

**DEVELOPING TEACHING PROCEDURES BASED ON
COMMUNICATIVE LANGUAGE TEACHING PRINCIPLES
TO INCREASE STUDENTS' SPEAKING ABILITY
AT SMK N 1 CANDIPURO**

A Thesis

By

Uswatun Khasanah
NPM. 2123042010



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

ABSTRACT

DEVELOPING TEACHING PROCEDURES BASED ON COMMUNICATIVE LANGUAGE TEACHING PRINCIPLES TO INCREASE STUDENTS' SPEAKING ABILITY AT SMK N 1 CANDIPURO

By

Uswatun Khasanah

This research aims to find out (1) whether a developed teaching procedure based on Communicative Language Teaching principles can improve students' speaking ability, (2) which aspect of speaking improves the most after the students were taught through a developed teaching procedure based on Communicative Language Teaching principles and (3) whether a developed teaching procedure based on Communicative Language Teaching principles decrease the level of students' anxiety. This is a quasi-experimental research design that conducts a quantitative method with 30 students as the subjects. The students were tested through the speaking test before and after the treatment namely a developed teaching procedure based on communicative language teaching principles. They were to fill the questionnaire before the treatments to know the prior level of anxiety that they have. Then, after the treatments, they were asked to fill the questionnaire sheets with the same questions as the previous questionnaire to draw their level of anxiety after the implementation of this new teaching procedure. The data were statistically analyzed with paired samples t-test through SPSS version 22 and scored manually through Microsoft Excel 2010, to obtain the findings.

The first finding (1) shows that a developed teaching procedure based on Communicative Language Teaching principles can improve students' speaking ability. The pre-test is 35.87, while in the post-test, the score is 50.60. The *t*-value, which is 11.221 is higher than the *t*-table, which is 2.045. Or, the sig (2-tailed) is 0.000 which is lower than 0.05. The second finding (2) results that the aspect of speaking that improves the most after the students were taught through the developed teaching procedure based on CLT principles is fluency. It is in line with the CLT principle, which is fluency is an important dimension of communication. The third finding (3) reveals that the developed teaching procedure based on CLT principles can decrease the level of students' anxiety. It can be seen from the last questionnaire that got decreased in the score. The result in the first questionnaire is 4.39, while in the last questionnaire is 2.44. Then, it is suggested for teachers to apply this developed teaching procedure at class because this is a very good choice to break down the dead class and make the class alive. And this research could be a reference for further researchers who want to conduct similar researches.

Keywords: *Teaching Procedure, Communicative Language Teaching, Speaking, Foreign Language Anxiety, Ability, Compliment*

**DEVELOPING TEACHING PROCEDURES BASED ON
COMMUNICATIVE LANGUAGE TEACHING PRINCIPLES
TO INCREASE STUDENTS' SPEAKING ABILITY
AT SMK N 1 CANDIPURO**

**By:
Uswatun Khasanah**

Thesis

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

In

**Language and Arts Education Department
of Teacher Training and Education Faculty**



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

Research Title : **DEVELOPING TEACHING PROCEDURES BASED ON COMMUNICATIVE LANGUAGE TEACHING PRINCIPLES TO INCREASE STUDENTS' SPEAKING ABILITY AT SMK N 1 CANDIPURO**

Student's Name : **Uswatun Khasanah**

Student's Number : **2123042010**

Study Program : **Master in English Language Teaching**

Department : **Language and Arts Education**


Faculty : **Teacher Training and Education**

APPROVED BY
Advisory Committee


Advisor

Co-Advisor



Prof. Ag. Bambang Setiyadi, M.A., Ph.D.
NIP 19590528 198610 1 001


Dr. Tuntun Sinaga, M.Hum.
NIP 19600622 198603 1 002

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


Mahpul, M.A. Ph.D.
NIP 19657061994031002

ADMITTED BY

**1. Examination
Committee**

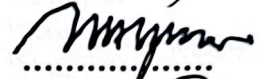
Chairperson : Prof. Ag. Bambang Setiyadi, M.A., Ph.D.....



Secretary : Dr. Tuntun Sinaga, M.Hum.



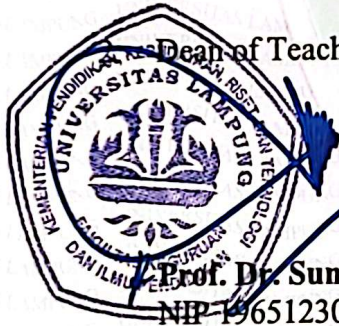
Examiners : 1. Dr. Muhammad Sukirlan, M.A.



2. Prof. Dr. Cucu Sutarsyah, M.A.

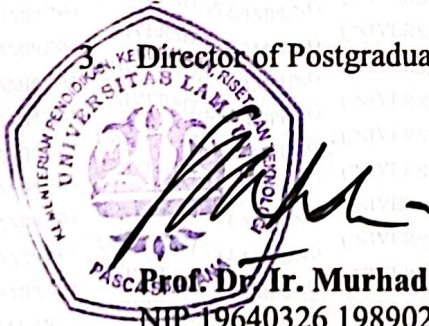


Dean of Teacher Training and Education Faculty



**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**

4. Graduated on: September 17th, 2024

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya :

Nama : Uswatun Khasanah

NPM : 2123042010

Program Studi : Magister Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

Judul Tesis : Developing Teaching Procedures Based on Communicative Language Teaching Principles to Increase Students' Speaking Ability at SMK N 1 Candipuro

Menyatakan bahwa tesis ini adalah karya 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 pernyataan ini tidak benar, sepenuhnya menjadi tanggungjawab saya.

Bandar Lampung, 17 September 2024



Uswatun Khasanah

CURRICULUM VITAE

The author, Uswatun was born on February 7th, 1996 in Candipuro, Lampung Selatan. She is the first child of Mr. Widodo with Ms. Syamsiyah. She has one brother and one sister, Muhammad Hafid Ma'arif and Fithriya Althofun Nisa.

She graduated from Bustanul Athfal Kinder Garten in 2002, State Elementary School 03 Titiwangi Lampung Selatan in 2008, State Junior High School 1 Candipuro in 2011, and State Senior High School 1 Candipuro in 2014. In 2015, she took English Education Study Program in UIN Raden Intan Lampung and graduated in 2019.

Now, she is continuing her study on English Education in University of Lampung since 2021. Beside studying as a magister student, the author also works as an English Teacher at State Vocational High School 1 Candipuro, Lampung Selatan since 2020.

DEDICATION

This thesis is entirely dedicated to :

My beloved parents, my husband and my son

Your love will always be in my heart

I love you

MOTTO

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَ الْآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ،
وَمَنْ أَرَادَهُمَا فَعَلَيْهِ بِالْعِلْمِ

“Whoever wants (happiness) in the world, then it should be with knowledge. And whoever wants (happiness) in the afterlife, then it should be with knowledge. And whoever wants (happiness) both, then it should be with knowledge.” (Imam Shafi'i)

ACKNOWLEDGEMENTS

Alhamdulillah to Allah swt, the most gracious and the most merciful. Because of His blessing, the author can accomplish this thesis, entitled “Developing Teaching Procedures based on Communicative Language Teaching Principles to Increase Students’ Speaking Ability”. This thesis is submitted as a compulsory fulfillment of the requirement for S-2 Degree at the Language and Arts Education Department of Teacher Training and Education Faculty of University of Lampung.

It’s an honest to be known that this research would never come into existence without any supports, encouragements and guidance by several generous people. Therefore, the author would like to express her sincere gratitude and deep respect to Prof. Ag. Bambang Setiyadi, M.A.,Ph.D., as her first advisor, for his support, ideas, suggestions and patience for the author during the thesis process. Her appreciation is also due to her second advisor, Dr. Tuntun Sinaga, M.Hum., who gives his best patience, valuable input, suggestions and revisions in finishing this research. The author also would like to express her deep gratitude to the first examiner, Dr. Muhammad Sukirlan, M.A., and the second examiner Prof. Dr. Cucu Sutarsyah, M.A., who have given suggestions, criticisms and great insights towards this thesis.

The greatest honor and sincere thanks would be dedicated to her beloved families, her father Mr. Widodo, her mother Ms. Syamsiyah, her brother Muhammad Hafid Ma’arif and her sister Fithriya Althofun Nisa. It is truly undoubted that their love, care, spirit, motivation, patience and prayer are involved in her study and life.

Last but not least, the author would like to thank all MPBI 2021 friends for great cooperation in struggling in studying at University of Lampung. You all are really blessed friends.

Finally, the author realizes that this thesis still has some weaknesses. Therefore, criticisms and suggestions are invited for its improvement. Hopefully, this thesis can give benefits to the readers and those who want to carry out the further researches.

Bandar Lampung, September
2024
The author,

Uswatun Khasanah
NPM 2123042010

CONTENTS

COVER	i
ABSTRACT	ii
APPROVED	iv
ADMITTED.....	v
LEMBAR PERNYATAAN	vi
CURRICULUM VITAE.....	vii
DEDICATION.....	viii
MOTTO	ix
ACKNOWLEDGEMENTS.....	x
CONTENTS.....	xii
TABLES	xiv
APPENDICES	xv
I. INTRODUCTION	
1.1. Background	1
1.2. Research Questions	6
1.3. Objectives	7
1.4. Uses	7
1.5. Scope	8
1.6. Definitions of Terms	8
II. LITERATURE REVIEW	--
2.1. Speaking	10
2.2. The Stages of Speaking	11
2.3. Teaching Speaking	12
2.4. Foreign Language Anxiety	12
2.5. Compliment	14
2.6. Communicative Language Teaching.....	15
2.7. The Advantages of CLT	17
2.8. Characteristics & Principles of CLT	18
2.9. The Role of Teacher & Students in CLT Approach.....	19
2.10. A Developed Teaching Procedure Based on CLT Principles.....	20
2.11. Relevant Research Studies.....	23
2.12. Theoretical Assumption	25
2.13. Hypotheses	25

III. METHODS .	
3.1. Research Design	27
3.2. Subjects.....	28
3.3. Research Procedures.....	28
3.4. Data Collecting Technique	31
3.5. Instrument.....	32
3.5.1. Speaking Test.....	32
3.5.2. Questionnaire	32
3.6. Validity	33
3.6.1. Validity of Speaking Test	33
3.6.2. Validity of Questionnaire	36
3.7. Reliability	37
3.7.1. Reliability of Speaking Test	37
3.7.2. Reliability of Questionnaire.....	38
3.8. Data Analysis	40
3.9. Hypothesis Testing	41
IV. FINDINGS AND DISCUSSIONS	
4.1. Teaching and Learning Activities.....	43
4.2. The Result of Pre-test	45
4.3. The Result of Post-test.....	45
4.4. Normality Test.....	46
4.5. Finding of Research Question 1	46
4.6. Finding of Research Question 2	48
4.7. Finding of Research Question 3	49
4.8. Discussions	51
4.8.1. Discussion (RQ 1)	51
4.8.2. Discussion (RQ 2)	53
4.8.3. Discussion (RQ 3)	54
V. CONCLUSIONS AND SUGGESTIONS	
5.1. Conclusions	56
5.2. Suggestions.....	57
REFERENCES	
APPENDICES	

TABLES

3.1 The Content Validity of Speaking Test.....	34
3.2 Rubric of Speaking by Brown (2001)	35
3.3 The Inter-rater Correlation	37
3.4 Interpretation of r	38
3.5. Level of Interpretability of Reliability Test	38
3.6 Interpretation of Reliability	39
3.7 Reliability of Questionnaires	39
3.8 Likert-Scale Formula	40
4.1 Mean Score of Pre-test and Post-test	45
4.2 Test of Normality	46
4.3 Paired Sample T-Test for RQ 1.....	47
4.4 Paired Sample T-Test for RQ 2.....	48
4.5 Paired Sample T-Test for RQ 3.....	48
4.6 Students' Score of Questionnaire before & after the treatments.....	50
4.7 Paired Samples Test	50

APPENDICES

Appendix 1	Speaking Test	64
Appendix 2	Questionnaire	65
Appendix 3	Lesson Plan	66
Appendix 4	Scores of Pre-test & Post-test	71
Appendix 5	Scores of Questionnaires	72
Appendix 6	Reliability of Speaking Test	73
Appendix 7	Reliability of Questionnaire	74
Appendix 8	Test of Normality	76
Appendix 9	Paired Sample T-Test for RQ 1	78
Appendix 10	Paired Samples T-Test for RQ 2	79
Appendix 11	Paired Samples T-Test for RQ 3	80
Appendix 12	T-Table	81
Appendix 13	Students' Materials	82
Appendix 14	Questionnaire filled in by the students	85
Appendix 15	Transcription	95
Appendix 16	Documentation	101
Appendix 17	Surat Izin Penelitian	103
Appendix 18	Surat Keterangan Telah Melakukan Penelitian	104

I. INTRODUCTION

This chapter discusses the background of the problem and the judgements as the appropriate empirical foundation in conducting the research. It also contains research questions, objectives, uses, scope and definitions of terms.

1.1. Background of the problem

Teaching and learning procedure in speaking class should be interesting so that it can make students active in learning English. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and parameter success is measured in terms of the ability to carry out a conversation in the language (Nunan, 1991:39). Effective oral communication needs the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation (Richards and Renandya in Ambarita, et al. 2022).

Being able to communicate in English needs step by step practice. Burns & Joyce (1997) in Torky (2006) state that speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is one of the most important language skills. This skill can be developed and enhanced as an effective means of communication (Morozova in Tridinanti, 2018).

But, in class, everything does not always go smoothly. There are always problems. One of them is that the students' speaking skill cannot be improved. Djahimo, et al (2018) revealed that students' anxiety definitely has an impact on their speaking performance and this becomes one of the reasons why they find it difficult to express themselves in English. This happens a lot in language classes, where students are required to do a lot of speaking activities, but teachers usually ask them materials of grammar without paying much attention to practice it into speaking.

The phenomenon was found when the students feel anxious in teaching and learning process. MacIntyre, et al. in Hu, et al. (2014) define language anxiety as fear or apprehension occurring when a learner is expected to perform in the second or foreign language. Januariza, et al. (2016) summarize that, there are several causes of students' anxiety in learning, such as : students' lack of confidence; lack of encouragement from the teacher; lack of motivation; fear of mistake; and shyness.

Anxiety that happens in learning language is called Foreign Language Anxiety (FLA). FLA refers to the anxiety that learners may have when they learn a foreign language. Bailey, et al. in Damayanti, et al. (2020) argued that the existence of foreign language anxiety can give negative effect on the students in speaking and learning in general. Anxiety in communication can affect to some disadvantages, for example in socializing, in a gathering, or in the world of work that impacts our lives and careers. Yahya in Erdiana, et al. (2020) reported that EFL learners suffer from language anxiety which is aroused by several factors such as unpreparedness for the class, communication, apprehension with teachers, teachers' questions, students' perception of low ability in relation to their peers, and corrections in a classroom environment; tests and negative attitudes towards the English classes. Gregersen in Myhre, et al. (2020) found that anxious learners made more errors

than non-anxious learners. Moreover, the anxious learners did not seem to recognize the importance of making mistakes as a natural part of the learning process, and they seemed to lack 'error tolerance'. Therefore, there is one problem that makes students difficult to master speaking ability, which is the feeling of anxious so that students get difficulties to speak English when they want to talk with others.

Anxiety may happen in an English skill like in speaking. Anxiety in speaking occurs due to some factors. As stated by Horwitz, et al. in Sari (2017), there are three factors influencing speaking anxiety, such as communication apprehension, test anxiety, and fear of negative evaluation. In addition, the students did not feel too apprehensive during drills or about speaking if they had time to plan their spoken interventions, but would freeze if they had to speak spontaneously.

Based on the problems above the researcher proposes a solution. She intends to develop a new teaching procedure based on the communicative language teaching principles in order that the communication approach will be easier and it can be implemented to achieve maximum results especially because the use of the teaching procedure with communicative approach that makes students more motivated to improve their speaking ability.

Communicative Language Teaching is an approach that focuses on meaning and using language in the real situation. As stated by Savignon in Ilmudinulloh , et al. (2022), the main principle of the CLT approach is to study language as a communication tool, not as a science. The goal of teaching communicative competence is to equip learners with the knowledge necessary to deal with real-life language. The CLT is a learning method that aims to improve students' speaking

ability that makes an interaction between students and students, as well as students and teacher, as a facilitator, in the hope that this method will be able to improve students' speaking ability.

Communicative Language Teaching helps learners able to learn the real use of language. It is believed that through CLT, the students will be able to develop the communicative competence allowing them actively use the target language. But, Rahman (2017) argues that it is better to reanalyze the practicality of CLT, especially in EFL context to promote the more effective English language teaching and learning. However, the application of CLT in Indonesia is still far to achieve the communicative goals. He states that despite the fact that government had sent materials based on the CLT system, the teachers still did not fully comprehend the principles of communicative competence.

Some studies have been done dealing with Communicative Language Teaching. A study done by Yasin, et al (2017) focused on teaching CLT for speaking skill. They found that teachers have often used the CLT approach in teaching speaking skills although some techniques such as role play, storytelling, describing pictures, conducting an interview and group discussions have been applied at the school, in reality, based on the students' test results, their ability in speaking is still very low.

Another research was conducted by Darmawan, et al (2017). Their study aimed to find out the strategies that were used by lecturers in implementing the principles of Communicative Language Teaching (CLT) approach in teaching speaking. The research significances are the formation of an effective pedagogical thinking framework for the development of speaking skills that can be used as a basis for curriculum development, instructional design, the availability of learning support

facilities, and as a basis for developing comprehensive communication competency assessment system. The result showed that lecturers always use the Communicative Language Teaching approach with various activities in the learning process. However, not all of the students are happy with the activities arrangement in the speaking class.

The third previous study was conducted by Anggraini (2018) that aims to improve students' speaking skill through communicative language teaching technique. According to her research, the students of English training course find the difficulties in speaking skill; the students have felt boring with the old technique in improving their speaking skill. In the class room action research the writer uses the picture reconstruction, and students have to discuss and tell in their group, each group contained of 4 until 5 students, the writer made three cycles, and the writer gives the score each cycle according to the speaking measurement. Based on the research result, it is concluded that the students can improve their speaking skill through communicative language teaching technique.

Furthermore, the teaching and learning process will succeed if it reaches the goal of the learning. The goal can be reached if it is based on a syllabus. In the syllabus, the teachers arrange teaching procedures for learners. On the other hand, it can be said that teaching procedure is the guideline for the teacher to deliver the materials. A study done by Yasin, et al (2017) focused to investigate whether the lesson plans designed by the teacher matched the principles and methods of the CLT approach, how the teacher implemented the CLT approach for teaching speaking skills and what learning performances resulted from using CLT.

Therefore, this research aims to improve the students' speaking skill through communicative language teaching approach and to lower the students' speaking anxiety through a new developed teaching procedure. The novelty of this research is that the researcher intends to develop a new teaching procedure by using CLT principles to teach speaking. The researcher chooses CLT because the materials in CLT focus on meaning and let the students share their utterances, so that they are unconsciously speak in English.

Then, why is this a solution to use a new teaching procedure based on Communicative Language Teaching principles ? Because in this sophisticated era, students are required to be able to use the CLT as a developing tool in fostering foreign language skills. After all the explanations above, the purpose of this research is to answer the research questions that are elaborated in the next sub-chapter.

1.2. Research Questions

The researcher formulates research questions as follows:

1. Is there any significant difference between the students' speaking ability before and after the students are taught with a developed teaching procedures based on Communicative Language Teaching principles?
2. Which aspect of speaking is improved the most after the students are taught through a developed teaching procedure based on Communicative Language Teaching principles?
3. Is there any significant difference between the level of students' speaking anxiety before and after the students are taught with a developed teaching procedures based on Communicative Language Teaching principles?

The list above is the formulation of the research which is found in this study. That formulation is helpful to decide the objectives of this study.

1.3. Objectives

After formulating the research questions, the objectives of this research can be narrowed down as follows:

1. To find out whether there is any significant difference between the students' speaking ability before and after the students are taught with a developed teaching procedure based on Communicative Language Teaching principles?
2. To find out which aspect of speaking that is improved the most after the students are taught through a developed teaching procedure based on Communicative Language Teaching principles.
3. To find out whether there is any significant difference between the level of students' speaking anxiety before and after the students are taught with a developed teaching procedure based on Communicative Language Teaching principles?

1.4. Uses

This research has some uses as follows:

1. Theoretically

The result from this research might have significance for the field of education, in the form of supporting the theories of teaching and learning strategies, especially in teaching procedure and Communicative Language Teaching.

2. Practically

Practically the findings of this research are expected to be beneficial for:

- a. Teachers

The result of the study can be beneficial for the teachers as the way to teach in improving students' speaking ability. Furthermore, it might be

able to help the teachers to give additional information about learning media as an alternative technique in teaching speaking.

b. Further Researchers

The findings of this study can be used as a reference to support other researchers who are interested in conducting a study with the similar theme or purpose.

c. Readers

This research can provide useful information about the improvement of students speaking ability by using a new teaching procedure based on CLT principles.

1.5. Scope

Due to the problem found at school where the researcher conducted this research was in speaking, the researcher chose SMK N 1 Candipuro as a place to do the research. In line with the identification of the problems above, the current research is limited on how to overcome the problems of the students' speaking skill through a new teaching procedure based on Communicative Language Teaching principles. It sees whether this new teaching procedure can improve students' speaking skill or not. Also, it finds out which aspect of speaking that is influenced the most. Moreover, it aims to know whether this new procedure can decrease the students' speaking anxiety or not.

1.6. Definitions of Terms

There are some definitions of terms based on the theories used in this research as follows:

1. *Teaching Procedure* is steps that explain what the students should do, how they should move, whom they should be talking to, and any other details that they are expected to know.

2. *Communicative Language Teaching (CLT)* is the term commonly used in the pedagogical literature to describe an approach which aims to implement the theory of communicative competence by incorporating the interdependence of language and communication.
3. *Anxiety* is a feeling of unease, such as worry or fear, that can be mild or severe.
4. *Compliment* is an act that a speaker performs when making an utterance
5. *Speaking* is an interactive process of constructing meaning that involves producing, receiving and processing information.
6. *Ability* is the physical or mental power or skill needed to do something.

The definitions of some words mentioned above are the commonly used terms that are often mentioned as the important concepts of this current research. This chapter clearly discusses the background of the research, research questions, objectives of the research, the uses of the research, scope, and definitions of terms.

II. LITERATURE REVIEW

This chapter serves some theories which are discussed in a framework, that consists of speaking, the stages of speaking, teaching speaking, foreign language anxiety, compliment, communicative language teaching, the advantages of CLT, characteristics & principles of CLT, the role of teacher and students in CLT approach, the developed teaching procedure based on CLT principles, relevant research studies, theoretical assumption and hypotheses.

2.1. Speaking

Speaking is one of the four language skills taught in English lesson. Cameron as cited in Rahmah (2016), defines speaking as an active use of language. Speaking is used to express meaning of speaking intention. The speaker intention has to be delivered in order to make other people understand. In addition, Thornbury (2005:20) states that speaking is an interactive real-time activity to express our ideas to interact with others that is unplanned and just continues based on the situation. Here, real-time activities become important in teaching speaking because people usually speak in the real situation.

In addition, Brown (2000:267) states that the successful of language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language. When people speak, they do not only think about the use of right sounds or patterns but also the choice of words in order to communicate with other people so that they can convey the right meaning.

2.2. The Stages of Speaking

Brown (2004) in Maulana, et al. (2018) cites five stages of speaking performance. They are imitative, intensive, responsive, interactive, and intensive. The explanation about those categories is stated as follows:

1. Imitative: the ability to simply imitate a word or phrase or possibly a sentence. In this stage, the teacher focuses only on students' pronunciation than the ability to understand or convey meaning.
2. Intensive: the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship. The speaker is aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal as best.
3. Responsive: this performance includes interaction and test comprehension, but at the somewhat limited level of very short conversation, standard greetings, small talk, simple request, and comments.
4. Interactive: in this stage, the length and complexity of the conversation is more than responsive stage, which sometimes includes multiple exchange and/or multiple participants.
5. Extensive: extensive oral production includes speeches, oral presentations, and storytelling. In this stage, the students should be able to produce their own language with their own idea. A teacher should know that speaking is not only about the use of the right sounds but also the choice of words so that someone can communicate with others. The stage of students' performance also becomes part of consideration to design English teaching activities. The goals of the teaching will influence the activities in the class.

2.3. Teaching Speaking

Teacher should consider about the difficulties of the students to learn the speaking skill. In teaching speaking, there are some considerations that the teacher should pay attention to. Teaching speaking gives a systematic information, instruction, or training to students about how to convey meaning to communicate with other by using correct sounds and words. In line with the statement, Nunan in Pratiwi (2021) describes the aspects of teaching that should be taken into account. He states that to teach speaking means to teach language learners about:

1. Producing the English speech sounds and sound patterns;
2. Using word and sentence stress, intonation patterns and the rhythm of the second language;
3. Selecting appropriate words and sentences according to the proper social setting, audience, situation and subject matter;
4. Organizing their thoughts in a meaningful and logical sequence;
5. Using language as a means of expressing values and judgments; and
6. Using the language quickly and confidently with few unnatural pauses, which is called as fluency.

Bygate in Satriani (2019) states that one of the basic problems in foreign-language teaching is to prepare learners to be able to use the language. In other words, the teacher needs to have a good preparation and plan for teaching and learning activities in the class.

2.4. Foreign Language Anxiety

In general, anxiety appears from human body as a response to a particular situation. MacIntyre, et al. in Hu, et al. (2014) defines language anxiety as fear or apprehension occurring when a learner is expected to perform in the second or

foreign language. Commonly anxiety can be identified as a feeling of being threatened, apprehension, tension, or worry.

Anxiety that happens in learning language is called Foreign Language Anxiety (FLA). FLA refers to the anxiety that learners may have when they learn a foreign language. Bailey, et al. in Damayanti, et al. (2020) argued that the existence of foreign language anxiety can give negative effect on the students in speaking and learning in general. Anxiety in communication can affect to some disadvantages, for example in socializing, in a gathering, or in the world of work that impacts our lives and careers. Yahya in Erdiana, et al. (2020) reported that EFL learners suffer from language anxiety which is aroused by several factors such as unpreparedness for the class, communication, apprehension with teachers, teachers' questions, students' perception of low ability in relation to their peers, and corrections in a classroom environment; tests and negative attitudes towards the English classes.

This is in accordance with Gregersen in Myhre, et al. (2020) who found that anxious learners made more errors than non-anxious learners. Moreover, the anxious learners did not seem to recognize the importance of making mistakes as a natural part of the learning process, and they seemed to lack 'error tolerance'. Therefore, there is one problem that makes students difficult to master speaking ability, which is the feeling of anxious so that students get difficulties to speak English when they want to talk with others.

Anxiety in speaking occurs due to some factors. According to Horwitz, et al. in Sari (2017), there are three factors influencing speaking anxiety which are communication apprehension, test anxiety, and fear of negative evaluation. In addition, the students did not feel too apprehensive during drills or about speaking if they had time to plan their spoken interventions, but would freeze if they had to

speak spontaneously. It can be said that one of the factors in speaking is when the students do not have ideas what they have to talk about. They lack of knowledge and idea to speak.

Howitz et al. in Oteir (2019) stress that foreign language anxiety is caused by three factors related to performance: 1) fear of negative evaluation, 2) communication apprehension, and 3) test anxiety. Fear of negative evaluation is the feeling of “apprehension about others’ evaluations, avoidance of evaluative situations, and expectation that others would evaluate oneself negatively”. Communication apprehension can be associated with foreign language anxiety because it is a form of situational anxieties related to interpersonal communication and oral expression (Argaman & Abu-Rabia, 2002; MacIntyre & Gardner 1989). To be more precise, people who fear from oral communication may feel anxious when asked to talk a foreign language as well. Foreign language anxiety can be linked to test anxiety, which is defined as “a type of performance anxiety stemming from a fear of failure”

To sum up, the language anxiety is characterized by worry and negative emotional reactions in learning a foreign language that will affect a student's performance.

2.5. Compliment

According to Miranda, et al. (2018), compliments are part of pragmatics which is defined as a subfield of linguistics study about an act that a speaker performs when making an utterance. Austin (1962) defines speech acts as the action performed by saying something. One of the most commonly addressed speech acts is compliment and compliment responses. According to Holmes (1988), a compliment is defined as “a speech act which explicitly or implicitly attributes credit to someone other than the speakers, usually, the person addressed, for some good possession, characteristics, and skill, which is positively valued by the speaker” (Bulut and

Ozkan, 2005:41). Moreover, Chen in Chung (2010) states that among speech acts, making compliments and responding compliments are the most frequently occurring acts in our daily activities like the phenomenon that happened when people upload or share something on their *facebook* homepage and the other users give comment to that.

The researcher used compliment in giving and responding compliment as a theme in the learning process which was based on the curriculum of the school. She chose compliment because it is the basic communication when people meet. It is often used in everyday life.

2.6. Communicative Language Teaching

Communicative Language Teaching (CLT) is one of approaches in teaching language process. The first theorist behind CLT is Chomsky in 1960's who attacked behaviorist and structuralist views about language learning. According to him, new language is produced in each utterance correcting the belief that language is limited to structures. Desai (2015) states that the use of functional aspect of language makes them able to communicate in the target language in their day to day life. The activities which are used in CLT approach such as dramas, role plays and games make learning enjoyable. The CLT approach focuses on fluency but not accuracy in grammar and pronunciation (Thamarana, et al., 2015).

Communicative Language Teaching (CLT) is primarily rooted in social interaction and cognitive theories of language learning, some aspects of Behaviorist Theory can also be relevant in CLT, particularly in the way that repetition, reinforcement, and habit formation play roles in language learning. Although behaviorist theory plays a background role in certain practices within CLT (such as drills and positive reinforcement), CLT itself is more aligned with interactive and cognitive

approaches that focus on meaning and communication rather than just habit formation.

Although Structuralist Theory focuses heavily on mastering language patterns through repetition and accuracy, Communicative Language Teaching (CLT) incorporates structuralist elements, particularly in its early stages of language instruction (such as form-focused instruction). However, CLT's ultimate goal is to move beyond structure and help students communicate meaningfully and fluently, which reflects its broader focus on communication rather than merely mastering grammatical forms.

The functional aspect of language in Communicative Language Teaching (CLT) focuses on how language is used to perform specific functions in real-life situations. Instead of prioritizing grammatical rules and structures, CLT emphasizes the practical, communicative purposes of language, such as making requests, giving advice, expressing opinions, or asking for information. The functional approach helps learners use language to achieve communication goals in various social contexts.

Communicative Language Teaching (CLT) emphasizes interaction and communication as the primary goals of learning a language. When applied to teaching speaking skills, CLT focuses on using the language in real-life, meaningful situations rather than merely practicing grammar and vocabulary in isolation. CLT fosters a supportive environment where students feel more comfortable taking risks and using the language in a communicative setting, which is particularly effective for improving speaking skills.

From all the elaborations above, it can be concluded that Communicative Language Teaching is an approach that focuses on how the students use the language rather than learning about language features. The materials in CLT mostly concerns on personal experiences so it relates with the students' background. In addition, Communicative Language Teaching does not encourage students to focus on accuracy.

2.7. The Advantages of Communicative Language Teaching

The advantages of Communicative Language Teaching are:

1. The CLT approach tends to be a student-centred and situation-oriented language teaching practice
2. The relationships between both peers and teachers are significantly increased and highly considered
3. The CLT approach usually increases the overall teaching and learning interests of students

According to Hien (2021), CLT acquires learners to use the target language effectively in both implicit and explicit ways. It means that, the students are able to use the language in appropriate way. She adds that another advantage of CLT is the active role of learners in classroom activities. In traditional classes, learners passively obtain knowledge which mainly comes from their teachers and given textbook. It means that the students learn not only from the teacher and the textbook but they can also learn from their friends.

Richard in Hien (2021) confirms that CLT aims to exploit the ability to use much different knowledge, both general and linguistic, into meaningful tasks and activities which simulate real-life situations in order to develop learners' language aspects such as maintaining conversation despite the limitation in language

knowledge, using language for different purposes and functions, using and understanding different types of texts, using appropriate language for a different setting like formal and informal situations.

2.8. Characteristics & Principles of CLT

According to Richards and Rodgers (1986:71), Some of the characteristics of this communicative view of language are as follows:

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Communicative Language Teaching is best considered an approach rather than a method. It refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures. Richards & Rodgers (1986:172) explain the principles as follows:

1. Learners learn a language through using it to communicate.
2. Authentic and meaningful communication should be the goal of class- room activities.
3. Fluency is an important dimension of communication. Communication involves the integration of different language skills.
4. Communication involves the integration of different language skills
5. Learning is a process of creative construction and involves trial and error.

From the characteristics and the principles, CLT emphasizes on language as a mean of communication. In CLT, the students tend to use language for doing this in purpose of communication.

2.9. The Role of Teacher and Students in CLT Approach

Eisenring, et al. (2019) find that in the CLT classroom, the roles of both teacher and students are different. According to Larsen-Freeman (2000), the role of the teacher is to (1) facilitate the communication in the classroom. In this role, one of his/her major responsibilities is to establish situations likely to promote communication. Besides that, the teacher also acts as an adviser, answering students' questions, and monitoring their performance.

Students, on the other hand, are the communicators. Meaning that they are actively engaged in negotiating meaning – in trying to make themselves understood and in understanding others – even when their knowledge of the target language is incomplete.

Because CLT employs student-centered approach, Larsen-Freeman (2000) mentions that the teacher's role is not too dominant. Students are seen as more responsible managers of their own learning. When applying CLT method in the classroom, the teacher should be aware that the students have their own characteristics. In other words, the students have their own feelings to find out in what situation they learn best.

From these roles, it can be concluded that the procedures of CLT starts with the teacher's talking about the topic that will be discussed. The teacher can begin to ask the students a question related to the topic so that the communication occurs. The

activities in CLT are mostly done in a group work. The material or topic relates to students' real experience, so it makes students easier to communicate.

2.10. A Developed Teaching Procedure based on CLT Principles

Teaching procedure is steps that explain what the students should do, how they should move, whom they should be talking to, and any other details they are expected to know. The old procedure by Richards (2006) consists of practicing mechanics, practicing meaningful, practicing communication, and feedback. This research develops a teaching procedure based on Communicative Language Teaching principles in order to assist the application of CLT approach appropriately and solve students' problems in learning speaking. This research employs the CLT principles proposed by Richards and Rodgers (1986). Below is a developed teaching procedure that the researcher proposes based on the CLT principles:

Pre-activity

- Teacher does a brainstorming to students by giving a compliment to one of the students about her new style
‘Lisa, you got a new hair cut ? it’s so beautiful’
- Teacher starts the lesson by asking the students
‘Does anyone know how to respond to this statement ?’
The respond is : Thank you, Miss
- Teacher tells what is going to be learnt today, which is ‘Giving and Responding to Compliments’

Whilst-activity

- Teacher explains and gives examples of compliments by listening to native speakers and written dialogue

- Teacher gives a compliment to a student, and the student responds the compliment
- Teacher asks the students to give a compliment to the teacher, and the teacher responds the compliment
- Teacher asks one of the student to give a compliment to another student, and the student responds his/her compliment
- Teacher asks the students to make a group of 2 students and they are asked to make a dialogue about giving and responding to compliments
- Teacher asks the students voluntarily to go to the front of the class to practice their dialogue
- Teacher asks voluntarily 3 group of students to go to the front to talk each other about giving and responding compliment directly with free topic
- Teacher gives compliments to the groups
- Students respond to the teacher's compliment

Post-activity

- Teacher gives an appreciation for the students after today's learning activity
- Teacher asks the students about the difficulties that they got when giving and responding compliment, and the teacher answers by re-explaining about giving and responding compliments
- Teacher corrects the mistakes done by the students in spelling, pronunciation, vocabulary, and grammar without blaming the students.
- Students with the guidance of the teacher make a conclusion about the important points that arise in the new learning activity that has been conducted.

The principles of CLT are attached since the pre-activity begins. In pre-activity, the researcher attaches principle 1, which is 'learners learn a language through using it to communicate'. It is because before starting the materials, the researcher directly gives real example of a certain topic to communicate. The example relates to the students' real life and experiences so they are able to communicate it and it reflects to the concept of CLT.

Then, in whilst-activity, the researcher uses all of the principles of CLT. In this activity, each student is eligible to communicate and express their knowledge about the topic. They can share their opinion each other with their partner directly. They train their skill in communication. The topic is also about the students' real life, so that it eases them to talk. Students get used to speak directly to their friends and their teacher. It increases their fluency.

In post-activity, the researcher uses principle no.5, which is 'learning is a process of creative construction and involves trial and error'. The researcher makes the students focus on communicating by letting each of them explain and share what they have learned directly without being too focused on the grammar, so that the fluency is hopefully increased. Students can ask any questions to the teacher so that they get the explanation clearly. It doesn't matter if they are wrong especially in the grammar, because they can try again for the right answer guided by the teacher.

To sum up, CLT provides the students with meaningful tasks and materials that focus on communicative competence. Students are the center in the learning process while the teacher's role is as a facilitator.

2.11. Relevant Research Studies

There are some previous studies that have been done by researchers about Communicative Language Teaching in speaking. A research study was conducted by Anggraini (2018) that aims to improve students' speaking skill through communicative language teaching technique. According to her research, the students of English training course find the difficulties in speaking skill; the students have felt boring with the old technique in improving their speaking skill. In the class room action research the writer uses the picture reconstruction, and students have to discuss and tell in their group, each group contained of 4 until 5 students, the writer made three cycles, and the writer gives the score each cycle according to the speaking measurement. Based on the research result, it is concluded that the students can improve their speaking skill through communicative language teaching technique.

Another research was conducted by Darmawan, et al (2017) in which referring to the description of the gap between the objectives and practices that occur in speaking learning activities of the undergraduate students of English Department, then this research investigated how lecturers implemented a communicative approach in the teaching of Speaking. In this study, researchers used only two components in CIPP, namely Input, and Process. The data indicated that in general lecturers always use the Communicative Language Teaching approach with varied activities in the learning process. However, not all of the students are happy with activities arrangements in the Speaking course.

A study done by Yasin, et al (2017) focused to investigate whether the lesson plans designed by the teacher matched the principles and methods of the CLT approach, how the teacher implemented the CLT approach for teaching speaking skills and what learning performances resulted from using CLT. The instruments used were

observation sheets and documentation consisting of the teacher's lesson plan and the students' test results. The conclusion is that the students' failure was because the procedures suggested by the experts were not entirely and effectively implemented by the teacher in her teaching.

Then, in Haliwanda (2021), it was obtained that the English teacher had not regularly applied the communicative language teaching (CLT) approach in teaching English at school. This research examines the use of communicative language teaching (CLT) in enhancing students' speaking for instances fluency, accuracy, and clarity. In collecting the data, the researcher used an oral test as the research instrument.

Furthermore, Molla (2018) found that the students thought that speaking was a boring activity whereas they just read and answered the questions. Even though the students have learned speaking from elementary to junior high school, they still had problems in speaking. The aim of this study was to find the students' speaking capacity after they were instructed using Communication Language Teaching (CLT). It used a pretest-posttest control group design. It concludes that CLT is really recommended to use in all level of English learning. Teachers should respond positively in implementing related approach to get the most effective way in teaching speaking.

Those researches above supported the way this research was conducted. From the previous studies, Communicative Language Teaching can be implemented in classroom to improve speaking. Even though it could improve the speaking skill, but the students' speaking was still low. This happened because of some factors; the students felt unhappy and bored with the teaching procedure, had lack of idea and felt anxious in speaking. The novelty of this research is that the researcher

wanted to develop a new teaching procedure by using CLT principles to teach speaking, especially to students with high and low anxiety. An active class is hoped to change the students' mind about speaking, such as their anxiety to a fun and enjoyable activities. The researcher chooses CLT because the material in CLT focuses on meaning and it relates to the students' background knowledge, so the students do not feel anxious to speak because they have prior knowledge and the idea that they deliver.

2.12. Theoretical Assumption

Having reviewed all the theories above, some theoretical assumptions can be drawn. CLT can help the learning process alive. The new procedure proposed by the researcher, which is a developed teaching procedure based on CLT could be better compared to the general teaching procedure often applied by teachers at class. It is hoped to decrease the anxiety of the students especially when they are speaking. Hopefully, this new procedure is easy to apply by the teachers at class.

2.13. Hypotheses

In order to answer the research questions, the hypotheses which are proposed in this research are:

1. There is a significant difference between the students' speaking ability before and after the students are taught with a developed teaching procedure based on Communicative Language Teaching principles.
2. The aspect of speaking that is improved the most after being taught through the developed teaching procedure based on CLT principles is fluency
3. There is a significant difference between the level of students' speaking anxiety before and after the students are taught with a developed teaching procedure based on Communicative Language Teaching principles.

The researcher proposes the hypotheses above in supported with the theories and the previous research studies. This chapter has elaborated some theories from various books and reputable journal articles.

III. METHODS

This chapter discusses about the methods of the research that involves research design, subjects, research procedure, data collecting technique, instrument, validity, reliability, data analysis, and hypotheses testing.

3.1. Research Design

According to Setiyadi (2018), research design is a plan or steps prepared to collect data in a research. The researcher used a quantitative method. It saw the difference between the results of students' speaking tests, which aspect that improved the most and the level of students' speaking anxiety before and after the implementation of a new developed teaching procedure. The researcher developed a teaching procedure based on Communicative Language Teaching principles that was different from general teaching procedures that were usually applied by teachers at class. The research design was one group pre-test and post-test design, as follows:

T1 X T2

T1 : Pre test
X : Treatment
T2 : Post test

The figure above illustrates that pre-test is administered before the treatment to obtain information about the students' speaking ability and the degree of their anxiety which are prior to the treatment. The researcher then gave the treatment called a developed teaching procedure based on CLT principles to the students.

Afterward, a post-test was given to see the difference of students' speaking ability. Then, questionnaires were distributed to see the degree of their level of anxiety before and after the treatments.

3.2 Subjects

In this research, the subjects were the 10th grade students of SMKN 1 Candipuro, South Lampung. The technique used in determining the subject was purposive sampling technique. The purposive sampling is non-probability sampling method in which individual or case that is chosen can represent the case that can answer the research questions (Setiyadi, 2018). In choosing the sample, the researcher chose the sample from some considerations so that the sample will be helpful for the research. In this research, it has some considerations for the sample as follows:

- ✓ The students of the 10th grade.
- ✓ Beginner level of English proficiency
- ✓ Have speaking anxiety
- ✓ Have problem in speaking English

The class consisted of 30 students. It is hoped that the change might be seen.

3.3. Research Procedure

In conducting this research, there were some steps applied to make sure that the research ran well in a good chronological order. The steps of the procedure of this research were as follows :

1. Determining Problem

This research arrived from the problems which happens in learning process. The majority of the English teachers were stuck in using the old procedures that make students bored. Most of the EFL teachers were stuck in giving only grammar materials to the students. However, it can be manipulated by creating

a new teaching procedure. The researcher proposes a teaching procedure based on Communicative Language Teaching principles. It successfully helped the students increase their potential, especially in speaking, because most in the learning process, there were much talking for students to train them to communicate in English.

2. Determining the Subjects

The subjects of this research were students in SMK N 1 Candipuro. It took one class of the 10th graders that consists of 30 students. Purposive sampling was used to decide this subjects.

3. Developing a new teaching procedure

The researcher develops a teaching procedure based on CLT principles. It took all the 4 principles to the new procedure in a class which focused on speaking skill. The teaching and learning process was based on Curriculum 2013.

4. Administering the pre-test

The pre-test was administered to the 10th grade students of SMK N 1 Candipuro at the first meeting before the treatments begin in order to determine the students' prior speaking ability. The pre-test consisted of an instruction as a subjective test. The students were asked to have a talk with their pair regarding compliment. They could give and respond to their pair's utterances. The researcher, together with her two colleagues, recorded what the students speak about. The test followed the vocational high school's *curriculum 2013* which was regarded appropriateness for their level in the material of compliment.

5. Distributing the questionnaire

The researcher distributed a close-ended questionnaire about how the students feel when they were speaking. It was done to know what their prior level of anxiety is before the treatments.

6. Conducting the treatments

The class was given three meetings for the treatments. Each meeting consisted of 90 minutes. Additionally, the materials were based on curriculum 2013, i.e. compliment.

7. Administering the post-test

After implementing the treatments, a post-test was administered. The post-test instruction was the same as the pre-test instruction. The instruction was: Give a compliment and the respond to your friend!

8. Distributing the questionnaire

Same as after the pre-test, the researcher distributed questionnaire after the post-test. Both questionnaires were the same. The last questionnaire was to know the result of the treatment. It was to figure out what level of anxiety that the students feel about towards the new teaching procedure.

9. Recording

The researcher recorded the students' speaking during the pre-test and the post-test by using a smart phone in term of voice recorder. With this technology, it helped and eased the researcher to rate the score. Furthermore, the recording was then given to the second rater to score.

10. Transcribing

Some of the students' utterances of pre-test and post-test were transcribed. Those were chosen as the average scores.

11. Scoring

Since the researcher used two raters to score the speaking tests, the researcher filled the scoring test as the first rater (R1) and the second-rater (R2) was an English teacher of that school. It was to know if there was any increase of students' speaking achievements between the scores of the pre-test and post-test and so there was able to see what aspect of speaking that was affected the most. Also, the researcher calculated the result of both questionnaires to know

what levels of the students' speaking anxiety were before and after the treatments.

12. Analyzing the result

After scoring the students' performance, the researcher compared the result between the pre-test and post-test to see whether the score of the post-test was higher than the pre-test or not. Then, it could be seen what aspect of speaking that improved the most. Additionally, the research also scored the questionnaires to see the difference of the levels of students' speaking anxiety that the students showed.

Those are the steps of doing this research to ease the researcher in conducting it.

3.4. Data Collecting Technique

The researcher employed two instruments, i.e. test and questionnaire. The elaboration is described below:

1. Test

The test was a speaking test that consisted of:

a. Pre-test

The pre-test was given to the class at the first meeting before the researcher engaged the students in the treatment. It was done to determine their speaking ability before they were treated with the new teaching procedure. The pre-test was to practice their speaking skill by having a dialogue with their pair. It is assessed with the rubric of speaking by Brown (2001) in Karlina & Sudirman (2020). The test was subjective test which needed inter-rater.

b. Post-test

A post-test was also given to that class. It had the same instruction as the pre-test. It was conducted to find out whether there was any significant difference in the students' speaking achievement through the new teaching procedure.

2. Questionnaire

The questionnaire was used to measure the levels of the students' speaking anxiety before and after the treatment. It was distributed to all the 30 students at class. This questionnaire was adopted from the original FLCAS (Foreign Language Classroom Anxiety Scale) from Horwitz, et al. (1986) that consisted of 33 items. But, the researcher adapted and took 7 items because she only chose the questions that were related about the case of speaking anxiety. To ensure that the students understand all the items of questionnaire, it's provided with both English and Bahasa Indonesia. Students were asked to answer each question inside the range of 5-point scale ranging from strongly disagree to strongly agree.

Above are the two types of instruments used in this research.

3.5. Instrument

An instrument is a tool to collect data of the research. There are two instruments used in this research. Those were speaking test and questionnaire.

3.5.1. Speaking test

Test is valuable measuring instrument for educational research. Therefore, the role of the test is important in collecting data. For tests, the researcher provided pre-test before treatments and post-test after the treatments. The tests were in term of speaking achievement. The instructions of both tests were equal. The scoring rubric used was a rubric speaking from Brown (2001) that had five aspects of speaking, which were grammar, vocabulary, comprehension, fluency, and pronunciation.

3.5.2. Questionnaire for students' speaking anxiety

To answer the third research question, the researcher distributed questionnaires. In this research, the researcher used close-ended questionnaire to measure the level of students' speaking anxiety before and after the treatments. The questionnaires used 5 points likert-scale which indicated a level, such as: 1 for strongly disagree, 2 for

disagree, 3 is neutral, 4 is agree and 5 is strongly agree. The questionnaire was adopted from Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, et al. (1986) (see appendix 02).

3.6. Validity

Validity is concerned with the interpretation and the use of assessment result. For example, if it infers from an assessment that students have achieved the intended learning outcomes, some assurances are required that our tasks provided a relevant and representative measure of the outcomes (Gronlund, et al. in Raja, et al. (2021). Validity can be divided into two types: content validity and construct validity. For achievement tests, content validity is very important. A test result cannot accurately reflect a student's achievement if it does not take into account of what the student is taught and is supposed to have learned. While the degree to which a test measures an intended hypothetical construct is referred to construct validity. Consequently, this research examined both types of validity to make sure that the tests were valid.

3.6.1 Validity of Speaking test

The content validity of a test refers to how representative and comprehensive it is (Hatch & Lazaraton, 1991). In this point, the purpose of the instrument was to provide the data on the students' speaking achievement before and after the treatments. It was in accordance with the curriculum of English subject for vocational high school, *curriculum 2013*. Besides, the tests were then created based on the materials that the students have been taught by the teacher of that school. It's about giving and responding to compliment. The test assessment was based on the rubric of speaking by Brown (2001) that has five aspects of speaking, which are grammar, vocabulary, comprehension, fluency, and pronunciation.

Above are done to merely attain the content and construct validity. Below is the elaboration of content validity and construct validity of the test.

3.6.1.1. Content Validity

According to Setiyadi (2018), if a measuring instrument has represented all the ideas or domains related to the material to be measured, the measuring instrument has fulfilled aspects of content validity. In making the final test for English subjects, content validity is related to the extent to which the items in the test are prepared based on the existing curriculum. Here, the researcher correlated the speaking tests with the curriculum for Vocational High School. SMKN 1 Candipuro, South Lampung used *curriculum 2013* to run the teaching and learning process. Below is the table that includes Core Competence and Basic Competence based on the syllabus of SMKN 1 Candipuro.

Table 3.1. The content validity of speaking test

Kompetensi Inti	Kompetensi Dasar
<p>3. Memahami, menerapkan, menganalisis dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian/kerja Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.</p>	<p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya.</p>
<p>4. Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja Bahasa Inggris menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.</p>	<p>4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>

3.6.1.2. Construct Validity

According to Pollard (2008:33), speaking is one of the most difficult aspects for students to measure. This is hardly surprising when one considers everything that is involved when speaking, which is : ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person he/she communicates with. These aspects are in line with the aspects of rubric by Brown (2001). It was documented through SPSS, and the score is elaborated below:

Table 3.2. Rubric of Speaking by Brown (2001)

	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
1	Error in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	(No specific fluency description. Refer to other four language areas for implied level of fluency).	Error in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversations of non-technical subject (i.e., topics that require not specialized knowledge).	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often quite faulty.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for word.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversations within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Error in pronunciation are quite rare.
5	Equivalent to the of an educated native speaker.	Speech non all levels is fully accepted by educated by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent culture references.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.

There are 5 scales for each element in which the number 5 is the highest score. The first element is grammar. It is to evaluate the correct grammar that the students used in speaking. It's very important, because it is known that Indonesian students often speak ungrammatically. The second one is vocabulary. It is to measure how many vocabularies that the students have. The third is comprehension. It is to figure out whether the students understand what the instruction asks them to, and to make sure what they speak is according to the instruction or not. The fourth element is fluency. It is to measure how fluent they are speaking, without several pauses. The last is pronunciation. It is to measure how exact they pronounce the words and their accents are like natives or not.

3.6.2. Validity of Questionnaire

Since the purpose of the instrument is to produce data from the questionnaires, the researcher used the notion of the developed teaching procedure based on CLT to ensure the validity. Content validity deals with the equivalent among treatments that are given in the test. In order to enhance the content validity of the questionnaire, the questionnaire was adapted from Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, et al. (1986).

Construct validity concerns with the theory applied in the items. The researcher examined it by referring to the theory of Richards & Rodgers (1986) about principles of communicative language teaching in the questionnaire. It means that the questionnaires measured certain aspects based on the indicator. In addition, in analyzing questionnaire validity, the items were correlated to their constructs. The researcher chose 7 items related about the case of speaking anxiety.

3.7. Reliability

The degree to which a test delivers consistent, accurate findings when conducted under similar conditions is commonly regarded as reliability. Whatever the types of data collected, they should be reliable (Hatch & Lazaraton, 1991).

3.7.1. Reliability of Speaking test

The test employed as the instrument in this research was a subjective test with an instruction and the researcher measured the reliability by using inter-rater. The inter-rater measurement was used by the researcher to determine the consistency. This was computed through pearson product moment correlation in SPSS. The inter-rater correlation is described below :

Table 3.3 The Inter-rater Correlation

Inter-rater correlation in the pre-test

		R1	R2
R1	Pearson Correlation	1	.702**
	Sig. (2-tailed)		.000
	N	30	30
R2	Pearson Correlation	.702**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

Inter-rater correlation in the post-test

		R1	R2
R1	Pearson Correlation	1	.860**
	Sig. (2-tailed)		.000
	N	30	30
R2	Pearson Correlation	.860**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

From the two tables above, it could be seen that respectively the value of pearson correlations are 0.702 in the pre-test and 0.860 in the post-test. They are at the significant level of 0.000 which is lower than 0.05. It means that there is a correlation between the score of rater 1 and rater 2. Setiyadi (2018) reveals the degree of correlation interpreted by the value of r as elaborated below :

Table 3.4. Interpretation of r

Value of r	Interpretation
0.00 – 0.20	Very low
0.21 - 0.40	Low
0.41 – 0.60	Medium
0.61 – 0.80	High
0.81 – 1.00	Very high

Based on the table above, the first correlation value (0.702) is in the stage of high and the second (0.860) is very high. In conclusion, the scores of rater 1 and rater 2 are correlated. So, it can be said that the speaking test used in this research was reliable.

3.7.2. Reliability of Questionnaire

Cronbach's Alpha was used in this research to measure the internal consistency of reliability of the questionnaire. The alpha coefficient ranges between 0 until 1. The formula of alpha reliability is presented below :

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_t^2}{\sigma_t^2} \right)$$

Notes :

- r_{11} = Alpha reliability coefficient
- n = Number of items
- $\sum \sigma_t^2$ = Number of item variants
- σ_t^2 = Total variants

For each question in the scale was checked out by seeing the value. According to Nunnally, cited in Henson (2001), the level of reliability test can be seen clearly in table below :

Table 3.5. Level of Interpretability of Reliability Test

Coefficient of reliability	Interpretation
$\alpha < 0.5$	Unacceptable
$0.5 \leq \alpha < 0.6$	Poor
$0.6 \leq \alpha < 0.7$	Acceptable
$0.7 \leq \alpha < 0.9$	Good
$\alpha \geq 0.9$	Excellent

The interpretation of reliability is based on the criteria developed by Guilford in Ardani, et al (2020) :

Table 3.6. Interpretation of Reliability

r11	Interpretation of Reliability
0.80 to 1.00	Very High
0.60 to 0.80	High
0.40 to 0.60	Intermediate
0.20 to 0.40	Low
< 0.20	Very Low

The reliability of questionnaire in this research were calculated by using SPSS to ease the process of finding Cronbach's Alpha. The result is below:

Table 3.7 Reliability of Questionnaires

Reliability of Questionnaire before the treatment

Cronbach's Alpha	N of Items
.912	7

Reliability of Questionnaire after the treatment

Cronbach's Alpha	N of Items
.960	7

The basis for decision making in the reliability test is as follows:

- If the cronbach's Alpha value is > 0.6 then the questionnaire is declared reliable or consistent
- If the cronbach's Alpha value is < 0.6 , the questionnaire is declared unreliable or inconsistent

It is clearly seen from the above table that the Cronbach's Alpha of the questionnaire before the treatment is 0.912 and after the treatment is 0.960, which means that they are more than 0.6. Based on the Guilford's theory above, the degree of Cronbach alpha is very high. So, it can be concluded that the test is reliable.

In relation with the inter-rater, the first rater was the researcher herself, a master degree student of English Department in University of Lampung. While the second rater was an English teacher of SMKN 1 Candipuro, South Lampung. Thus, the researcher believed that the scores that appeared were valid and reliable.

3.8. Data Analysis

To analyze the gained data, the researcher treated the data through the following steps :

1. Scoring the data of speaking test and questionnaire responses.

The result of pre-test and post-test of speaking tests and questionnaire responses were scored.

2. Analyzing the result of the speaking tests and the questionnaire responses of the developed teaching procedure based on CLT principles. To make the statistical analysis easier, this research used 5 aspects of speaking by Brown (2001) and the questionnaires were adapted from Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, et al. (1986). The items of questionnaires were chosen by the researcher based on the matter being discussed. The numerical scores were provided for the elements of 5 point likert-specific questionnaires (strongly disagree = 1, disagree =2, neutral=3, agree=4, and strongly agree=5).

Table 3.8 Likert-Scale Formula

Item	Score	Meaning	Range
7	1	Strongly Disagree	1.00 - 1.08
	2	Disagree	1.81 - 2.4
	3	Neutral	2.5 - 3.40
	4	Agree	3.41 - 4.20
	5	Strongly Agree	4.21 - 5.00

3. Interpreting, describing and drawing conclusion

The scores of the pre-test, post-test and questionnaires before and after the treatments were statistically analyzed. Those were computed through the Statistical Package for Social Science (SPSS) version 22 and Microsoft Excel 2010. The result

of the speaking tests were processed by using paired samples t-test to answer RQ (Research Question) 1 and 2. For RQ 3, the researcher calculated manually through Microsoft Excel 2010 to see the levels of students' speaking anxiety before and after the treatments. All were then interpreted, described and drawn into conclusion.

3.9. Hypotheses Testing

Hypotheses testing is a way for determining whether or not the hypotheses proposed in a research are accepted. The followings are the hypotheses of this current research:

1. There is a significant difference between the students' speaking ability before and after the students are taught with a developed teaching procedure based on Communicative Language Teaching principles. Paired Sample T-Test was used to test the hypothesis with a significant level of $p < 0.05$. As a result, the hypothesis is accepted if the developed teaching procedures based on Communicative Language Teaching principles can improve students' speaking ability (H_1), and rejected if the developed teaching procedures based on Communicative Language Teaching principles cannot improve students' speaking ability (H_0)
2. The aspect of speaking that is improved the most after the students were taught through the new developed teaching procedure based on the communicative language teaching principles is fluency. It can be seen from the raw data of research question number 1(one). Paired samples t-test was also used to test the significant level of the improvement. If the aspect is fluency, the hypothesis is accepted (H_1). But if there is no significant improvement among all the aspects, the hypothesis is rejected (H_0).
3. There is a significant difference between the level of students' speaking anxiety before and after the students are taught with a developed teaching procedure based on Communicative Language Teaching principles. It could

be seen clearly from the results of both questionnaires distributed before and after the treatments. If the result of the questionnaire after the treatments decreases, the hypothesis is accepted (H_1), but it is rejected if vice versa (H_0).

Those are the hypotheses by the researcher to be assumed as the answers of the research questions. As a whole, this chapter elaborates the methods used in this research. Those are the explanations of this chapter which are concerned in research design, subjects, research procedure, data collecting technique instrument, validity, reliability, data analysis, and hypotheses testing.

V. CONCLUSIONS AND SUGGESTIONS

This chapter is the last part which presents the conclusions of the research findings and suggestions for teacher and further researchers.

5.1. Conclusions

Dealing with the findings and discussions of the current research, the conclusions are jotted down as follows :

1. The students went through the learning process with a developed teaching procedure based on communicative language teaching principles in one class. The new developed teaching procedure brought positive impact in improving students' speaking ability. It statistically proves that there is a significant difference in students' speaking achievement of the students who are taught through the developed teaching procedure if it is compared between the pre-test and the post-test. The principles of CLT fostered the process of learning speaking through the developed procedure. Moreover, the class came alive because most of the students took parts in the conversation. Finally, they managed to increase their achievement of speaking ability.
2. By looking at the result of the pre-test and post-test with five aspects of speaking, i.e. grammar, vocabulary, comprehension, fluency and pronunciation, the most influenced aspect is fluency. This is because through CLT, the students did not have to really pay attention to the grammar. They could freely express their own ideas and spoke fluently.

3. Based on the questionnaire answers before and after the treatments, the level of the students' anxiety is decreased. Through this new teaching procedure, they didn't need to feel anxious about making mistakes and being evaluated. Instead, they put off their anxiety and were brave in taking parts in the conversations along the class. The positive mind made them easy to learn the materials. At the end, the developed teaching procedure based on CLT principles made the class alive because the students were engaged in the conversations built by the researcher.

Those are the conclusions in agreement with the formulation of the research questions of this research.

5.2. Suggestions

The following suggestions are intended for teachers and further researchers concerning with the teaching and learning English language.

1. There are several benefits in implementing this new teaching procedure at class. For teachers, several suggestions are given by the researcher.
 - a.) Teachers must apply this developed procedure in a class. This is a very good choice to break down the dead class and make the class alive, because there will be many students who will take parts in the conversations. Since CLT deals with communication, an increase of the speaking ability will be obtained.
 - b.) Teachers should be creative in making the class alive. There are many strategies to make the students want to speak. Asking them directly with a question will make the students answer it without overthinking.

2. The researcher also suggests for for further researchers, as follows :

This research was conducted only in a certain condition of one of vocational high school namely SMKN 1 Candipuro , South Lampung, so the results of the current research cannot be generalized. But, this research could be a reference for further researchers who want to conduct similar research. During the teaching process, the researcher got a problem. That is the students were difficult to say some utterances because they had no background words of English. So, the researcher enriched their knowledge with some new vocabularies so it eased them to produce words. The further researchers hopefully can enrich students' vocabulary before engaging them into a conversation.

Those are the suggestions for English teachers and further researchers related to the new teaching procedure applied in this current research, i.e. the developed teaching procedure based on communicative language teaching principles. At the end, this chapter is the last chapter that closes the elaborations of the current research to be a thesis. It concludes everything from the beginning until the last.

REFERENCES

- Ambarita, C.S., Siahaan, J., Purba, R. and Daulay, I.K. (2022). Improving Students' Speaking Skill by Using Storytelling. *Linguistic, English Education and Art (LEEA) Journal* : Vol.6 No.1, July-December 2022
- Anggraini (2018) Improving Students' Speaking Skill Through CLT An Action Research. *Wanastra* : Vol X No.1, Maret 2018
- Ardani,N.K., Dantes,I.N. & Marhaeni,A.A.I.N. (2020). Pengembangan Instrumen Literasi Humanistik dan Hasil Belajar IPA Tema Lingkungan Sahabat Kita Kompetensi Dasar Menganalisis Siklus Air dan Dampaknya pada Peristiwa di Bumi dan Kelangsungan MakhluK Hidup untuk Siswa Kelas V SD. *PENDASI: Jurnal Pendidikan Dasar Indonesia*, Vol. 4 No 2, Agustus 2020
- Brown, H.D. (2000). *Teaching by Principles An Interactive Approach to Language Pedagogy*. Longman
- Belinda, R.V., Raja, P. and Flora (2021) Modifying PPP in Promoting Communicative Language Teaching to Improve the Students' English Communicative Competence. *International Journal for Innovation Education and Research*, Vol:-9 No-8, 2021
- Damayanti, M.E and Listyani, L.(2020). An Analysis of Students' Speaking Anxiety in Academic Speaking Class. *ELTR Journal*, Vol. 4, No. 2, July 2020, pp. 152-170
- Darmawan, Dewi, A.A., Mashuri and Setiana, S.M. (2017). Teaching Speaking with Communicative Language Teaching (CLT) Approach. *Journal of Physics: Conference Series*, 1477 (2020) 042017
- Desai, A.A. (2015). Characteristics and Principles of Communicative Language Teaching. *International Journal of Research in Humanities & Soc. Sciences*, Vol. 3, Issue: 7, July: 2015
- Djahimo,S.E.P, Bora,D.I.N.B,& Huan,E. (2018). Student Anxiety and Their Speaking Performance: Teaching EFL to Indonesian Student. *International Journal of Social Sciences and Humanities* Vol. 2 No. 3, December 2018

- Eisenring, M.A.A. and Margana. (2019). The Importance of Teacher – Students Interaction in Communicative Language Teaching (CLT). *Prasasti : Journal of Linguistics*, Vol.4 No.1, April 2019
- Erdiana, N., Daud, B., Sari, D.F. and Dwitami, S.K. (2020). A Study of Anxiety Experienced by EFL Students in Speaking Performance. *Studies in English Language and Education*, 7(2), 334-346, 2020
- Haliwanda, U. (2021). The Effect of Using The Communicative Language Teaching (CLT) Approach in Teaching Speaking. *Elite Journal*, Volume 8 Nomor 2, Desember 2021
- Hatch, E.M. & Lazaraton, A. (1991). *The Research Manual: Design and Statistics for Applied Linguistics*. United States of America: Heinle & Heinle Publishers
- Henson, R.K. (2001). Understanding Internal Consistency Reliability Estimates: A Conceptual Primer on Coefficient Alpha. *Measurement and Evaluation in Counseling and Development*, 34, 177-189
- Hien, L.T.N. (2021). Communicative Language Teaching in Teaching ESL for University Students. *Journal of English Language Teaching and Applied Linguistics (JELTAL)*, 3(6): 49-57
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125- 132.
- Hu, L. and Wang, Na. (2014). Anxiety in Foreign Language Learning. *Atlantis Press*
- Ilmudinulloh, R., Bustomi, A., Pratiwi, W.R. and Ilyas, M. (2022). Communicative Language Teaching (CLT) Approach in *Kampung Inggris* Pare in the New Normal Period. *Jurnal Inovasi Teknologi Pembelajaran (JINOTEP)*, Vol 9, No 2, (2022), page 250-261
- Januariza, Y. and Hendriani, S. (2016). Student' Anxiety in Learning Speaking. *International Seminar on English Language and Teaching*, ISBN: 978-602-74437-0-9
- Karlina and Sudirman, A. (2020). The Effect of Application Guessing Game Pic-Pow Strategy Towards Students' Speaking Mastery at the First Class of SMA Mathla'ul Anwar Menes. *JEES: Journal of English Education Studies*, 2020, Vol. 2 No. 2, Page: 116-129
- Maulana, D., Wahyuni, W.S. and Siregar, D. (2018). The Correlation between Motivation Behaviour and Speaking Ability. *PROJECT Professional Journal of English Education*, Vol.1, No.2, March 2018 pp 115-124

- Miranda, N. and Hamzah (2018). Gender Differences in Compliment Strategies in Social Media Interaction. *E-Journal of English Language & Literature (JELL)*, Vol. 7 No. 3, September 2018
- Molla, N.L. (2018). Communicative Language Teaching (CLT) Approach Towards Speaking Ability. *English Focus*. 2018. 2(1) : 10-24
- Myhre, T.S. and Fiskum, T.A. (2020). Norwegian teenagers' experiences of developing second language fluency in an outdoor context. *Journal of Adventure Education and Outdoor Learning*, Vol. 21, No. 3, 201–216
- Nunan, D. (1991). *Language Teaching Methodology*. Prentice Hall.
- Oteir, I.N. and Al-Otaibi, A.N. (2019). Foreign Language Anxiety: A Systematic Review. *Arab World English Journal (AWEJ)*, Vol.10. No. 3 September 2019, Pp. 309-317
- Pollard, L. (2008). *Guide to Teaching English: A Book to Help You Through Your First Two Years in Teaching*. London: Oxford University Press
- Pratiwi, W.A.D., Solihat, D. and Darsih, E. (2021). English Lecturer's Strategies in Teaching Speaking during Covid-19 Pandemic. *Indonesian Journal of Learning and Instruction*. Vol.4, Issue 2, October 2021
- Rahmah, R. A. S. K., Jamilah and Mahripah, S. (2016). Improving Speaking Ability by Optimizing the Use of Audio-Visual Aids for the Students of Grade VIII At SMPN 1 Mungkid in the Academic Year of 2013/2014. *Journal Student UNY*, 2016
- Rahman,A. (2017). Emerging Factors of Communicative Language Teaching (CLT) and Its Application in Indonesian English as A Foreign Language (EFL) Classrooms. *LANGKAWI*, Vol. 3 No. 2, September 2017
- Raja, P & Flora (2021) Modifying PPP in Promoting Communicative Language Teaching to Improve the Students' English Communicative Competence. *International Journal for Innovation Education and Research*, Vol:-9 No-8, 2021
- Richards, J.C. and Rodgers, T.S. (1986). *Approaches and Methods in Language Teaching*. Cambridge University Press
- Richard, J. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press
- Sari, D. (2017). Speaking Anxiety as A Factor in Studying EFL. *English Education Journal (EEJ)*, 8(2), 177-186, April 2017

- Satriani, M. (2019). The Correlation between Self-Esteem and Speaking Performance in Indonesia. *Journal of Teaching & Learning English in Multicultural Contexts (TLEMC)*, Vol.3, Number 1
- Setiyadi, A.B. (2018) *Metode Penelitian untuk Pengajaran Bahasa Asing: Pendekatan Kualitatif dan Kuantitatif*. Yogyakarta: Graha Ilmu
- Thamarana, S. and Pradesh, V.A. (2015). A Critical Overview of Communicative Language Teaching. *International Journal of English Language, Literature and Humnities*, Vol. III, Issue V, July 2015
- Torky,S.A.E.F. (2006). *The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students*. A Thesis. Ain Shams University
- Tridinanti, G. (2018). The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang. *IJELS* 6(4):35-39
- Yasin, B., Aziz, Z.A. and Jannah, R. (2017). Communicative Language Teaching (CLT) for Teaching Speaking. *English Education Journal (EEJ)*, 8(3), 322-337, July 2017