COMMUNICATIVE LANGUAGE TEACHING WITH TASK-BASED MATERIALS TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT AT SMK SMTI BANDAR LAMPUNG

A THESIS

By

Nina Setiana

MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2024

ABSTRACT

COMMUNICATIVE LANGUAGE TEACHING WITH TASK-BASED MATERIALS TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT AT SMK SMTI BANDAR LAMPUNG

By:

Nina Setiana

This current study investigated whether or not i) there was a statistically significant difference in students' speaking achievement between the students taught through CLT with task-based materials and those with discussion, ii) there was a statistically significant improvement in the students' speaking achievement after the implementation of communicative language teaching with a task, iii) there statistically significant improvement of the students' speaking achievement after the implementation of discussion. A quasi- experimental design was employed within the quantitative framework, which involved two classes of high school students each of which consisted of 30 students. The experimental group participated in a learning process applying communicative language teaching with a task, while the control group was taught through discussion with a task. The data were collected through speaking tests given to the students before and after receiving the treatment. The students' speaking was then assessed based on the aspect of accuracy and fluency to derive their scores. Subsequently, the obtained data were analyzed by comparing the mean score of each group and running an Independent t-test to address the first research question, and Paired sample test for the second and third questions.

The result of the first research question showed that there was a statistically significant difference in students' speaking achievement between the students taught through CLT with task-based materials and those with discussion. Concerning the second research question showed that there was a statistically significant improvement in the students' speaking achievement after the implementation of communicative language teaching with tasks in terms of accuracy and fluency. Thus, the third research question showed that there is no statistically significant improvement in the students' speaking achievement after the implementation of the discussion in terms of accuracy, but there was an improvement in fluency. In spite the fact that CLT with tasks provided better results than that with discussion, both strategies facilitate students to improve their speaking achievement.

Keywords: Communicative Language Teaching, Task-Based Materials, Accuracy, Fluency, Speaking

COMMUNICATIVE LANGUAGE TEACHING TO IMPROVE

STUDENTS' SPEAKING ACHIEVEMENT IN SMK SMTI BANDAR LAMPUNG

A THESIS

By

Nina Setiana

2223042016

Submitted in a Partial Fulfillment of
The Requirements for S-2 Degree

MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITY OF LAMPUNG

BANDAR LAMPUNG

2024

Research Title	: **COMMUNICATIVE LANGUAGE TEACHING WITH TASK-BASED MATERIALS TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT AT SMK SMTI BANDAR LAMPUNG**
Student's Name	: **Nina Setiana**
Student's Number	: **2223042016**
Study Program	: Master in English Language Teaching
Department	: Language and Arts Education
Faculty	: Teacher Training and Education

APPROVED BY

Advisory Committee

Advisor

Mahpul, M.A, Ph.D.
NIP 19650706 199403 1 002

Co-Advisor

Dr. Feni Munifatullah, M.Hum
NIP 9740607 200003 2 001

The Chairperson of Department
of Language and Arts Education

Dr. Sumarti, S.Pd., M.Hum.
NIP 19700318 199403 2 002
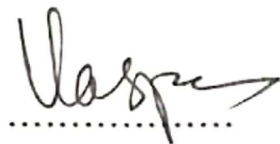
The Chairperson of Master
in English Language Teaching

Dr. Muhammad Sukirlan, M.A.
NIP 19641212 199003 1 003

ADMITTED BY

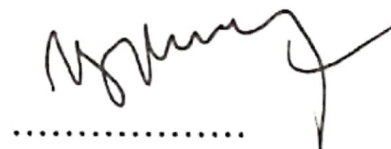1. Examination Committee

   Chairperson   : **Mahpul, M.A, Ph.D**

   Secretary   : **Dr. Feni Munifatullah, M.Hum**

   Examiners   : **1. Prof. Dr. Cucu Sutarsyah, M.A.**

                     2. Herry Yufrizal M.A.,Ph.D
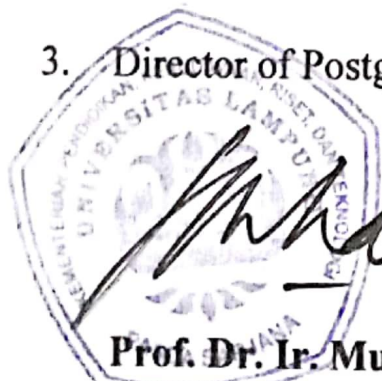
2. Dean of Teacher Training and Education Faculty

   Prof. Dr. Sunyono, M.Si.
   NIP 19651230 199111 1 001

3. Director of Postgraduate Program

   Prof. Dr. Ir. Murhadi, M.Si.
   NIP 19640326 198902 1 001

LEMBAR PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Tesis dengan judul " Communicative Language Teaching with Task-Based Materials to Improve Students' Speaking Achievement at SMK SMTI" adalah hasil karya saya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara yang tidak sesuai dengan tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiarism.

2. Hak intelektual atas karya ilmiah ini diserahkan sepenuhnya kepada Universitas Lampung.

Atas pernyataan ini, apabila dikemudian hari ternyata ditemukan adanya ketidakbenaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya, dan saya bersedia dan sanggup dituntut sesuai hokum yang berlaku.

Bandar Lampung, 23Juli 2024

Yang membuat pernyataan

Nina Setiana

NPM 2223042016

CURRICULUM VITAE

Nina Setiana was born in Talang Padang on September 22, 1999, the daughter of Mr. Herman and Mrs. Tuminah. She is the youngest child, with two brothers and one sister named Angga Purbowo, Dian Wahyu Purnama, and Niken Ayu Setiawati.

She began her education at SDN 1 Sukamerindu. Having finished her study at SDN 1 Sukamerindu, then enrolled at MTs PEMNU Talang Padang. In 2015, she pursued, Her higher education continued at MA PEMNU Talang Padang, from which she graduated in 2018. In the same year, she was admitted to the English Education Study Program at Raden Intan State Islamic University through the UMPTKIN program. In 2022, she advanced her education by being accepted into the Master's program in English Education at the University of Lampung.

Her passion for teaching extends beyond her formal education. She teaches English to students of various ages in an English course, which has provided her with valuable insights and experiences from different perspectives.

MOTTO

لَا يُكَلِّفُ اللهُ نَفْسًا اِلَّا وُسْعَهَاۚ...

(Allāh does not charge a soul except [with that within] its capacity....)
(2:286)

DEDICATION

This thesis is dedicated to my inspiring lecturers, whose wisdom has been a

guiding light; to my parents, whose endless support and love have been my

foundation; and to myself, for embracing the endless journey of learning with

passion and persistence.

ACKNOWLEDGEMENTS

Alhamdulillahirobbil'alamiin, praise be to Allah SWT, the Most Merciful, for His abundant blessings and guidance that have enabled the author to complete this thesis titled "Communicative Language Teaching to Improve Students' Speaking Performance in SMK SMTI Bandar Lampung," submitted to the Master of English Education Department, Faculty of Teacher Training and Education, University of Lampung, as partial fulfillment of the requirements for the master's program. With sincere appreciation, the author would like to express her gratitude and respect to:

1. Mahpul, M.A., Ph.D., as the first advisor, for her invaluable assistance, knowledge, insightful suggestions, constant motivation, and care throughout the journey of completing this thesis.

2. Dr. Feni Munifatullah, M, Hum as the co-advisor, for his kindness, insightful advice, invaluable evaluations, patience in guiding the author to complete this work, and his willingness to offer a fresh perspective on learning.

3. Prof. Cucu Sutarsya, M.A., as the first examiner, for his significant contribution by providing valuable evaluations, insightful suggestions, and encouragement during the completion of this work.

4. Herry Yufrizal, M.A., Ph.D as the co-examiner who has been willing to provide constructive suggestions for the betterment of the writer's work. Countless thanks for his invaluable comments and assistance.

5. Dr. Muhammad Sukirlan, M.A., as the chairperson of the Master of English Education program, for his support, evaluative feedback, and assistance throughout this process.

Hopefully, this thesis will make a positive contribution to educational development and to those who want to carry out further research. The author realizes that this work is far from perfection. There may be weaknesses and mistakes. Hence, any comments and suggestions would be gratefully accepted.

Bandar Lampung, June 26, 2024

The Author,

Nina Setiana

TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDICES

I. INTRODUCTION

This chapter indicates some points as the prior information of the study. It includes background, research questions, objectives of research, uses of research, scope, and definition of terms.

1.1 Background of the Study

In English language learning, four fundamental skills namely speaking, writing, reading, and listening, must be mastered. Among these, speaking is the most significant. Mastery of speaking is crucial for effective communication and is often seen as the primary indicator of success in language learning. Arung (2016) describes speaking as the act of exchanging information, equal to a dialogue between two or more people. Proficiency in speaking allows individuals to express their opinions clearly and engage in conversations successfully. Therefore, developing speaking skills is essential for students, as effective communication is a key factor in their future professional success.

However, the majority of students have difficulty speaking English well because speaking takes place in real-time and involves two or more people talking to one another about topics that students find amusing, they tend to have low capabilities of speaking in terms of fluency. In addition, in a foreign language setting, the students barely speak English in their everyday conversation. According to Megawati (2016), many difficulties are faced by learners as English is not the

native language of Indonesia. Moreover, the low capability of speaking is caused due to the lack of suitable techniques used by teachers in facilitating the students. There are a lot of ways to teach speaking, one of them is using Communicative Language Teaching.

Communicative Language Teaching (CLT) is often considered an approach rather than a method, as its primary goal is to develop communicative competence and promote procedures that enhance speaking skills by recognizing the interdependence of language and communication (Richards and Rodgers, as cited in Setiyadi, 2018). CLT facilitates students' ability to use the target language for everyday communication, thereby improving their speaking skills. Fluent speaking, however, cannot be taught directly; it emerges over time as learners develop linguistic competence through comprehensible input. The core of CLT lies in engaging learners in communication to enhance their communicative competence. Howatt (as cited in Richards and Rodgers, 1986) differentiates between the "strong" and "weak" versions of CLT: the strong version advocates using language as a means of learning, while the weak version focuses on learning to use the language. This research adopts the weak version, which emphasizes providing opportunities for students to use the language contextually (Pebriani, 2019). Despite mastering sentence construction, learners may still struggle with fluency in meaningful communication.

Several studies have explored the effectiveness of teaching speaking through the Communicative Language Teaching (CLT) method. Farooq and Muhammad

(2015) found that EFL teachers are aware of CLT's characteristics, its implementation, and its impact on students' communicative competence. Mulyanah *et al.* (2018) demonstrated that CLT significantly improved students' ability to actively communicate in English. Sulastri (2023) investigated the effects of HOTS-based CLT and concluded that it is effective in enhancing students' speaking skills. Gutierrez *et al.* (2022) observed consistent improvements in students' speaking levels, even during remote learning. In the Malaysian context, Martini and Yahaya (2013) contributed to the understanding of CLT's application. Tran (2022) reported that CLT is widely used at Hau Giang Community College, where it helps students acquire and apply English communication skills in real contexts. Additionally, Tran's study highlighted students' preferences for a dynamic learning environment with interactive tasks and appropriate teaching materials, including the use of media such as the internet.

In addition, Richards and Rodgers (1986) state that there is no single text or authority, nor method universally accepted as authoritative in communicative language teaching. Moreover, a wide variety of materials have been used to support communicative approaches to language teaching. Unlike some contemporary methodologies, such as Community Language Learning, practitioners of Communicative Language Teaching view materials as a way of influencing the quality of classroom interaction and language use. Materials thus have the primary role of promoting communicative language use. There are three kinds of materials currently used in CLT. They are labeled text-based, task-based, and realia. In learning materials, teachers must be innovative while yet being

instructive when teaching a subject. It is because boring instruction devoid of originality or imagination could make students *anxious*. Teachers must therefore do more than just convey the content and consider how to do so in a way that will capture the students' full attention. The teachers can use one of the types of instructional material to make the classroom effective by using task-based material.

Task-based material focuses on verbal or nonverbal materials as input when learners perform a task. A variety of task-based material include games, role play, and simulations. These typically are in the form of exercise handbooks, cue cards, activity cards, pair communication practice materials, and student interaction practice booklets.

Numerous studies concerning the use of CLT to improve students' abilities have been conducted e.g., (Farooq and Muhammad, 2015; Mulyanah, *et al*, 2018; Gutierrez, *et al*,2022). Previous studies focused on the effect of CLT on speaking. Some studies explored the significant difference between the HOTS-based Communicative Language Teaching and the original communicative language teaching (Sulastri, 2023). Another study focused on identifying teachers' and students' perceptions of implementing communicative language teaching. However, very few studies investigate the role of materials in CLT while materials also play an important role in CLT. Several materials are regarded as being commonly used in CLT, one of which is task-based materials. Moreover, tasks very precisely and clearly as classroom work involve learners

understanding, directing, producing, or interacting in the target language. Moreover, it is also believed that task-based materials can cover fluency.

Doughty and Long in Setiyadi (2018) state that the use of tasks as an organizational principle has to do with the focus on meaning by giving learners, a task can be defined as an activity in class that involves learner's interaction with language and focuses on meaning rather than form and provide opportunities for learners to develop fluency.

In sum, the previous studies about communicative language teaching developed according to task-based materials have not been done. Therefore, this research investigates the effects of the model CLT developed according to task-based material and students' speaking ability in terms of accuracy and fluency. Moreover, the ideal task is believed to promote learning when the aspects of resource directing are made simple and the aspects of resource dispersing are made simple. The resource directing in the simple factors (few elements, present tense, no reasoning demands) plus resource dispersing particularly make it simple (planning time, single task, and prior knowledge). The researcher focus on weak versions of CLT; weak versions only focus on how to learn to use language in the classroom. One of the low capabilities of students is because they are not good at fluency. After all, the students do not have much exposure to practicing their speaking. It means that students need to be facilitated by a learning process that can make students learn to use language to communicate. The researcher hopes by promoting the model of communicative language teaching developed task-based material made by resource- directing (few elements, present tense, no

reasoning demands) plus resource depleting (planning time, single task, and prior knowledge), this research is expected to overcome students' lack of fluently, make the students more active in teaching and learning process and can make students learn to use the language itself.

1.2 Research Question

This current study arises research questions that the researcher shall investigate and seek the answers to during the process of the study. This research questions are:

1. Is there a statistically significant difference in students' speaking achievement between the students taught through communicative language teaching with tasks and those with discussion?

2. Is there a statistically significant improvement in the students' speaking achievement after the implementation of communicative language teaching with tasks?

3. Is there a statistically significant improvement in the students' speaking achievement after the implementation of the discussion?

1.3 The Objectives of the Research

The objective of the research is to find out the answer to the research questions as follows:

1. To find out the statistically significant difference in students' speaking achievement between the students taught through communicative language teaching with task and those with discussion.

2. To find out the statistically significant improvement of the students'

speaking achievement after the implementation of communicative language teaching with the task.

3. To find out the statistically significant improvement in the students' speaking achievement after the implementation of the discussion.

1.4 Uses of the Research

a. Theoretical Uses

This finding of the research provides more contribution to previous research. This research is expected to give information about the statistically significant difference in students' speaking achievement between the students taught through communicative language teaching with tasks and those with discussion. The statistically significant improvement in the students' speaking achievement after the implementation of communicative language teaching with the task. The statistically significant improvement of the students' speaking achievement after implementation with discussion.

b. practical uses

For English teachers, the result of this research will inform them to implement communicative language teaching developed task-based materials in the teaching and learning process which hopefully improve the use of discussion and may engage students' participation in class which help them to improve their speaking achievement in accuracy and fluency.

1.5 Scope of Study

In this quantitative research, the problem focused on finding out the statistically significant difference in students' speaking achievement between the students taught through communicative language teaching with tasks and those with discussion. Further, this research also identified a statistically significant improvement in the students' speaking achievement after the implementation of communicative language teaching with tasks. Further, this research also identified a statistically significant improvement in the students' speaking achievement after implementation with discussion. Moreover, this research administered pre-tests and post-tests in the form of speaking form to see the difference in students' speaking achievement. The researcher distributed one task that had been manipulated between resource directing (few elements, +here and now, + no reasoning demands) and resource depleting (+planning time, +single task, +prior knowledge).

1.6 Definition of the Term

The definition of terms is useful to avoid misunderstanding of the terms and limit the width of the research.

1. Speaking skill

Speaking skill is the ability to convey information and in a way, that the listener can understand the information well.

2. Communicative language teaching

An approach to language instruction that prioritizes target language interaction as both the overarching goal as well as an avenue for accomplishing that goal. This

approach focuses primarily on the development of students' communicative competence in a meaningful cultural context.

3. Students speaking skill

Students' learning outcomes that are measured through the examination process will show their speaking skills.

4. Task-based material

Task-based materials, based on task-based language teaching principles, focuson verbal or nonverbal materials as input when learners perform a task.

The components above including background, research questions, objectives, uses, scope, and definition of terms are considered essential framework of this study. Further elaboration on the concepts are discussed in the next chapter.

II. LITERATURE REVIEW

This chapter is provided by some notions which are discussed in a framework. It consists of concept of communicative language teaching, concept of speaking, previous studies of CLT in speaking, theoretical assumption, and hypotheses.

2.1 Communicative Language Teaching

Communicative language teaching is a language teaching tradition that was developed in the United Kingdom. Communicative language teaching is seen as an approach instead of a method (Setiyadi, 2018). CLT is regarded more as an approach since the aims of CLT are to make the communicative competence the goal of language teaching and to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (Richard and Rodgers,1989).

The emphasis on the communicative approach makes the proponents of this approach pay attention to functional as well as structural aspects of language. It is believed that no single set of procedures or texts is accepted as typical procedures of CLT. CLT means integration of grammatical and functional teaching while for others, the approach means using procedures where learners work in pairs or groups employing available language resources in problem-solving tasks.

The first concept suggests that language items are presented in situations in the classroom to ensure that their meaning is clear, and then practiced as formal structures using exercises of sufficient variety to sustain the interest of the learner and in sufficient numbers to establish the structures in the learner's memory. This concept of CLT is not regarded as the right assumption of CLT since the aim of communicative teaching is not only the ability to compose correct sentences but also the ability to communicate. The second concept seems to be not the only aim of CLT. Language learners should do more than work in groups to learn to use the language in communication.

The concept of CLT can be traced back by looking at the concept of communication itself Widdowson in Setiyaadi (2018) states that communication only takes place when we make use of sentences to perform a variety of different acts of an essentially social nature and we use sentences to make statements of different kinds, to describe, to record, to classify and so on, or to ask questions, make requests, give orders. It implies that language teaching should be contextualized by presenting language items in situational settings in the classroom. In other words, in CLT the language of teachers should consider the formal structures in situational settings in the classroom. Even though it may be argued what type of contextualization can be provided to the students in the classroom. Language as communication no longer appears as a separate subject, but as an aspect of another subject. The target language should be presented in such a way as to reveal its character as communication.

Doughty and Long in Sulastri (2023) define methodological principles as a list of design features that can be generally regarded as being facilitative to second language acquisition. The following list serves as a guideline for implementing communicative language teaching (CLT) practices.

1. Principle 1: Using tasks as an organizational Principle has to do with the focus on meaning by giving learners "a purpose to use grammar in a meaning context". A task can be defined as an activity in class that involves the learner's interaction with language and focuses on meaning rather than form.

2. Principle 2: Promote learning by doing refers to how new knowledge canbe better retained in long-term memory if it is tied to real-world events and activities.

3. Principle 3: Input needs to be rich since the learner needs to be exposed to the language from various sources to develop native-like language skills. That input, however, must be comprehensible to the students.

4. Principle 4: Input needs to be meaningful, comprehensible, and elaborated. The assimilation of new knowledge heavily depends on how easily it can be attached to already existing knowledge.

5. Principle 5: Promote cooperative and collaborative learning by pairing or grouping students so that they can work cooperatively on a task. Thispractice promotes communicative interaction in the target language.

6. Principle 6: The focus on form approach emphasizes a form-meaning connection, teaching grammar through communicative contexts.

7. Principle 7: Providing error corrective feedback is important for the learner, but it is a long-term process. It depends not only on how the teacher provides

the feedback but also on individual learner factors.

8. Principle 8: Recognizing and respecting affective factors of learning is essential for teachers to understand and provide learners with an environment where they can feel motivated.

The eight principles above might be used in teaching learning process-based Communicative Language Teaching. It seems that CLT has an eclectic approach to language teaching, especially if focused on real-life situations. Thus, there will be a benefit for both the teacher and the student, since it can also be adapted to different kinds of learners. However, the quality of the teaching also depends on the quality of the material, and the teacher needs to be able to identify what better suits their classroom.

Moreover, the range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing.

2.1.1 Roles of teachers, students, and activities in CLT

In communicative language teaching, there are two types roles in CLT namely learner roles and teacher roles. Moreover, in communicative language teaching,

there are types of instructional materials namely text-based materials, task-based materials, and realia. However, in this current study, the researcher uses task-based material as an instruction in teaching speaking.

a. Learner's roles

The emphasis in Communicative Language Teaching on the processes of communication, rather than mastery of language forms, leads to different roles for learners from those found in more traditional second language classrooms. The implication for the learner is that should contribute as much as gains, and learn in an interdependent way.

There is thus an acknowledgment, in some accounts of CLT, that learners bring pre-conceptions of what teaching and learning should be like. These constitute a "set" for learning, which when unrealized can lead to learner confusion and resentment (Henner-Stanchina and Riley in Richard and Rodgers 1986). Often there is no text, grammar rules are not presented, classroom arrangement is nonstandard, students are expected to interact primarily with each other rather than with the teacher, and correction of errors may be absent or infrequent. The cooperative (rather than individualistic) approach to learning stressed in CLT may likewise be unfamiliar to learners. CLT methodologists consequently recommend that learners learn to see that failed communication is a joint responsibility and not the fault of the speaker or listener. Similarly, successful communication is an accomplishment jointly achieved and acknowledged.

b. Teacher's roles

Several roles are assumed for teachers in Communicative Language Teaching, the importance of particular roles being determined by the view of CLT adopted. Breen and Candlin describe teacher roles in the following terms:

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, and second as a guide within the classroom procedures and activities. A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning, and organizational capacities.

2.1.2 Task-Based Material in CLT

A wide variety of materials have been used to support communicative approaches to language teaching. Communicative Language Teaching view materials as a way of influencing the quality of classroom interaction and language use. Materials thus have the primary role of promoting communicative language use. Several materials are regarded as being commonly used in CLT, one of which is task-based materials.

A variety of games, role plays, simulations and task-based communication activities have been prepared to support Communicative Language Teaching classes. These typically are in the form of one of exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets. In pair communication materials, there are typically two sets of material for a pair of students, each set containing different kinds of information. Sometimes the information is complementary, and partners must fit their respective parts of the "jigsaw" into a composite whole. Others assume different role relationships for the partners (e.g., an interviewer and an interviewee). Still others provide drills and practice material in interactional formats.

Many proponents of Communicative Language Teaching have advocated the use of "authentic," "from-life" materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts. Different kinds of objects can be used to support communicative exercises, such as a plastic model to assemble from directions.

It is important to distinguish between differences in the processing demands of tasks, which are a consequence of task structure and design, and the differences in the resources learners bring to tasks which are attributable to a range of individual difference variables. Task complexity is the result of attention, memory, reasoning, and other information processing demands imposed by the structure of

the task on thelanguage learner.

2.2 Concept of Speaking

One expert has a different definition of speaking from another. Thornbury in Sulastri (2023) states that speaking is a part of daily life that people take it for granted. The activities are unplanned and their continuity is based on situations. According to Bygate in Sulastri (2023) speaking is described as skill. Speaking is often thought of as a 'popular' form of expression. The activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

Furthermore, Bygate in Sulastri (2023) states the further feature of speaking is that interaction skills involve making decisions about communication, such as: what to say, how to say it, and whether to develop it, following one's intentions, while maintaining the desired relations with others.

Harmer in Sulastri (2023) suggests that the teaching of speaking depends on there being a classroom culture of speaking and that classrooms need to become 'talking classrooms. In other words, students will be much more confident speakers and their speaking abilities will improve. It shows how speaking activities provide opportunities for rehearsal give both teacher and students feedback and motivate students because of their engaging qualities.

From the definitions above, it can be concluded that speaking is an activity in which the speaker can produce utterances to express his/ her ideas in order to

exchange information, so the listener understands what the speaker means.

2.2.1 Measuring of Speaking Skill

There are several majors to analyze speaking, such as complexity, accuracy and fluency. Skehan (1998) proposed a model that included CAF as three major dimensions of proficiency. The three principles of CAF stand for complexity, accuracy, and fluency of a language. Many studies have focused on the effects of different factors (corrective feedback, task complexity, and planning time) on CAF. There is a lot of disagreement about whether or not complexity is the most controversial of the three proficiency measures. However, the researcher only used accuracy and fluency to analyze students' speaking performance.

Accuracy: when it comes to accuracy, it concerns about the ability to determine error sentences or to be able to recognize correct use of tenses, articles, etc. In other words, it refers to the extent how the learners follow the system's rule of the target language such as the use of article, verb forms, and past-tense (Bui & Skehan, 2018).

Fluency: Segalowitz (2010) as cited in Pallotti (2020) believes that there are 3 kinds of fluencies: cognitive fluency, utterance fluency, and perceived fluency. Cognitive fluency is the ability in planning to deliver the speech. Meanwhile, utterance fluency is the performance of the speaker. On the other hand, perceived fluency is how the listener judges how fluent the speaker's speech is. In other words, fluency refers to the learners' ability in using the target language without extensive pauses and correction (Kim, Nam, & Lee, 2016). In analyzing spoken

language production, the fluency could be deciphered through the number of AS-Units.

2.3 Previous Studies of CLT in Speaking

Some researchers have investigated teaching speaking through the Communicative Language Teaching method. The first researchers are Farooq and Muhammad (2015). The results showed that the EFL teachers are aware of the CLT characteristics, its implementation, and its impact on the communicative competence of the students. The second study was conducted by Mulyanah, *et al,* (2018). The results of the study showed that there was an improvement in students" speaking skills in actively communicating by using CLT. The third study was conducted by Sulastri (2023). The result of the study showed that the implementation of HOTS-based Communicative Language Teaching is appropriate for improving the student's speaking skill. The student can be more active, creative, and comprehend the language. The students get more confident in participating in the class in every procedure. The students are able to explore their critical thinking and speaking skills during both the learning process and performance.

The fourth study was conducted by Gutierrez, *et al,* (2022). The result of the study showed that the implementation of the CLT method allows achieving good learning in terms of performance, 100%, and 39.43% as excellent, a condition that, in the initial phase, did not exist in a single case. In the pronunciation indicator: the sample is 23 students comprising 100%, where 86.95% are in the average and above it making the method applied in the pronunciation indicator is

optimal for these students. In vocabulary, 20 students performed satisfactorily with the method applied in English, representing a percentage of 86.95%, giving the expected results. Comprehension is the one that stands out in the whole method applied because it consists of understanding the English language, where it can be observed that this method is optimal for teaching. The results obtained in the graphs show that these indicators potentially reinforce the pedagogical method studied in order not to diminish the students' strength in future studies.

2.4 Theoretical Assumption

Assumptions are our assertions about the world that underlie our program plan and the anticipated change process. Thus, the basic assumptions in this research are:

As speaking is needed in daily activities, students are to be able to communicate their wants to the people they communicate with. Speaking happens at that time and can not be edited or revised. However, due to the information on CLT itself, the researcher believes that it could help students improve their speaking ability.

2.5 Hypotheses

The hypotheses of the research are formulated as follows:

H_1: There is a significant difference between students' speaking achievement between the students taught through communicative language teaching with task and those with discussion

H2: there is a statistically significant improvement of the students' speaking achievement after the implementation of communicative language teaching with

task

H3: There is a statistically significant improvement of students' speaking achievement after the implementation of discussion with task.

Therefore, the theories that have been discussed in this chapter are concept of communicative language teaching, concept of speaking, previous studies of CLT in speaking, theoretical assumption, and hypotheses.

III. METHODS

This chapter describes the design of the study, variables, population and sample, procedure of the study, technique for collecting the data, instrument, data analysis, data treatment, and hypothesis testing.

3.1. Design

The researcher employed a quasi-experimental design to investigate the impact of different teaching methods on students' speaking achievement in a quantitative study. Specifically, the study aimed to determine the statistically significant differences in speaking achievement between students taught using communicative language teaching (CLT) with tasks and those taught through discussion. Additionally, the study examined the statistically significant improvement in students' speaking achievement following the implementation of CLT with tasks and discussion methods. An independent samples t-test was used to compare the results between the experimental group, which received CLT-based instruction, and the control group, which was taught through discussion.

The design can be illustrated as follows:

G1 T1 X1 T2
G2 T1 X2 T2
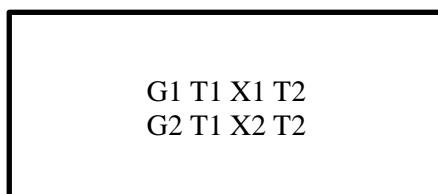
Note:

G1: Experimental Group
G2: Control Group
T1: Pre-test
X1: Treatment with communicative language teaching
X2: Treatment with discussion
T2: Post-test

Further, the researcher administered one task. The tasks were manipulated with simple tasks along two dimensions resource directing (+few elements, +here and now, + no reasoning demands) and resource depleting (+planning time, +single task, +prior knowledge).

3.2 Variables

Setiyadi (2018) mentions that a variable is a noun that stands for variation within a class of objects such as gender, achievement, motivation, behavior and environment. There are two kinds of variables namely independent variable (X) and dependent variable (Y). In this research, there is no dependent variable since this research deals with concerning experimental class and control class. The variables are described as follows:

1. The independent variable (X1) is speaking skill with communicative language teaching and discussion.

2. The independent variable (X2) is speaking skill with discussion

3.3 Population and Sample

In this research, the population was the second semester of tenth-grade students of

SMK SMTI Bandar Lampung. The total number of students in each class was 30. This research used a purposive sampling technique. In this research, the researcher selected the sample for students in class 10 APL1 and 10 APL 2 who supported the research since all the students were in the same level.

3.4 Research Procedures

In conducting this research, the experimental group was given treatment by using communicative language teaching, while the control group was given treatment by using discussion.

Both groups were given a pre-test and post-test in the form of speaking tests to see their initial ability to speak. Students were asked to speak for about 5 minutes based on the topic that was given by the teacher, namely giving directions. When students spoke, the teacher recorded their speaking.

The implementation stage is the collecting stage. Students' initial speaking ability was shown in the picture below:

Experimental Class

Step 1	step 2	step 3	step 4
Pretest Students' initial abilities	Implementation CLT	Posttest (speaking ability)	The findings of class A speaking ability

Control Class

Step 1	Step 2	Step 3	Step 4
Pretest Students' initial abilities class B	Implementation discuussion	Posttest (speaking ability)	The findings of class B speaking ability
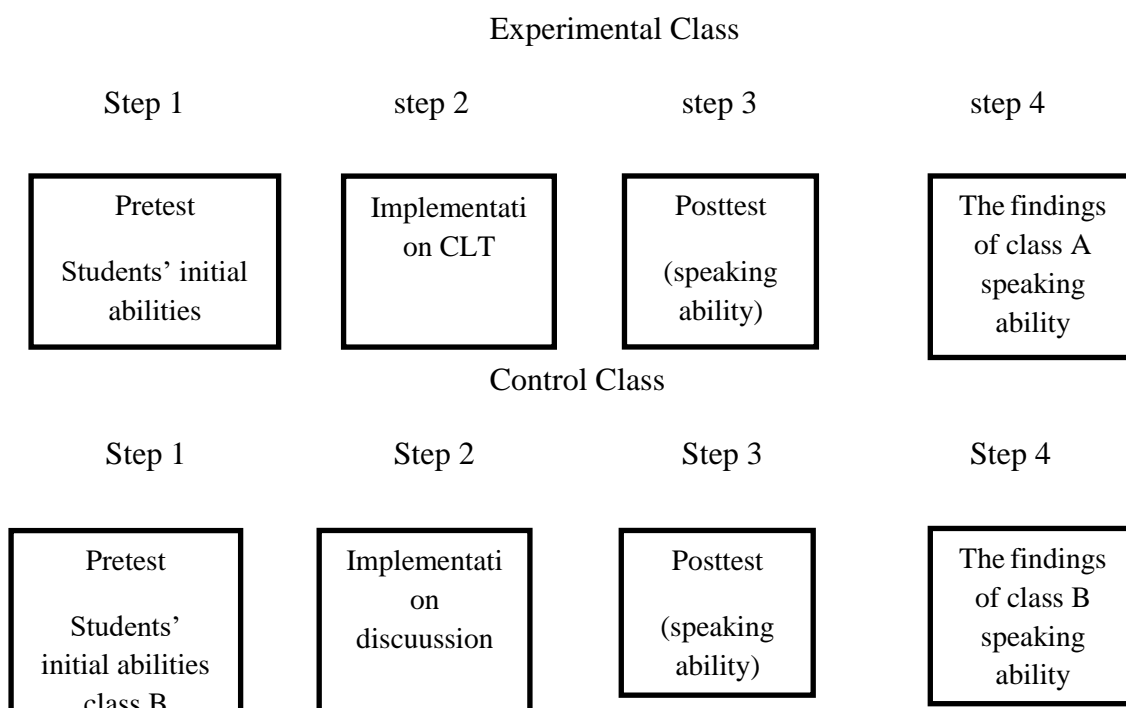
3.5 Instrument

The speaking test is the performance assessment that was used as the instrument of this research. The researcher used a speaking test as an instrument to investigate whether there was an improvement in students' speaking achievement. The teacher gave one task to the students related to direction material, the task which can be seen on Appendix 1.

3.6 Data Collecting Technique of Speaking

The data were collected using instruments for this study. Students were required to take tests in the form of speaking assignments to determine their speaking scores, which were then used to evaluate their speaking achievement. The tests should be handed out at the beginning and the last meeting then were analyzed to know the significant difference of students' speaking before and after being taught using communicative language teaching and using discussion.

1. Pre-test

Prior to the students receiving treatment, a pretest was given in the first meeting to both classes. Thus, they were asked to describe based on the materials that had been given by the teacher. After that, the teacher recorded their speech. The materials that were delivered direction. The students should describe the pictures that had been given by the teacher. This sort of test was used to assess students' current speaking knowledge and skills. The test also aimed to determine if students' speaking achievement improved from the pretest to the posttest by following the treatment. However, the teacher must provide the students with brief explanations and guidelines for their speaking.

2. Treatment

The treatment took place after the pre-test is done. There were three meetings to conduct the treatments based on the lesson plan made by the researcher. The experimental group was given treatment using communicative language teaching while the control group was given treatment using discussion.

3. Post-test

After conducting the treatment using communicative language teaching in the experimental group and the treatment using discussion in control group, another speaking test was given to the students in the form of a speaking task. In this step, the teachers gave the same pictures to students and record the students' speaking. Thus, they were asked to describe based on the direction picture that had been given by the teacher. Moreover, before conducting the posttest the teacher gave explanations and guidelines based on the communicative language teaching in the experimental group and based on the discussion in the control group. Similar to the pretest, this test should be done by the students in experimental group and control group. It was intended to know how far students improve after receiving the treatment from the teacher in a certain period of time. The topic used for this test was the same as in the pre- test. The students' posttests were then examined by the teacher based on the aspects of accuracy and fluency.

In short, the data were obtained from two kinds of tests namely pretest and posttest. The two tests were administered to the experimental group and control

group. The test instruction for the two classes would be the same without any modification.

3.7 Validity and Reliability of the Instrument

The validity and reliability of the instruments adopted in a study must be verified by the researcher. As mentioned by Setiyadi (2018) that the justification of the instrument used was valid and reliable is the important factor to take into account while constructing an instrument. It could be said that the requirements for a good test are determined by an instrument's validity and reliability. Hence, those two components cannot be separated regarding the measurement of the instrument. As a result, the researcher was eager to find out whether or not the tests used as the research instruments were suitable.

3.7.1 Validity of Speaking Test

According to Setiyadi (2018) validity of an instrument has to show how accurate that instrument measures what is supposed to be measured. Therefore, the researcher used two kinds of validity test which are content and construct validity.

a) Content Validity

The content validity of the test is concerned with whether it is adequately representative and comprehensive for the test (Setiyadi, 2018). It refers to the measure in which the test defines a representative sample of the subject matter material. The quality of the sample, rather than the form of the examination, reflected the focus on content validity.

In this research, the researcher examined the test based on the learning objectives stated on the syllabus made by the teacher in order to compose the material and

activity. Moreover, the researcher provided a Table of checklist for the validator which can be seen in Appendix 6.

b) Construct Validity

Brown cited in Brown (1996) said the general concept of validity is traditionally defined as the degree to which a test measures what it claims, or purports, to be measuring. The construct validity of a test should be demonstrated by an accumulation of evidence. It means that the test items or tasks should be written based on the theory of what is being tested (Nurweni, 2018). She also stated that the theory of language skills which involves language aspects is used by the teacher as a basis to develop a task to assess students' language ability. In this research, the test was designed based on the theory of speaking. Besides, the aspects of speaking were also applied during the teaching and learning process. Furthermore, the instruments had been checked by an English teacher at SMK SMTI Bandar Lampung.

3.7.2 Reliability of Speaking Tests

Since the instruments used in this research were speaking tests, the researcher employed *inter-rater reliability* to examine the consistency of the test. It was implied that the test would be evaluated independently by two raters. Therefore, in this study, the researcher cooperated with a speaking teacher at school to evaluate students' speaking using the aspects of accuracy and fluency Robinson (2001). Thus, the reliability was acquired from the students' scores given by the two raters after being compared. The researcher used the statistical formula of *Pearson*

Product Moment that was intended to achieve the reliability of the test as follows

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum x^2)\}\{(N\sum Y^2 - (\sum y^2)\}}}$$

Description

R_{xy}: correlation coefficient between x and y
x: rater 1
y: rater 2
N: Number of the students

The criteria of reliability proposed by (Setiyadi,2018) are as follows:

   a. Reliability range from 0.800 up to 1.000 is very high
   b. Reliability range from 0.600 up to 0.800 is high
   c. Reliability range from 0.400 up to 0.600 is fair
   d. Reliability range from 0.200 up to 0.400 is low
   e. Reliability range from 0.000 up to 0.200 is very low

In this research, the researcher had already calculated the reliability. Regarding the consideration above, the standard that should be achieved is high reliability. It can be concluded the correlation coefficient should be higher than 0.05. The result of this research is presented below:

Table 1. Reliability of Pre-Test

Correlations		RATER1	RATER2
RATER1	Pearson Correlation	1	.990[**]
	Sig. (2-tailed)		.000
	N	30	30
RATER2	Pearson Correlation	.990[**]	1
	Sig. (2-tailed)	.000	
	N	30	30
**. Correlation is significant at the 0.01 level (2-tailed).			

Based on Table 1, there is a significant difference between the score from rater 1 and rater 2 of the pretest since the significant value of pretest is 0.000 with a

Pearson correlation is 0.990. Thus, the reliability of the pretest is very high, since the coefficient is higher than 0.800 (Setiyadi, 2018). In addition, the result from the reliability of post-test is as follow:

Table 2. Reliability of Post-Test

Correlations		RATER1	RATER2
RATER1	Pearson Correlation	1	.997**
	Sig. (2-tailed)		.000
	N	30	30
RATER2	Pearson Correlation	.997**	1
	Sig. (2-tailed)	.000	
	N	30	30
**. Correlation is significant at the 0.01 level (2-tailed).			

Therefore, Table 2 shows the Pearson correlation of the post test is 0.997, which means the score is higher than 0.800. Thus, it is considered as a very high reliability. In brief, there is a significant between the score from rater 1 and rater 2 of the post-test in the experimental class.

3.8 Data Analysis of Speaking

After the data needed were collected, then they were coded and counted in terms of accuracy and fluency. The explanation was as follows:

1. Accuracy

Regarding accuracy, it was calculated by means of the total number of errors per AS-Units (Michel, Kuiken and Vedder , 2007), and the number of lexical errors as well as the total number of omissions (of articles, verbs, and subjects), both in relation to the number of AS units. To find out the accuracy of the students

speaking, the researcher used the following formula:

$$\frac{Error - free\ AS\ UNITS}{Total\ number\ of\ AS\ UNITS} x100\%$$

The example of calculating accuracy is as follows:

‖Hi.‖ What~~do~~ you like sport?.‖ ~~I''m~~ like football.‖ ~~I''m~~ play football with my friend,‖ and who you ~~play~~ badminton (will) with you?.‖ Where and when ~~you~~ usually play badminton?.‖ ~~I''m~~ play football Saturday afternoon (ain) in field.‖

Having analyzed every sentence in the transcription above, there is one AS-Units which is error free. Thus, the accuracy is:

$$\frac{1}{7} x100 = 0.143$$

2. Fluency

To measure fluency, this research was implemented Speech Rate B in which the number of syllables generated from task performance, measured by the number of syllables, divided by the total number of seconds and multiplied by 60 (Gillabert, 2007). For Speech Rate B, repetitions, reformulations, false starts, and comments in the L1 were excluded from the calculation. Thus, the researcher just focuses on the students'' utterances in L2.

$$\frac{Number\ of\ syllables}{total\ number\ of\ seconds} x60$$

The example of calculation for fluency in this research is as follows:

Hi (1). I (1) like (1) badminton,(3) and (1) you (1)?. ohh.. Who (1) is

(1) your (1) player (2)?. My (1) favorite (3) player (2) is (1) Tantowi

(3) ahmad (2). I (1) exercise (3) every (2) Saturday (3) and (1) Sunday(2), and (1)

you (1)? (17")

The transcription above contains 39 syllables, so the fluency is:

$$\frac{39}{17}X60\% = 137.65$$

3.9 Data Treatment

Three basic assumptions should be fulfilled in using the Independent Group T-

test toexamine the hypotheses based on Setiyadi (2018), namely:

1. The data are interval.

2. The data are taken from a random sample in a population (non absolute).

3. The data are distributed normally.

Thus, it is essential to find out the normality and the homogeneity of the test

before having further analysis of the result.

3.9.1 Normality Test

The main goal of the normality test was to know whether the data were normally

distributed or not. To determine the value, the researcher utilized the Saphiro Wilk

to analyze the data. Below is the formula:

H_0: The distribution of the data was not normal.

H_1: The distribution of the data was normal.

The level of significance used is 0.05. H0 is accepted if the result of the normality test is higher than 0.05 (sign > 0.05). Thus the normality in this research is shown as follows:

Table 3 Normality of the Test

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Result	pre test experiment	.095	30	.200[*]	.973	30	.612
	post test experiment	.148	30	.091	.944	30	.118
	Pretest control	.132	30	.195	.956	30	.243
	post test experiment	.103	30	.200[*]	.952	30	.194

*.This is lower bound of the true significance

a. Lilliefors Significance Correlation

As can be seen in Table 3, the data are distributed normally since the values of normality in the experimental class are 0.612 for the pre-test and 0.118 for the post- test. Further, in the control class the value of normality in the pre-test and post-test are 0.243 and 0.194. It means the data are distributed normally in both tests of the control class. In brief, H_1 is accepted since the significance of both classes is higher than 0.05.

3.9.2 Homogeneity Test

In analyzing the data, a homogeneity test needs to be conducted. The purpose of this test is to assess the similarity of the two classes' distribution in each class.

Below are the hypotheses:

H$_0$: The data was not taken from two samples in the same variances (homogeneous).

H$_1$: The data was taken from two samples with the same variances (homogeneous).

If the significance level of the test is higher than 0.05 it implies the alternative hypothesis (H$_1$) is accepted. The result was explained below:

Table 4 Homogeneity of the Test

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
HASIL	Based on Mean	.042	1	58	.837
	Based on Median	.037	1	58	.847
	Based on Median and with adjusted df	.037	1	54.577	.847
	Based on trimmed mean	.032	1	58	.859

Table 4. Shows, the result of homogeneity test is 0.837 which means that the significant is higher than 0.05. In brief, the H1 hypothesis is accepted.

3.10 Hypotheses Testing

The hypothesis temporary answer to the research question. Setiyadi (2018) explains that a hypothesis in research is a statement of variable distribution or the relationship between two variables that would be investigated. There were two hypotheses in this research namely null hypothesis (H0) and alternative hypothesis (H1). The researcher utilized an independent T-Test to answer three

research questions. The aims of the first research question to find out whether there was significant difference in students' speaking achievement who taught with communicative language teaching and discussion. The hypothesis of the first research question could be drawn as follow:

H_0: there is no significant difference in students' speaking achievement who taught by using communicative language teaching and discussion.

H_1: there is significant difference in students' speaking achievement who taught by using communicative language teaching and discussion.

Further, the aims of the second research question to find out whether there was improvement in students' accuracy of students who were taught through CLT and those who were taught through discussion on their student speaking achievement. The hypothesis of the second research question could be drawn as follow:

H_0: there is no improvement in students' accuracy of students who were taught through CLT and those who were taught through discussion on their student's speaking achievement.

H_1: there is improvement in students' accuracy of students who were taught through CLT and those who were taught through discussion on their students speaking achievement.

Thus, the aims of the third research question to find out whether there was improvement in students' fluency of students who were taught through CLT and those who were taught through discussion on their student speaking achievement. The hypothesis of the second research question could be drawn as follow:

H_0: there is no improvement in students' fluency of students who were taught through CLT and those who were taught through discussion on their students speaking achievement.

H_1: there is improvement in students' fluency of students who were taught through CLT and those who were taught through discussion on their students speaking achievement.

In short, this chapter covers the methodology of the research which is concerned with design of the study, variables, population and sample, procedure of the study, technique for collecting the data, instrument, data analysis, data treatment, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This final chapter focuses on the discussion of two points. First, the conclusion of the research findings. Second, suggestions for English teachers who wants to implement the method in teaching speaking and other researchers who want to conduct investigation in the same area

5.1 Conclusions

In conclusion, for the first research question, there is a significant difference in students' speaking achievement between the students taught through communicative language teaching with tasks and those with discussion. This is because CLT with task-based materials often engages students actively in completing a task or achieving a goal using language. This can enhance motivation and participation. Thus, CLT with task-based materials is better for promoting communicative competence. Discussions also have their merits in developing critical thinking and structured language use. The effectiveness ultimately depends on how well each approach aligns with the learning objectives, student needs, and teaching context.

Concerning the second research question, there was an improvement in students' speaking achievement in terms of accuracy and fluency in the experimental class. Communicative Language Teaching with task-based materials generally supports improvements in both speaking fluency and accuracy. This is because the

approach fosters natural language use and practice, which enhances fluency, while the integration of form-focused elements helps in refining accuracy. However, the overall effectiveness can vary based on task design, learner level, and the teacher's ability to balance these aspects in instruction. To maximize benefits, it is essential to design tasks thoughtfully and address both fluency and accuracy through a well-structured approach.

On the other hand, for the third research question in the teaching and learning process of discussion, there is no statistically significant improvement in students' speaking achievement in terms of accuracy in the control class. This is because discussions offer valuable opportunities for practicing language use in context, and they may not always be sufficient for improving accuracy on their own. The unstructured nature of many discussions might lead to less focus on grammatical correctness and variable speaking practice. On the other hand, discussions provide students with ample opportunities to speak and practice their language skills. The more students engage in speaking, the more fluent they become as they practice articulating their thoughts and ideas. Thus, discussions often have a less formal and more interactive environment compared to traditional classroom activities. This reduced pressure helps students feel more comfortable and willing to speak, which can lead to more natural and fluent speech.

To maximize the effectiveness of discussions, it is important to integrate them with methods that address specific language skills and to ensure that they are designed to provide balanced opportunities for practice and feedback.

5.2 Suggestions

Following the conclusions above, below are the suggestions for English teachers and further research:

1. For teachers

Since students provided with communicative language teaching tend to neglect forms while focusing on meaning, teachers are suggested to guide students toward paying attention to forms. For instance, providing them with planning time and simple present tense to make the form produced by students also accurate. Additionally, teachers may help students in checking the grammatical accuracy of their speaking.

2. For further research.

For those interested in conducting research on task-based materials through Communicative Language Teaching (CLT), it is suggested not only to employ simple tasks in terms of resource directing (few elements, present tense, no reasoning demands) and resource dispersing (planning time, single task, and prior knowledge) but also to incorporate complex task in term of resource directing (many elements, past tense, and reasoning demand). This can serve as a guideline for students striving to enhance their accuracy in comprehension. Additionally, further research may explore alternative task topics that encourage greater accuracy in speaking.

After all, those are the conclusions of this study after investigating the use of communicative language teaching with task based materials. Other researchers

may consider the suggestion above in conducting further studies related to the topic. The findings of this research also offer implications that can be implemented by teachers in English language teaching.

REFERENCES

Arung, F. (2016). Improving the students' speaking skills through debate techniques. *Journal of English Education*, 1(1), 71-72.

Brown, J. D. (2000). What is construct validity? *JALT Testing and Evaluation SIGNewsletter*, *4*(2), 8–12.

Bui, G., and Skehan, P. (2018). Complexity, Accuracy, and Fluency. *The TESOL Encyclopedia of English Language Teaching.* Hoboken: John Wiley and Sons, Inc.

Farooq and Muhammad, U. (2015). Creating a communicative language teaching environment for improving students' communicative competence at EFL/EAP university level 2015. *Canadian Center of Science and Education.* 8(4): 179-191.

Gilabert, R. 2007. The simultaneous manipulation of task complexity along planning time and +/- here-and-now: Effects on L2 Oral Production. Barcelona: *Universitas Ramon Llull*.

Gutierrez. (2022). Communicative Language Teaching to Enhance Speaking Skills in B1.1 Level. *Pol. Con. (Edición núm. 69)* Vol. 7, No 4.

Howatt, A. (1984). *A history of english language teaching.* Oxford: Oxford University Press.

Kim, Y., Nam, J., and Lee, S.-Y. (2016). Correlation of Proficiency with Complexity, Accuracy, and Fluency in Spoken and Written Production: Evidence from L2 Korean. *Journal of the National Council of Less Commonly Taught Languages, 19*, 147-181.

Losi, V. R., and Nasution, M.,M. (2022). Students' Attitudes Toward Communicative Language Teaching (Clt) In English Speaking Intensive Program. *IJEAL (International Journal of English and Applied Linguistics*. Volume : 2 | Number 1 | April 2022 | E-ISSN : 2787-9482 | DOI: doi.org/ijeal.v2i1.142

Luo, X. (2022). The Effect of manipulating task complexity along resource-dispersing dimension on L2 written performance from the perspective of complexity theory. *English Language Teaching, 15*(9), 151-159.

Mahpul. (2014). Task complexity in dialogic oral production by EFL Indonesian learners. Unpublished Thesis.

Martini and Yahaya,R.A (2013). Communicative Language Teaching (CLT) in Malaysian context: its' implementation in selected community colleges. Procedia - Social and Behavioral Sciences 90 (2013) 788 – 794.

Michel, M. et al(2007). The influence of complexity in monologic versus dialogic tasks in dutch L2. *IRAL*. 45 (2), 241–259.

Megawati, F., and Mandarani, V. (2016). Speaking problems in English communication. *Paper presented at Proceeding of the 1st English Language Teaching Learning Conference (ELTIC):* Its Trend of Curriculum Challenges to Face ASEAN Economic Community, English Education Program, Muhammadiyah university of Purwerejo.

Mulyanah, E. Y., Ishak, and Dewi, R. K. (2018). The effect of communicative language teaching on students' speaking skill. *Disertasi. University Muhammadiyah Tangerang.*

Nurweni, A. (2018). *Teaching English assessment* (1st ed.). Graha Ilmu.

Pallotti, G. (2020). Measuring Complexity, Accuracy, and Fluency (CAF). In G. Pallotti, *The Routledge Handbook of Second Language Acquisition and Language Testing* (pp. 1-9). England: Routledge.

Pebriani, M., Sukirlan, M., Flora (2019). Weak version of communicative language teaching in speaking at the beginner level. *Digilib Unila*

Rahimpour, M., and Hosseini, P. (2010). The impact of task complexity on L2 learners' written narratives. *CCSE, 3*(3), 198-205.

Richards,J. C and Rodgers, T.S (1986) *Approaches and methods in language teaching.* Cambridge: Cambridge University Press.

Robinson, P. (2001). Task complexity, task difficulty, and task production: exploring interaction in a componential framework. *Applied Linguistics*, 22(1).

Sadeghi, K., and Mosalli, Z. (2013). The effect of task complexity on the quality of efl learners' argumentative writing. *Iranian Journal of Language Teaching Research, 1*(2), 115-134.

Salimi, A., Dadaspour, S., and Asadollahfam, H. (2011). The Effect of Task Complexity on EFL learners' Written Performance. *Procedia - Social and Behavioral Sciences, 29*, 1390 – 1399.

Saputra,J.B. (2015).Communicative Language Teaching: Changing Student's Speaking Skill. *Premies Journal Vol 4 No.1.*

Sulastri,S (2023). Developing HOTS based communicative language teaching to improve students' speaking skill in foreign language learning. *University of Lampung. https://digilib.unila.ac.id/id/eprint/70103*

Skehan, P. (1998). *A Cognitive approach to language learning.* Oxford: Oxford

University Press.

Setiyadi, Ag. B. (2018). *Teaching English as a foreign language.*Yogyakarta. Graha Ilmu.

Setiyadi, Ag. B. (2018). *Metode penelitian untuk pengajaran bahasa asing*. Yogyakarta: Graha Ilmu.

Tran (2022). Employing CLT Approach to Improve English Speaking Skills for Hau Giang Community College Students. *International Journal of Language Instruction*, 1(1), 29-40.

Umar, H. (2021). The Effect of Using the Communicative Language Teaching (CLT) Approach in Teaching Speaking. *Elite Journal Volume 8 Nomor 2, Desember 2021*