

**TEACHING SPEAKING THROUGH COMMUNICATIVE LANGUAGE  
TEACHING AT SMP ISLAM YPI 1 SEPUTIH MATARAM**

**Undergraduate Thesis**

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## ABSTRACT

### TEACHING SPEAKING THROUGH COMMUNICATIVE LANGUAGE TEACHING AT SMP ISLAM YPI 1 SEPUTIH MATARAM

By

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The objective of this research was to find out if there is any significant improvement in students' speaking achievement after being taught by using Communicative Language Teaching in terms of grammar, vocabulary, fluency, pronunciation, and comprehension. The CLT activities chosen by the researcher to be implemented were role-play and information-gap activities. The research was conducted for 5 meetings in September 2023 at SMP Islam YPI 1 Seputih Mataram. The subjects of the study were the 7<sup>th</sup>-grade students of SMP Islam YPI 1 Seputih Mataram and Communicative Language Teaching. Speaking test was the instrument to measure the pre-test and post-test. The speaking test was scored by an inter-rater, on the other hand, the mean score of the pre-test and post-test analyzed in SPSS determined the significant improvement of CLT. Therefore, the mean of the pre-test (27,47) showed an increase in the post-test (47) with pronunciation as the highest increased component with 81% improvement. The result of the t-value (16,171) is higher than the t-table score with the significance of 2-tailed 0,000 lower than 0,05. This means  $H_1$  is accepted.

**Keywords:** Communicative language teaching, Role-play, Information gap, Speaking

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**By:**

**HAFIZ ALFARUK IRFANI**

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In

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Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh 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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## **CURRICULUM VITAE**

Hafiz Alfaruk Irfani was born in Bandar Lampung on July 24<sup>th</sup>, 2001. He is the second son of the captivating spouse, Bambang Irfani and Dewi Sartika. He has 3 siblings, with one older brother, Alphabarkah Aziz Irfani, and two younger brothers, Hudzaifah Ubaidillah Irfani and Ahnaf Abdurrahim Irfani.

Having done his education at Al-Azhar Kindergarten in 2007, he continued his study to the elementary level at SDIT Permata Bunda, Bandar Lampung. Afterwards, he carried on his study and chose MTsN 2 Bandar Lampung for his junior high school and MAN 1 Bandar Lampung for his senior high school.

During his study, he realized that English was a subject he enjoyed the most, and he believed English was really an important language since English is an international language. Therefore, in the year of 2019, he continued his study in the English Education Study Program of the Teacher Training and Education Faculty at Lampung University.

He hopes that he can always improve his knowledge and be useful not only for himself but for society.

## **DEDICATION**

*This thesis is dedicated to the future of education in Indonesia, especially to all the under-appreciated teachers who are still working hard in educating the youth in order to achieve a promising future for Indonesia.*



## **MOTTO**

*“The past has gone, and the future may not come. So, live for today.”*

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## **CHAPTER I**

### **INTRODUCTION**

This chapter provides a brief description of the whole contents of the research including research background, research questions, research objectives, benefits of the research, scope of the research, and definition of key terms.

#### **1.1 Research Background**

There are 4 basic language skills, they are listening, speaking, reading, and writing. Foreign language learners need to make sure that all of their basic skills of language are very good, so they can become fluent in the Target Language (TL), whether to be a fluent speaker or writer. When we state that someone 'speaks' a language fluently, it usually means they have a high proficiency in all of those four skills. However, it is not easy for foreign language learners to accomplish a high level of fluency due to the complexity of speaking skills which require them to produce the language orally and to interact with others using the TL (Carter & Nunan, 2001).

In the present global world, communication plays a vital role in achieving success in all fields. One tool for communication is language. People cannot communicate perfectly without using a language. English is widely used throughout the world and is regarded as an international language, making it useful for connecting with people who reside in different countries, regions, and continents. Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language (Rao, 2019).

Despite its importance, speaking skill is very difficult for foreign language learners. It is due to some factors, such as their lack of participation during English class, their lack of English vocabulary, their lack of motivation to communicate using English in schools, teachers are less creative in determining English learning methods, and English class is more related to language

features, so learners understand the language features but they cannot use it very well.

Those problems occur in almost every school in Indonesia, even in SMP Islam YPI Seputih Mataram, one of the most favorite Junior High Schools in Central Lampung. Even though the school has been labeled as a favorite school in Central Lampung, according to its English teacher, the students were still lacking in English compared to the students from favorite junior high schools in Bandar Lampung. For that reason, the researcher wondered, is the Communicative Language Teaching method able to make their English as competent as the students from favorite schools in Bandar Lampung, especially in speaking skills? The question mentioned above made the researcher interested in doing this research at SMP Islam YPI 1 Seputih Mataram.

Communicative Language Teaching (CLT) activities can motivate and give students a great opportunity to speak English in class without fear of mispronunciation and being judged, for in communicative language teaching, mistakes in pronunciation are acceptable and will be tolerated, with the hope that learners can express their thoughts and opinions through speaking English and the teacher's role in the class only acting as a guide to help students convey what they want to say. CLT also allows both teachers and students to transfer their traditional teaching and learning beliefs into an innovative teaching and learning approach (Dos Santos, 2020). The learners' proficiency in speaking will be improved by using CLT since the educator uses TL in teaching in the classroom. But, if the learners do not understand the activity or material carried by the educator, the educator might use the mother language or L1. Activities such as information gap, interview, debate, pair work, and role-play will benefit both the educator and the learners as they will make the learners communicate effectively.

Thus, based on the reasons and background mentioned, the researcher focused on his research on teaching speaking to the 7<sup>th</sup>-grade students of SMP Islam YPI 1 Seputih Mataram through Communicative Language Teaching and discovering the influence of CLT that has already been implemented to the 7<sup>th</sup>-



grade students of SMP Islam YPI 1 Seputih Mataram by the researcher. The researcher entitled his thesis *“Teaching Speaking Through Communicative Language Teaching at SMP Isalm YPI 1 Seputih Mataram”*

## **1.2 Research Questions**

Based on the background above, the researcher determined the research question as below:

Did Students’ speaking achievement significantly improve after the students were taught through CLT?

## **1.3 Research Objectives**

Concerning the formulated research question, the objective of the research is formulated as below:

To find out if there is any significant improvement in students’ speaking achievement after being taught by Communicative Language Teaching in terms of grammar, vocabulary, fluency, pronunciation, and comprehension.

## **1.4 Benefits of The Research**

The results and recommendations from the research have the possibility to help SMP Islam YPI 1 Seputih Mataram English teachers to enhance their English teaching efficacy in terms of speaking skills and may assist the teachers to identify the influences of CLT as well as contribute in improving their teaching strategies. The researcher also hopes the research will benefit the students in improving their speaking skills.

## **1.5 Scope of The Research**

The researcher conducted the research for 5 meetings in September 2023 at SMP Islam YPI 1 Seputih Mataram. The focus of this research was on The students’ speaking achievements before and after the implementation of Communicative Language Teaching in their English class, and the significance of the implementation of communicative language teaching in terms of improving students’ speaking skills. The CLT activities that were used during the treatment were role-play and information gap. Furthermore, the subjects of

the study were the 7<sup>th</sup>-grade students of SMP Islam YPI 1 Seputih Mataram and Communicative Language Teaching.

## **1.6 Definition of Key Terms**

In this research, there will be some terms that mostly appear in each chapter. To avoid misunderstandings, the researcher provides the definition of those terms below:

### **1. Speaking skill**

Speaking skill is the ability to process oral expression in terms of communicating ideas, giving information, asking questions, and daily life communication skills. The components of speaking skills in this study are as suggested by Brown in 2001, namely Grammar, Vocabulary, Fluency, Pronunciation, and Comprehension.

### **2. Communicative Language Teaching**

Communicative Language Teaching refers to a way of teaching that focuses on communicative activities (information gap, opinion sharing, role-play, group work, interviews, brainstorming, storytelling, etc) rather than written-based activities. It has the goal of achieving communicative competence. Role-play and information gap were chosen as the activities that were used during the treatment.

### **3. Role-play**

According to Pinatih (2021), Role-play can be defined as a simulation or an action in imitating a character, mostly student play act being someone else in the real world. During a role-playing activity, students are assigned roles and are expected to act and speak in accordance with those roles.

### **4. Information gap**

Information gap is the communicative practice in which a student makes conversations to share information with others in order to complete their tasks. Information gap activities can provide comprehensive feedback from the learners, such as a wide diversity of opinions, references, and values, many different experiences, and styles of learning.

## **CHAPTER II**

### **LITERATURE REVIEW**

Related to many things in the previous chapter, this chapter is ahead of some theories that will be discussed in this research. It consists of speaking, communicative language teaching, teaching speaking through CLT, issues of the implementation of CLT, previous studies, theoretical assumptions, and hypotheses.

#### **2.1 Speaking**

##### **2.1.1. Definition**

Speaking is a communication that humans do orally or verbally. According to Bailey (2000;25), Speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information. By way of speaking, a human can deliver their thoughts and feelings to one another. As 1 of 4 basic language skills, speaking skills are often regarded as the hardest skill to be mastered by foreign language learners due to its complexity. Speaking skill demands the foreign language learners to communicate with others and produce the target language (TL) orally (Carter & Nunan, 2001).

The majority of foreign language learners try to acquire English because it is used for international communication. In this process, they have to acquire all four basic skills of the language; listening, speaking, reading, and writing. Listening and reading are passive skills or receptive skills, whereas, speaking and writing are active skills or productive skills. Speaking is considered to be the most crucial of the four basic language skills for learning a foreign language. Even though the learners have learned the language for so many years, they still struggle to speak when it is necessary in everyday situations. Foreign language learners find it challenging to construct sentences without mastering the grammar rules and having a sufficient vocabulary. As a result, foreign language learners have a lot of difficulty in speaking grammatical sentences in English. However, there are many reasons to overcome this. Brown and Yule (1983) stated that speaking is the skill

that the students will be evaluated the most in real-life situations. Foreign language learners should understand the importance of speaking skills and try to acquire them as they need them to compete in this competitive world.

### **2.1.2. Speaking measurements**

Speaking is one of the language skills that foreign language learners need to be mastered. Speaking performance consists of some components. According to Harris (1973), there are five components that cover speaking skills in English that should be possessed, which are:

#### **a. Pronunciation**

Pronunciation refers to how clear and understandable is the speech sound that is produced by speakers. To define how pronunciation works, a phonetic symbol is widely used as a graphic representation of the way words are spoken. The subskills of pronunciation include words and sentence stress, intonation, rhythm, and the use of the individual sounds of a language. In conclusion, the pronunciation aspect is related to how well the students pronounce the English words suitable with the phonetic transcription.

#### **b. Grammar**

Grammar is the ability to create correct and proper sentences in accordance with the existing rules. Grammar refers to the fundamental principles and structure of the language including clear and correct sentence construction and the proper forms of words. In order to construct right-meaning sentences based on context and minimize misunderstanding, the grammar component of speaking skills serves as a tool to unify the same rules used for all subjects. In conclusion, the grammar aspect is related to how well the students use grammar in making utterances so that their utterances can be understood well.

#### **c. Vocabulary**

The vocabulary aspect of speaking skills refers to the total number of words that make up a language, and the skills to use appropriate diction to express ideas, feelings, or opinions. This aspect should cover the subject understanding of vocabulary meaning and its function used in the context. In conclusion, the

vocabulary aspect is related to whether the words used are suitable for the context or not.

#### **d. Fluency**

Fluency refers to the ability to communicate ideas communicatively, accurately, and fluently without much interference, pauses, and errors. Fluency is the smoothness of execution, and the ability to use communication strategies with ease when it is difficult. In conclusion, the fluency aspect is related to how fluently the students speak.

#### **e. Comprehension**

Comprehension is the ability to perceive and process the given information in the communication activities. According to Brown (2001), in speaking skills, comprehension refers to the student's ability to understand the questions, statements, and conversation. In conclusion, comprehension is the subject's understanding of the topic being discussed and use it to prevent misunderstanding. If someone can follow any topic of conversation at a normal rate of speech, that person is said to have a strong comprehension.

Brown's (2001) scoring categories, which have six components—grammar, vocabulary, understanding, fluency, pronunciation, and task—will serve as the foundation for the scoring method used in this study. Each speaking assessment component has a specific focus to evaluate. The task component has been left out of this study because both task and comprehension have similar subcomponent to assess and has the same objective which is to assess students' understanding of the topic. Instead, there are just five speaking skills components used in this research. Every 5 components will have 5 scores that indicate the mastery level of the students with detailed categorization on each score.

## **2.2 Communicative Language Teaching**

### **2.2.1. Definition**

The Communicative Language Teaching (CLT) was known in Indonesia in the 80's. Communicative Language Teaching appeared because of the

language learning phenomena in the classroom that learn more about the structure or the language features, as a result, learners understand the language features, but lacking in appropriate language usage in a real communication context. This is because language skills are a skill that must be trained in a recursive process with real-life situations.

Language teaching experts have presented their understandings regarding communicative language teaching. Ying (2010) defined CLT as an approach to the teaching of second languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also called the “communicative approach” (Ying, 2010:2). In connection with this, Larsen-Freeman (2000) argues that the purpose of CLT is to aim broadly at the theoretical perspective of a communicative approach by facilitating or allowing communication. CLT focuses on classroom activities such as pair work, group work, task-work, and information-gap activities which could be used as the basis of a communicative methodology.

The language theory of CLT is language is for communication. In CLT, the goal of language teaching is to improve learners’ communicative competence. Therefore, using the language appropriately in social contexts is important, and communicative competence should be acquired. It is supported by the statement of Richards and Rodgers (2001), CLT starts with a theory of language as communication, and its goal is to develop learners’ communicative competence.

### **2.2.2. Versions of CLT**

Howatt (1984) explained that CLT could be distinguished into two versions, a “strong” and a “weak” version:

#### **1. Weak version**

The weak version could be described as learning to use English. The weak version focuses on the importance of providing learners with a wide variety of activities, texts, exercises, and tasks with an emphasis on speaking and listening, in order to give them opportunities to use their English for

communicative purposes. Additionally, Holliday (1994) stated that the weak version focuses on the practice of language use with more input including basic lessons such as language descriptions, functions, and formulas as presentation of language models. These materials are presented and then followed by a communicative activity to practice the language item.

There are some activities that suit the weak version of CLT, for instance, role-plays, information gap activities, and jigsaw activities.

## **2. Strong version**

The 'strong' version of CLT, on the other hand, advances the claim that language is acquired through communication, so the learners learn with little support from traditional teaching text and practice, and being involved in communicative tasks or activities which allow them to learn English through trial and error. The strong version could be described as using English to learn it. The strong version focuses on learning about how language works in discourse and has less dependency on the traditional teaching components, thus going into the task-based or activity-oriented paradigm.

The strong form of CLT, where students create their own language, may provide unique implementation difficulties. The strong version of CLT has been viewed as the method that will put the students in a "sink or swim" situation. After the strong version of CLT is finished, one of two situations could happen. 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 students will swim.

But the other situation is when the students don't have proper basic knowledge and understanding about the language and are forced to use it, the outcome of the learning cannot be achieved and therefore it is a sink situation. For the strong form of CLT to be implemented successfully, it must be evaluated based on the student's circumstances and any potential issues and solutions.

There are some activities that suit the strong version of CLT, for instance, public interviews, and debate.

Although the two versions differ in the content, methodology, and language input, they are common in the aim of teaching language as communication and they both take the communicative competence of the student as a basic input. However, the researcher chose the weak version of CLT to be implemented in SMP Islam YPI 1 Seputih Mataram for this research. It might happen since the 7th graders in Indonesia are considered beginners. They need as much as language input for their knowledge foundation.

### **2.2.3. Characteristics and Principles of CLT**

Communicative Language Teaching is best classified as an approach rather than a method. It is because of the various set of principles that reflect a communicative view of language and language learning which can be used to support a wide variety of classroom procedures. The principles of CLT are an integration of diverse techniques and goals to improve students' communicative competence. These principles include:

1. Learners learn a language and gain proficiency through using it to communicate.
2. The aim of classroom activities should be to promote authentic and meaningful communication.
3. Fluency is a crucial aspect of communication.
4. Communication involves the integration of different language skills.
5. Learning is a trial-and-error process that requires creativity.

Johnson and Johnson (1998) determine five main characteristics that underlay current implementations of communicative methodology:

1. Appropriateness: Language use reflects the settings in which it is used, and it must be appropriate for those circumstances depending on the context, the roles of the participant, and the goal of the communication, for example. As a result, students may need to be able to communicate both formally and casually.



2. Message focus: Learners must be able to construct and comprehend messages, or actual meanings. Therefore, the emphasis of CLT activities is on information sharing and information transfer.
3. Psycholinguistic processing: CLT activities aim to engage learners in the use of cognitive and other processes that are crucial in second language acquisition.
4. Risk-taking: It is recommended for learners to make guesses and learn from their mistakes. They are urged to use a range of communication techniques by going beyond what they have been taught.
5. Free practice: Instead of honing particular skills one at a time, CLT promotes "holistic practice" which involves using a range of subskills at the same time.

CLT encourages a more social relationship between the teacher and learner, which is completely opposite to the teacher-centered approach, in which teachers are viewed as knowledge-givers and learners as recipients. This learner-centered approach gives learners an impression of "ownership" of their learning and increases their motivation to learn English (Brown, 1994). There are two main roles for teachers. The first role is as a facilitator, to facilitate or to make it easier for everyone in the classroom to communicate with each other and with the various activities and texts. The second role is to participate independently in the learning-teaching group as an independent participant who engages in communicative activities with the students. In addition, Richards & Rodgers (1986) state the teacher may act as an analyst, counselor, and group process manager.

Breen and Candlin (1980: 110) define the learner's role within CLT as a negotiator between the self, the learning process, and the object of learning. The implication for the learner is that he should contribute as much as he gains, and learn independently. Richards & Rodgers (1986) added learners are actively engaged in negotiating meaning by trying to make them understood and in understanding others within the group and the classroom procedures and activities (Richards & Rodgers, 1986).

#### **2.2.4. Advantages and Disadvantages of CLT**

Communicative Language Teaching has both strengths and weaknesses in language teaching.

##### **Advantages:**

- a. The communicative approach is significantly more focused on the needs and interests of the students, making it much more student-oriented.
- b. The goal of the communicative method is to localize and personalize language while also adjusting it to students' interests. Students always retain information more readily when it is meaningful.
- c. Attempts to use reliable sources. And that is more engaging and inspiring for students.
- d. Grammar rules are learned by children since they are necessary for speaking more effectively and proficiently.
- e. With communicative activities that give students diverse interaction models and a sufficient amount of freedom, the classroom environment becomes more lively and less stuffy.

##### **Disadvantages:**

- a. Requires teachers with strong communication skills in English and a thorough understanding of the culture of English natives.
- b. Reading competence does not get enough attention.
- c. Another disadvantage of the CLT approach is that it emphasizes fluency rather than accuracy. Instead of emphasizing error reduction, the approach leaves students to fend for themselves when it comes to resolving communication issues. As a result, students could come up with illogical or grammatically wrong statements.

### **2.3 Teaching Speaking Through CLT**

Mangaleswaran & Aziz (2019) explained there are some ways of implementing CLT to improve students' speaking skills. First, pair work or group work practices. According to Paulston & Bruder (1976), they classify some classroom activities or techniques which may bring the greatest benefits in students' effort to master communicative competence into some categories,

and these categories are community-oriented tasks, social formulas and dialogs, role-plays, and problem-solving activities. Kayi (2006) provided a list of some widespread speaking activities. These activities include role-play simulations, discussions, brainstorming, storytelling, interviews, information gaps, story completion, playing cards, reporting, picture narrating, and picture describing. Third, students can also practice speaking in formal settings. For instance, a structured interview can teach students how to participate in a question-answer session, discuss specific topics, and exchange concrete details. Another way, as suggested by Tuan and Mai (2015), is to have students engage in a variety of speaking-improvement activities that can help students enhance their speaking skills, such as speaking in the target language in the classroom or outside, speaking English with classmates at home, participating in speaking club activities like drama or debate, and honing their speaking skills in front of a mirror. Additional activities that are frequently used in a CLT classroom include information-gap activities, jigsaw activities, discussion and debates, communication games, and prepared talks and oral presentations.

#### **2.4 Issues of The Implementation of CLT**

Many studies encounter some issues related to the application of this approach in English language learning. The diversity of learning cultures is the main strain on the application. Say, for instance, public schools in Indonesia are used to having classes with 35 to 45 students. CLT, on the other hand, typically leads to small courses to encourage the best talks. The second one is concerning about how both teachers and students are lacking in resources and training. The studies by Chang and Goswami, as well as Jacobs and Farrell, highlight the fact that certain teachers weren't fully prepared for the CLT method in the teaching process, as a result, they have little understanding and teaching abilities concerning CLT.

The absence of an English-speaking environment is the next barrier. Numerous students in Indonesia speak the same mother tongue, which is undoubtedly not English. In daily conversation, many of them would prefer to speak their native language rather than English. As a result, students become

less proficient in English, which might be another obstacle in promoting the CLT approach in the classroom. The low level of English proficiency of the students can make it challenging for the teachers to plan engaging English lessons.

## **2.5 Previous Study**

There are several studies concerned with the implementation of CLT. Here are a few previous studies related to the implementation of CLT.

### **1. The Impact of the Implementation of CLT On Students' Speaking Skills.**

The first literature is a study from 2019 by Mangaleswaran & Aziz. This study sought to understand teachers' challenges in implementing CLT in the classroom as well as students' perceptions of CLT's effectiveness in enhancing students' speaking abilities within the Standards-Based English Language Curriculum (SBELC). The study was investigated utilizing a quasi-experimental design, with data being gathered using techniques like pre- and post-testing, observations, and instructor interviews.

Interviews with teachers and students reveal that, despite having a deep understanding of CLT, its application is hampered by a lack of resources and facilities. Additionally, it was discovered that students still lack of appropriate language and grammar during speaking exercises, thus it was strongly advised that the teachers should act as a facilitator, a guide, and a corrector of their speaking flaws.

### **2. Developing the Students' Speaking Skill through Communicative Language Teaching.**

Research by Mennaai Sanaa in 2013 had the objective to understand how communicative approach could help students improve their speaking competence. To conduct this study and verify this hypothesis, if teachers use communicative language teaching approach the students' speaking skill will be enhanced, two questionnaires are administered, one for teachers of oral expression and another for the second-year students at the Department of

English at the university of Biskra to learn more and identify concerning how they feel in regards to speaking skill and the communicative approach.

The data gathered for this study demonstrates that teaching expressive language is a highly effective strategy for enhancing students' speaking abilities. The study of the survey responses from students and teachers showed that CLT has a favorable effect on students' oral performance. It encourages student participation, confidence, and gets them ready to communicate in real-life communication. In addition, it gives students the chance to speak the target language freely and places them in situations where they can improve their speaking abilities. Moreover, it enables students to attain the objective of improving their speaking ability by choosing how to express themselves.

### **3. Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia.**

The main goal of the study by Dedi Efrizal is to determine how the Communicative Language Teaching method has improved teaching English speaking. This study uses classroom action research (CAR) as its methodology. In this study, the data were analyzed using percentages. The research's respondents are 25 students of class VII A from Mts. Ja-alhaq, Sentot Ali Basa Islamic Boarding School in Bengkulu.

Based on the result of data analysis there are improvements in students' speaking achievement in each cycle. The data shows that in pre-assessment students' speaking is 0% (excellent), 0% (very good), 20% (good) 36% (low) and 44% (failed). In cycle I students speaking achievement is 0% (excellent), 8% (very good), 24% (good), 32% (low), 36% (failed). In cycle II the students' speaking achievement is 0% (excellent), 16% (very good), 44% (good), 20% (low) and 20% (failed). In cycle III students' speaking achievement is 12% (excellent), 20% (very good), 56% (good), 8% (low) and 4% (failed). In cycle IV students' speaking achievement is 24% (excellent), 48% (very good), 28% (good), 0% (low) and 0% (failed). This research indicates that the

implementation of Communicative Language Teaching method can improve students' speaking achievement at the first-year students of Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu academic year 2011/2012.

Considering previous studies, CLT has proven as an effective approach or method in enhancing students' speaking achievement and proficiency. CLT enables the students to improve their speaking competence through its classroom activities and techniques. However, there are some issues concerning the implementation of CLT encountered during the studies carried out by the researchers.

## **2.6 Theoretical Assumption**

Teachers employ numerous approaches and methods when teaching English to students. All of those approaches and methods should help students become more proficient in using the English language. The researcher's method of choice for this study is Communicative Language Teaching. The researcher assumes that Communicative Language Teaching can have a positive impact on students' speaking competence in terms of pronunciation, grammar, vocabulary, fluency, and comprehension. This assumption is based on the literature review mentioned above.

## **2.7 Hypothesis**

Based on the theories and the assumption described above, the research would like to formulate the hypotheses as follows:

**H<sub>0</sub>:** There is no significant improvement in the students' speaking competence or proficiency in terms of pronunciation, grammar, vocabulary, fluency, and comprehension aspect after the implementation of Communicative Language Teaching.

**H<sub>1</sub>:** There is a significant improvement in the students' speaking competence or proficiency in terms of pronunciation, grammar, vocabulary, fluency, and comprehension aspect after the implementation of Communicative Language Teaching.

## **CHAPTER III**

### **METHODOLOGY**

This chapter discusses about research design, population and sample, variables, instrument, data collecting technique, data analysis, validity and reliability, hypothesis testing.

#### **3.1. Research Design**

This research aims to find the impact of Communicative Language Teaching method. In order to find out the result, the researcher used a quantitative method as a research 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 dependent variable before and after the treatment. The design is as follows:

T1 X T2

Notes:

T1 : refers to pre-test

X : refers to treatments (teaching speaking using CLT)

T2: refers to post-test

(Setiyadi, 2018)

The treatments were conducted in three meetings and the time allocation provided will be 2 x 40 minutes for each meeting.

#### **3.2. Population and Sample**

The population of this research was the 7th-grade students of SMP Islam YPI 1 Seputih Mataram in the academic year of 2023/2024. In taking the class, the researcher asked the English teacher for help since he did not have any authority to choose any class he wanted. Therefore, the class was chosen by random sampling. There are 30 students in the class and the chosen class represents the population of the school for being the sample of this research.

### 3.3. Variables

There are two variables that cooperated in this research, dependent and independent variables. Communicative language teaching is the X variable or independent variable. It was categorized as an independent variable because it influenced the dependent variable. Meanwhile, students' speaking achievement is the Y variable or dependent variable because it was influenced by the independent variable. In conclusion, the speaking achievement was determined and influenced by the use of communicative teaching.

### 3.4. Instrument

To figure out whether the objective of the research was achieved or not, the researcher used a research instrument. The instrument of this research is a speaking test in the form of a pre-test and post-test. The pre-test and post-test consisted of an activity where the students were asked to give information whether about their family, likes and dislikes, or the direction of their house from school for 60 seconds. For more details, the pre-test and post-test are provided in the Appendices by the researcher.

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:

Components	1	2	3	4	5
Grammar	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
Vocabulary	Weak language control; vocabulary used does	Weak language control; basic vocabulary choice with	Adequate language control; vocabulary range is lacking	Good range control; range of well-chosen vocabulary.	Excellent control of language features; wide range of



	not match the topic	some words lacking from the topic	from the topic		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. 1. Scoring Rubric*

### **3.5. Data Collecting Technique**

To gather the data, the researcher administered a speaking test. Before conducting the treatments, students took a pre-test to measure their speaking achievements. The researcher then administered a post-test to measure how much the students' speaking improved after the treatment. The specifics of the data-collecting technique are as follows:

#### **1. Pre-test**

The pre-test was given in order to find out the students' speaking achievement before the treatment was applied. The researcher used CLT as the approach to make the pre-test. The test was about giving information whether about their family, likes and dislikes, or the direction of their house from school. The pre-test was recorded by the researcher in order to get the data. Grammar, vocabulary, fluency, pronunciation, and comprehension were all evaluated as components of speaking performance in the test that was administered. The results of the test were analyzed and rated reflecting to their speaking achievement before the implementation of CLT in the classroom.

#### **2. Post-test**

Post-test was given after the treatments were applied to see their improvement. The researcher used CLT as the approach to make the post-test. The test was about giving information whether about their family, likes and dislikes, or the direction of their house from school. Grammar, vocabulary, fluency, pronunciation, and comprehension were all evaluated as components of speaking performance in the test that was administered. The results of the test were analyzed and rated reflecting to their speaking achievement after the implementation of CLT in the classroom.

### **3.6. Data Analysis**

The research questions' data was analyzed after gaining the pre-test and the post-test results. It aims to see whether the Communicative Language Teaching influenced the students' speaking achievement or not. To analyze the

data of the student mean score in the pre-test and the post-test in each aspect, the researcher calculated them by using the formula below:

$$M = \frac{\sum d}{n}$$

Notes:

M = Mean

$\sum d$  = Students' score

n = Total number of students

(Arikunto, 2006)

Then, in order to get the result of this research, the researcher analyzed the data by using some steps as follows:

1. Transcribing the students' utterances

The researcher transcribed the students' utterances of pre-test and post-test from their recording.

2. Measuring students' speaking performance

The researcher and collaborator (rater 1 and rater 2) scored the students' speaking performance on the test including their Grammar, Vocabulary, Fluency, Pronunciation, and Comprehension.

3. Scoring the pre-test and post-test

The researcher counted the average score which would be taken as the final score.

4. Tabulating the test result and finding the mean of the data

The researcher calculated the data (the pre-test and the post-test) in order to see the mean of the test. The results were analyzed by using Repeated Measures T-Test or paired sample T-test by using SPSS program.

5. Drawing conclusion

Then researcher compared both the pre-test and the post-test to see whether there is an improvement or not. By comparing the means of the pre-test and post-test, the result was used to test the researcher's hypothesis.

### 3.7. Validity and Reliability

The principles of reliability and validity are often associated with quantitative research. According to Setiyadi (2018) quantitative research is emphasized on the data collecting in order to make the research valid and reliable. The following points are some considerations which the researcher used in quantitative research:

#### 3.7.1. Validity

If a test measures the intended outcome and meets the criteria, it is considered valid (Hatch and Farhady, 1982). The term "validity" relates to the relevance of the matter. It implies that the test should assess what should be measured and examined. The researcher should look at the content validity and construct validity as this research will be focused on these two kinds of validity in order to measure whether the test has good validity or not.

Content validity is concerned with both material and test composed which were based on the indicators and objectives in the syllabus of a certain curriculum. The researcher used curriculum *Merdeka Belajar* as the content validity in line with the objectives and indicators for asking and giving in 7<sup>th</sup> grade of Junior High School;

1. Students are able to identify the social function and language features of asking and giving information.
2. Students are able to produce informational sentences formally and non-formally.
3. Students are able to understand the way of giving and asking for information.
4. Students are able to conduct a communication consisting of asking and giving information.

As for construct validity, by applying inter-rater validity and consulting an expert in English speaking, the researcher had the validity of the speaking test instrument tested. The expert then gave their perception regarding the instrument's potential for possessing the five components of English speaking.

### 3.7.2. Reliability

The basic principle of reliability is consistency. According to Hatch and Farhady (1982), a test's reliability can be described as the extent to which it produces consistent results when administered under identical circumstances. If a test's results are consistent, it will be regarded as dependable. The researcher used inter-rater reliability to guarantee the reliability of the results and prevent the subjectivity of the research. In order to lessen the subjectivity of the scoring, there were two raters who evaluated the students' speaking achievement on the pre-test and post-test. The raters were the researcher himself and the English teacher of the experimental class. Both the pre-test and post-test were judged by listening to the recording of students' performances then rated 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. The reliability of these performance judgments was determined by obtaining, comparing, and seeing the mean scores of the inter-raters.

After getting the score from the inter-rater, the researcher counted the reliability by using this formula:

$$r = 1 - \frac{6 \cdot \sum d^2}{n(n^2 - 1)}$$

Notes:

r = reliability

n = total number of students

d<sup>2</sup> = total number of rank differences

(Harris, 1973)

Therefore, the total scores from the formula can be correlated to determine the consistency of scoring, and here is the standard of reliability based on Slameto (1998):

A very low reliability (range from 0.00 – 0.19)

A low reliability (range from 0.20 – 0.39)

An average reliability (range from 0.40 – 0.59)

A high reliability (range from 0.60 – 0.79)

A very high reliability (range from 0.80 – 0.100)

If the statistical reliability measurement of the test shows the highest reliability score, it means both raters made slightly different in total amount, which means the score was reliable. As a result, the reliability of the pre-test and post-test are as follows:

**Correlations**

		Rater 1	Rater 2
Spearman's rho	Rater 1		
	Correlation Coefficient	1.000	.953**
	Sig. (2-tailed)	.	.000
	N	30	30
	Rater 2		
	Correlation Coefficient	.953**	1.000
Sig. (2-tailed)	.000	.	
N	30	30	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table 3. 2. Reliability of Pre-Test**

From the table above, it is clear that each rater's pretest correlation ranges from 0.80 to 0.100. As a result, it can be concluded that the pre-test for this research has a very high reliability. Whereas the reliability of the post-test is presented on the next page.

**Correlations**

		Rater 1	Rater 2
Spearman's rho	Rater 1	Correlation Coefficient	1.000
		Sig. (2-tailed)	.000
		N	30
	Rater 2	Correlation Coefficient	.895**
		Sig. (2-tailed)	.000
		N	30

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table 3. 3. Reliability of Post-Test**

Based on the table above, each rater's pretest correlation also ranges from 0.80 to 0.100. This means that the post-test for this research has a very high reliability according to the standard of reliability based on Slameto (1998).

The results of both tests are above 0.80 which indicates that the assessment results are very consistent across all tests.

### 3.8. Hypothesis Testing

Hypothesis testing is used to prove whether the hypothesis process in this research is accepted or not. The hypotheses for this research question were analyzed by using a paired sample t-test of Statistical Package for Science (SPSS).

**H<sub>0</sub>**: There is no significant improvement in the students' speaking achievement in terms of grammar, vocabulary, fluency, pronunciation, and comprehension aspect after the implementation of Communicative Language Teaching.

**H<sub>1</sub>**: There is a significant improvement in the students' speaking achievement in terms of grammar, vocabulary, fluency, pronunciation, and comprehension aspect after the implementation of Communicative Language Teaching.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter summarizes the research findings and provides suggestions for further researchers who want to conduct research related to CLT and English teachers who want to find an appropriate approach in helping students mastering their English speaking skills.

#### **5.1. Conclusion**

After conducting the research for 5 meetings in SMP Islam YPI 1 with Class VII and analyzing the data gathered, the researcher concluded that CLT gave significant improvement toward students' speaking achievement. It can be seen by comparing the mean of students' pre-test and post-test based on the total score of grammar, vocabulary, fluency, pronunciation, and comprehension. The highest increased component is pronunciation with 81% improvement and the lowest is fluency with 62% improvement.

The researcher encountered several difficulties during conducting his research. The first one is students' lack of English competencies which affects the effectiveness of implementing CLT activities in the class. The students barely speak on their own in English, so they still need some help from the researcher as a teacher to run their conversation. The second one is due to students' lack of English competencies, the final score that they got for the post-test was not satisfying, where there was only 1 student who got a score of  $\geq 70$ .

Despite those difficulties, the researcher still managed to improve students' speaking skills through communicative language teaching activities. Based on the result explained in Chapter 4, we can conclude that the use of role-play and information gap activities during the treatment gave a significant improvement in the students' speaking competence.



## **5.2. Suggestions**

According to the conclusion mentioned, the researcher could suggest:

### **5.2.1. Suggestions for English Teacher**

1. During the treatment, the researcher found that the students were really happy when they were talking about something personal, such as their likes and dislikes so the students actively shared their information during the information gap activities, even though they still mixed the language between English and Bahasa.
2. The researcher suggests that to implement CLT activities for teaching, the teacher should choose the proper materials to be delivered to the students because not every material can be delivered by using CLT.

### **5.2.2. Suggestions for further researchers**

1. The further researchers can explore a different topic for a different senior or junior high school grade.
2. The further researchers can try to make their own video, which will be shown to the students as input before the CLT activities begin. By making their own video, further researchers could master it better than using someone else's.
3. For further researchers, they should choose their sample carefully. The sample should be, at least, have a good basic of English. Otherwise, the further researchers will face the same problem as the researcher, where the sample was still struggling in English, so their scores in the pre-test and post-test were not satisfying even though there were improvements in their scores.

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