defined as three main roles, which are:

1. Needs Analyst: The teacher is responsible for determining and responding to students' language needs and individual motivations in learning the language. The result of this analysis then can become the tools to plan instructions and activities that fit the needs
2. Counselor: As a counselor, the teacher needs to ensure the effectiveness of the activities by maximizing speaker intention and hearer interpretation through the use of confirmation, paraphrasing, and feedback
3. Group Process Manager: In CLT, it is important for the teacher to minimize teacher-centered classroom management, therefore the activities should be focusing more on the students by having more student-centered activities which involved them to be the main subject.

The role of the students will also be the defining factor on the success of the learning process as much as the role of the teacher. The students will play a major role for themselves to be involved in the learning process and the object of the learning. The implication of CLT is that the students will gain as much as they give into the activities and it goes in an independent way. Therefore, the students are expected to interact primarily with each other rather than with the teacher, they are also expected to give and gain information.

The long history of CLT and its implementation has contributed to the conclusion of its advantages and disadvantages. The advantage of CLT is that it is a learner-centered approach in which the students will gain more opportunities to use the language and to achieve the communicative objectives in language learning. The learning process of CLT is a creative concept in which the students will learn from their own trial and error, and will result in a meaningful context for them to learn the language. According to Geyser (2008), one of the main advantages of CLT is that the teacher can integrate all four skills of the language into a curriculum, and even into one lesson, rather than relying solely on activities designed to develop speaking proficiency.

However, the disadvantage of CLT from the teacher's point of view is that there are still many misconceptions about CLT, and the time needed to conduct a CLT classroom is considered time-consuming rather than the traditional approach because, in this approach, the students will spend most of their time in using the language and learn from it.

While from the student's point of view, the implementation of CLT in a very diverse classroom might not show a decent result. As the students who already mastered the language will not be 'challenged' and the students who have lack knowledge will feel 'left behind' and will not show contribution. It is a challenge for the teacher when implementing CLT in diverse classrooms to make sure the activities are applicable to different types of learners.

CLT as an approach of teaching emphasizes more in the terms of communication manner. Howatt (1984) distinguishes CLT based on two terms of "strong" and "weak" versions of CLT.

2.2.1. Strong Version of Communicative Language Teaching

The strong version of CLT defined by Howatt (1984) is the approach in which the language is acquired through communication, it can be said as "using the language to learn it" and focusing on stimulating the development of the language system. The types of activities in the strong version of CLT did not include the teaching of language forms, so it requires the students to try to communicate and get the guidance and learn through trying.

The strong version of CLT in which the learners generate their own language might have its own challenge in the implementation. The strong version of CLT has been seen as the approach which will result in a '*sink or swim*' situation for the students. There are two situations that might happen after the completion of the strong version of CLT. The first situation is when it is done correctly with the proper knowledge from the students, it will show great results as the students will generate their own language by themselves in which the student will *swim*.

But the other situation is when the students don't have proper basic knowledge and understanding about the language and is forced to use it, the outcome of the learning could not be achieved and therefore it is a *sink* situation. The implementation of the strong version of CLT needs to be assessed based on the situation of the students and the possible problems and solutions in order for it to be successful.

2.2.2. Weak Version of Communicative Language Teaching

The weak version of CLT defined by Howatt focuses on the importance of providing learners with opportunities to use the language for communicative purposes, it can be said as "learning to use the language". The types of activities in the weak version of CLT include all types of teaching and not limiting as the strong version is as long as the goal of CLT keeps maintained.

In a country in which English serves as a foreign language, the use of the weak version of CLT should be enough as the starting point of communicative learning. As the strong version of CLT seems to be hard to implement in non-native English-speaking countries. Therefore, this research will have the weak version of CLT as the method.

During the implementation of the weak version of CLT, it is expected that the students make mistakes. Language errors are tolerated and seen as the outcome of the learning process. As this research will focus on the implementation of the weak version, the three stages of the weak version of CLT according to Pattison (1987) below will be implemented during the teaching and learning activities in the lesson plan.

First Stage: this stage focus on letting the learner try out the language.

This activity will enable the teacher to ensure how far the student understands and use the minimum language necessary to function successfully.

During this stage, the activities included in the silent period in which the students will have the time to take on the new language and will contain the activities of teacher's explanation and videos watching activities about certain topics to let the student get used to the language.

Second Stage: In this stage, the learner will continue to practice and get help and guidance. But this stage will still be dominated by the communication between the learners. Most errors will be expected from the 1st and 2nd stages.

During the second stage, the activities are reflected through the repetition period, which includes most of the activities in the meeting such as communicating with other students, solving problems, group discussion, debate, and many more.

Third Stage: The last stage will focus on the independent practice for the learners with minimum constant help from the teacher.

In the third stage, the activities can be obtained through the meaningful context period in which it is expected that the student understands the essence of the learning on that day. The activities that defined meaningful context in this research are the connection between what the student has learned to the real situation of how to use it in a real-life context.

The types of activities that this research conducted are based on social interaction activities, which emphasize both social and functional aspects of communication which are reflected in the activities that this research has. To summarize, the lesson plan that this research has is based on the weak version of CLT, and the activities are based on social interaction activities.

2.3. Theoretical Assumptions

The research question in this research focuses more on the statistical proof of students speaking improvement. Similar research has been undergone to prove this assumption using the same approach, with the result on; most students face difficulties in performing English speaking skills due to the factor of not having enough opportunities to learn by using the language. This factor then contributed to the presumed effect of the low level of English speaking skills among Indonesian students. Understanding the background of reason on the problem, to giving the solutions based on the why it happens, will change this condition.

2.4. Hypothesis

Based on the theoretical assumptions stated before, the researcher draw the hypothesis of the research as:

Ho : There is no statistically significant improvement of student English speaking skill after being taught by Communicative Language Teaching approach

H1 : There is a statistically significant improvement of student English speaking skill after being taught by Communicative Language Teaching approach

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This research is quantitative research. According to Aliaga and Gunderson (2002), quantitative research is an inquiry into a social problem and explains phenomena by gathering numerical data that are analyzed using mathematically based methods e.g. in particular statistics. The aim of this research is to improve student speaking ability by using the Communicative Language Teaching approach (CLT) and to analyze or investigate how this approach affects the subject.

The researcher used experimental research as its design. According to Creswell (2012), within experimental research, the researcher tests on an idea (or practice or procedure) to determine whether it influences into an outcome or dependent variable. By its definition, it is important to determine the dependent and independent variables before kickstarting experimental research. The independent variable (X) of this research is the treatment being used (CLT approach) with the dependent variable (Y) as the student's speaking ability. There are several types of experimental design, according to Ary, Jacobs, & Sorensen (2010) types of experimental design mentioned as follows: pre-experimental design, true experimental design, factorial design, and quasi-experimental design.

This research was conducted in a Pre-experimental design as the type as it only has an experimental group consisting of 1 class of students. It also covered the pre-test and post-test instruments as it is the main tool that this research depends on to see the differences of the independent variable before and after the treatment.

The variables illustration of one group pre-test and post-test design can be described as follows based on Ary, Jacobs, & Sorensen (2010) as cited in Fu'adiyah (2021)

Pre-Test	Treatment	Post-Test
Y1	X	Y2

Table 3.1 Illustrations of research design

Y1: Students' speaking ability before taught by using communicative language teaching as the approach

X: Communicative language teaching approach

Y2: Students' speaking ability after being taught by using communicative language teaching as the approach

The course of action that this research conducted is defined as follows;

1. The researcher conducted a pre-test to define the number of Y1 by using oral assessment with a scoring system that focuses on 5 components of speaking proposed by Brown (2001). The assessment is based on basic competence and core competence of the related subject.

2. The researcher implemented the communicative language teaching approach as the treatment of the subject as much as 3 regular class meetings.
3. The researcher conducted a post-test to define the number of Y2 by using a similar oral assessment and the same scoring system as the pre-test.

This course of action has the aim to find out the gap or deviation between Y2 and Y1 to answer research question number one. During this research, the researcher also investigated on which speaking components were affected the most by the implementation of the CLT approach.

3.2. Subject / Samples

This research has 35 students from Senior High School 3 Kotabumi, Lampung Utara as the main subject. The number of students in the whole school which is considered as a big number, was filtered by having the students of grade 11 as the population. It is necessary to filter and decide the sample of the respondents, therefore the researcher has decided to use Clustered Sampling as the method in determining the sample.

According to Taherdoost (2016), cluster sampling is where the whole population is divided into clusters or groups in which it has been naturally formed. Cluster sampling allows the researcher to select an existing cluster as the sample. Clustered sampling has the weakness of not being able to cover all the representatives' population such as grade and class diversity, but this method will minimize the knowledge gap of the subject and is efficient in terms of time, and school permission.

3.3. Instrument

The instrument used in this research is an oral test, which covers pre-test and post-test. This test is used to determine students' speaking ability before treatment (Y1) and after treatment (Y2). According to Hughes (1989, p. 101) oral test is an appropriate test when the teacher wants to see the students' ability in performance. Each student got the chance to get assessed by performance assessment. O'Malley and Pierce (1996) suggested several kinds of performance assessment: oral interviews, picture-cued descriptions or stories, radio broadcasts, video clips, information gaps, and story or text retelling. This research had oral interviews as the assessment in which the student got asked to have free speech on certain themes, and there will be a follow-up question to ensure student communication ability. Students' results from performance assessments are recorded, and the result is given to the assessors for scoring.

The indicator of the success of this research is based on oral proficiency scoring categories proposed by Brown (2001: 173) with adjusted components into 5, and customized explanations, as follows:

Comp onents	1	2	3	4	5
Gram mar	Frequent grammatical errors in simple structures, meaning is obscured	Frequent grammatical errors in simple structures, at times obscure meaning	Frequent grammatical errors that do not obscure meaning; little variety of structure	Some errors in grammatical structures caused by attempt to include variety	Accuracy and variety of grammatical structure

Components	1	2	3	4	5
Vocabulary	Weak language control; vocabulary used does not match the topic	Weak language control; basic vocabulary choice with some words lacking from the topic	Adequate language control; vocabulary range is lacking from the topic	Good range control; range of well-chosen vocabulary.	Excellent control of language features; wide range of well-chosen vocabulary.
Fluency	Speech is very slow, stumbling, nervous, and uncertain with response. Inaudible.	Speech is slow and often hesitant and irregular. Sentences uncompleted but the student able to continue. Volume very soft.	Speech is choppy and slow with frequent pauses, most thoughts are complete. Volume wavers.	Effortless and smooth speech with little amount of pause and few hesitations. Slight search for words.	Speech with complete expressed thoughts with no hesitation and few pauses. Volume is excellent
Pronunciation	Pronunciation is lacking and hard to understand.	Pronunciation is okay but multiple problems may interfere the communication	Pronunciation is slightly unclear but generally fair.	Pronunciation is good, and did not interfere the communication.	Pronunciation is excellent, very clear, easy to understand and natural.
Comprehension	Student had difficulty understanding the question and the topic	Student fairly understand the question and topic resulting in minimally complete task. Provides little information.	Student was able to understand the topic in general but partially complete the task; lacks important information about the topic	Student was able to comprehend and respond most of the question. Complete task appropriately and provide information needed about the topic	Student was able to comprehend and respond all of the question. Complete task by elaborating on the topic with high level of detail and creativity.

Table 3.2 Scoring Rubric

3.4. Validity

According to Cohen, Manion, & Morrison (2007, p. 150) validity of a test is a measurement that shows the precision of a test or instrument of the data. A test is valid when it measures what should be measured. Validity refers to the accuracy of the test in measuring what it intended to measure. There are four main types of validity which cover construct validity, content validity, face validity, and criterion validity. This research focused on content validity in which the assessment is based on the five basic sub-skills of speaking and based on the core competence and basic competence being discussed.

In the course of getting approval on administration cause, before conducting the research, the researcher has done a pre-observation. This pre-observation has the objective of:

1. Understanding students' current condition of English speaking skills, and
2. Having a trial of the instrument for the pre-test to understand the instrument's strength and weakness based on teacher and student perspectives (Content Validity).

The researcher conducted a trial of the instrument from both teacher and student perspectives. Throughout the pre-observation, the researcher had a discussion with the teacher on the research including the instrument used. The discussion has the objective for the English teacher and vice-principal of the school to approve the material by giving and signing the expert judgment form (in the appendix).

While from the student's point of view, the researcher conducts a trial of the instrument, in which the researcher asked 5 random students from the sample class. These 5 students then got asked to read and perform the pre-test and after that, they need to fill out the questionnaire of the responses from their perspective of the pre-test.

The responses of the student's can be concluded that:

- a. There are 5 of the students agreed on understanding the instruction,
- b. There are 5 of the students agreed that the topics from the instrument (pre-test) are familiar to them as they experienced it in everyday life,
- c. There are 2 students that have difficulties assessing the instrument due to personal reasons (nervous and unconfident).

From the conclusion above, the trial of the instrument can be said as succeeded as the response from the students did not have any concerns/difficulties from the technical point of view, after performing the pre-test. It can be said that the instrument is approved in terms of its content validity from the teacher's perspective and student's perspective.

3.5. Reliability

According to Drost (2011), reliability is the extent to which measurements are repeatable when different people perform the measurement on different occasions under different conditions, supposedly with alternative instruments which measure the construct or skill. In short, reliability refers to the consistency of the measurement.

Among the many types of reliability, this research will applied inter-rater reliability, in which the assessment will have 2 assessors or raters to give scores to the performance. This method is chosen in terms to minimize subjectivity and bias in the research.

Inter-rater reliability can be gained through several methods, as this research consists of 2 raters, the method applied is Cohen's Kappa (κ) which was introduced by Jacob Cohen in the 1960s. Derived from McHugh (2012), Cohen pointed out that there is likely to be some level of agreement among data collectors when they do not know the correct answer but are merely guessing. He hypothesized that a certain number of the guesses would be congruent, and that reliability statistics should account for that random agreement. He developed the kappa statistic as a tool to control for that random agreement factor.

Value of Kappa (κ)	Level of Agreement	% of Data Reliability
0 - .20	None	0 - 4 %
.21 - .39	Minimal	4 - 15 %
.40 - .59	Weak	15 - 35 %
.60 - .79	Moderate	35 - 63 %
.80 - .90	Strong	64 - 81 %
Above .90	Almost Perfect	82 - 100 %

Table 3.3 Interpretation of Cohen Kappa

To test the reliability of this research, the researcher measured it by having an inter-rater expert judgment for pre-test and post-test.

In this research, the first rater is the English teacher from SMAN 3 Kotabumi, Mr. Munardi. And the second rater, is the researcher herself, Safira Riskia. Both raters, then rate the score of students' pre-test and post-test based on the five components of speaking and rated on a scale of 1-5 with the explanation of scoring already provided above.

After gaining the score of pre-test and post-test on a scale of 1-5, the researcher then counts the average score from each student. This average score is divided into two categories. The division of these categories is needed as the researcher will use Cohen Kappa to measure the reliability. By using Cohen Kappa, the data gathered need to be simplified by defining it into categories.

Score	Category
0 - 2.49	Not Passed (0)
2.5 - 5.0	Passed (1)

Table 3.4 Categories of Score

The category of not passed will be defined by the number of (0), and the passed category will be defined by (1).

Case Processing Summary						
	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
RATER1 * RATER2	35	100.0%	0	0.0%	35	100.0%

Table 3.5 Number of data

There are 36 students in the classroom, but 1 student is never coming to the class therefore he has no score from pre-test until post-test, and did not input as the valid data. So the number of valid data is 35.

RATER1 * RATER2 Crosstabulation

Count

		RATER2		
		0	1	Total
RATER1	0	29	0	29
	1	2	4	6
Total		31	4	35

Table 3.6 Number of Rater agreement

Symmetric Measures

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.768	.155	4.672	<.001
N of Valid Cases		35			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Table 3.7 Number of Cohen Kappa

Based on the table above, from the data of the pre-test, the value of kappa is 0.768 which is included in the level of agreement of moderate, and the percentage of data reliability measure by 35-63%.

3.6. Data Analysis

To find out whether there was any significant difference, the writer applied paired sample t-test for the data analysis. Paired sample t-test compares the means of two measurements taken from the same subject.

The one thing that differs the data and is called 'paired' represents the two measurements which were taken at two different times (pre-test and post-test) under two different circumstances (before and after treatment).

This research was conducted from May 11th, 2022 until May 24th, 2022 with 5 meetings (2 for pre-test and post-test, and 3 for treatment). This research was conducted in 1 class (XI IPA 3) as the subject with 35 students in class.

The first meeting was a pre-test held by the researcher and the English teacher in charge. At first, the students are introduced to the researcher and the flow of the pre-test. At the time of the pre-test, the students are asked to go one by one to the researcher and the teacher to have a 3 minutes pre-test. While doing the pre-test, the time of 2 minutes is not fully utilized by the students as it is an impromptu test in which they haven't got any preparation/ideas of the topics; the students only performed their knowledge of the topic in a very simple way, as they only produce a simple sentence.

The result of the pre-test also showed that their grammar, fluency, and pronunciation are very low in performance and scores from both raters. However, during the pre-test, the student's score on vocabulary and comprehension is better, proofing that the topics of the pre-test are already quite familiar to the students. They already had a basic knowledge of vocabulary (e.g. they mentioned *cybercrime and hoax news* for social media topics). They also talk about bullying happening around them as it is closely related to or happened to them in their daily life.

In the second meeting, as the researcher started to begin the treatment, the researcher focused on getting the students accustomed to the phrases used in asking and giving opinions. In this meeting, the researcher also has the topics of Social Media and Bullying. To open up the meeting, the students are first asked to watch a video and named any facts/opinions. In this phase, the students actively participate as they already understand the differences between facts/opinions.

Later on, the researcher asked the students about previous topics of the pre-test which were social media and bullying, during this time, the researcher realized that the students understand any instruction given in English but were still hesitant to answer it in English, and they all answering any question in Bahasa. At this rate, the researcher changes any question into a yes/no question to make the students accustomed to the English environment.

Throughout this second meeting, the students started to deep dive into the topics, as they got asked to have a discussion with their chair-mate on their opinion of the topics. While working on this task, the students are using google translate to finish answering the questions. To understand the limitation of the students who don't get used to speak English, the researcher allows the students to firstly write down the things that they will say later on. So during the performance, all students are ready by reading out their answers. With this session, the students are improving their vocabulary by actively translating the words they did not know into English, and also practicing their fluency as they do a drill question and answer with the correct form of giving/asking questions sentences.

After sharing with the classmate, the students then play a game in which they will get asked to move from one corner to others based on their opinion on a given statement. While doing this activity, the students practice their fluency, vocabulary, and comprehension. However, as this is an impromptu stage in which they are not allowed to read or write their notes before, the students still struggle to use English, as they need to deliver their opinion most of the time in English. During this meeting, the researcher encouraged the students to mix up the language, so that the students get used to the English environment and are aware of the words they do not know in English and write it down to get translated later.

The second meeting is a very challenging meeting to change the students' mindset on using English on a daily basis. Besides learning in class, the researcher also asks every student to change their phone setting to English so that they started to use English on a daily basis.

The researcher conducts a full discussion session with the students at the third meeting. In this meeting, the students are asked to get into a group of 5 students, and they are given a case to be solved.

Before gathering with the group, the researcher gave a handbook to the students that contains the phrases that they would use to discuss in the group. This meeting focuses on responding to an opinion (agreeing, disagreeing, partly agreeing). In the first 15 minutes, the researcher is ensuring that the students understand on how to use these phrases by having a drill question and answer with it. On having this stage, the researcher also ensures the pronunciation of the students and related vocabulary that they will use during the discussion.

The researcher then gave 35 minutes for the students to discuss and solved the case study, at this time, the students are all asked to use English with the handbook given as the guide.

The researcher can see differences in the student's behavior during this stage, as they started to use English to discuss the topics. Even though they rely the most on the handbook, their intention to use English can be seen. After the discussion, the students are asked to present the result, and at this stage, they will need to respond to the other groups too. As they are already used to the topics and the need to defend their opinion, during this stage, the students are all excited by giving questions and answering questions to others.

Most of the communicative activities happened during this meeting. It can be seen that the students started to have the intention to use English, as they started to use at least 30% of the conversation with English in a very basic terminology of asking and giving opinions (*e.g. In my opinion, I think it should be [continues in Bahasa]*). However during this stage also, the students are still struggling in terms of getting their grammar right while delivering their opinion (*e.g. The shop assistant is need to be save, because she is only children*).

The fourth and last treatment meeting, is when the researcher conducts a debate for the whole class. Before coming to the class, The students are asked to fill out the debate planner which they use during the debate. At this meeting, the topics are covering the pre-test and post-test topics; Social Media, Bullying, and Education. Most of the time is used for the communicative activities in which the two-sided of the group (pro and cons) are all asking and answering each other.

During this meeting, the researcher realizes the most improvement came from their comprehension, as they learned from each other during the debate. Many insightful opinions have never been shared by them in the previous class (*e.g. bullying is happening not only because of the kids, but also the environment that the adults made [comparing each other, making fun of the kids' physical appearance, etc]*). As far as the researcher experienced before, this is the most living class, as even the unrelated group are all actively sharing their opinion.

However, because of the tense condition and the urge to tell their opinion in a very fast environment, most of the mistakes also happened during this meeting. The students tend to forget their knowledge of correct and good sentences to deliver their opinion (*e.g. I not agree with you lah*), they also use Bahasa lots because they are afraid to not fully deliver what they mean to others.

The last meeting is used to conduct a post-test. The researcher and the English teacher conduct the post-test in the same manner as the pre-test, in which the students must go through an impromptu 3 minutes oral test. Unlike the pre-test, the students can now maximize the time given, which effecting their fluency scores. The students can also perform more complex sentences by using the arguments they experienced during the treatment and a more rich vocabulary.

Most students now have a deeper understanding of the topic, which influences their comprehension aspect. However, the grammar and pronunciation aspects have not been improved much from the pre-test. Reflecting on the scores of pre-test and post-test, both raters 1 and 2 agree that in terms of performance, the students are now can be said to be better and more confident to use English.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After having to conduct the research for 5 meetings with the students of SMAN 3 Kotabumi class XI IPA 3 in the year 2022, the researcher has come up to the conclusions of;

1. The approach of Communicative Language Teaching can improve students speaking skills, however, there are differences in the effects of this approach on the five speaking components.
2. CLT proven to significantly improve the unrelated language aspect from the speaking component which are Fluency and Vocabulary, and Comprehension if compare with the less signifacance improvement from the language aspect component which are Pronunciation and Grammar..

5.2 Suggestions

Based on the conclusion mentioned above, there are several suggestions that can be put forward from this research;

1. Suggestions for English Teacher

- a. Since it is proven that Communicative Language Teaching can improve students speaking skills, English teachers are encouraged to use this approach if speaking skills are the main priority to be improved by the students with modifying the syntax in order to make the approach to be reliable on the current context.
- b. Communicative Language Teaching can improve students speaking skills, especially in Fluency, Vocabulary, and Comprehension. However, to improve Pronunciation and Grammar, it is strongly recommended for the teacher to combine and integrate this approach with the exposure of authentic materials.
- c. It is encouraged for English teachers to explore creative ways of developing the CLT approach, and always ensure to give safe space for students in using the language on a daily basis so that the students will get accustomed to speaking English.

2. Suggestions for Future Researchers

- a. This research is carried out with Senior High School students as the sample, the future researchers are encouraged to develop the approach with a different sample to see the relevance of the result.
- b. This study focuses more on the CLT approach implementation towards general speaking skills. To learn more about the effect of the CLT, it is suggested that the future researcher to focus more on specific components of speaking.

- c. It is suggested for future research to consider the number of authentic materials used in the next research in order to tackle the problem that still happening in this research (grammar and pronunciation).

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