

**THE IMPLEMENTATION OF BUDDY SYSTEM WITH THE  
COMMUNICATIVE LANGUAGE TEACHING PRINCIPLES TO  
IMPROVE STUDENTS' SPEAKING ACHIEVEMENT AND SELF-  
CONFIDENCE**

**A Thesis**

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

**2025**

## **ABSTRACT**

### **THE IMPLEMENTATION OF BUDDY SYSTEM WITH THE COMMUNICATIVE LANGUAGE TEACHING PRINCIPLES TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT AND SELF- CONFIDENCE**

**By**

**Ervina Agustin**

The objectives of this research are (1) to investigate whether there is a significant difference of students' speaking achievement between the implementation of the modified Buddy System with the CLT principles and the original Buddy System, (2) to identify what aspects of speaking improve the most after the implementation of modified Buddy System with the CLT principles, and (3) to find out whether there is an improvement of students' self-confidence after the implementation of modified Buddy System with the CLT principles. This study employs a quantitative approach. The participants were second-year students of SMAN 7 Bandar Lampung, aged around 16–17 years, selected through purposive sampling and divided into two groups: experimental and control. The experimental group received instruction using the modified Buddy System with CLT principles, while the control group used the original Buddy System.

Data were collected through speaking tests and self-confidence questionnaires. The speaking achievement was assessed using five aspects: pronunciation, grammar, vocabulary, fluency, and comprehension. The self-confidence levels were measured using a Likert-scale questionnaire based on Griffie's (1997) framework. The findings showed a significant improvement in the experimental group's speaking scores compared to the control group. Among the five speaking aspects, fluency showed the highest improvement. Additionally, students in the experimental class demonstrated an improvement in their self-confidence. This suggests that incorporating CLT principles into the Buddy System promotes real communication, supports peer collaboration, and enhances students' self-confidence and speaking achievement

**Keywords:** speaking achievement, self-confidence, Buddy System, Communicative Language Teaching.

## ABSTRAK

Tujuan dari penelitian ini adalah (1) untuk menyelidiki apakah terdapat perbedaan signifikan dalam pencapaian kemampuan berbicara siswa antara penerapan *Buddy System* yang dimodifikasi dengan prinsip-prinsip CLT dan *Buddy System* yang asli, (2) untuk mengidentifikasi aspek kemampuan berbicara mana yang mengalami peningkatan paling besar setelah penerapan *Buddy System* yang dimodifikasi dengan prinsip-prinsip CLT, dan (3) untuk mengetahui apakah terdapat peningkatan kepercayaan diri siswa setelah penerapan *Buddy System* yang dimodifikasi dengan prinsip-prinsip CLT. Penelitian ini menggunakan pendekatan kuantitatif. Partisipan dalam penelitian ini adalah siswa kelas dua SMAN 7 Bandar Lampung, berusia sekitar 16–17 tahun, yang dipilih melalui teknik *purposive sampling* dan dibagi menjadi dua kelompok: eksperimen dan kontrol. Kelompok eksperimen mendapatkan pembelajaran dengan menggunakan *Buddy System* yang dimodifikasi berdasarkan prinsip-prinsip CLT, sedangkan kelompok kontrol menggunakan *Buddy System* yang asli.

Data dikumpulkan melalui tes berbicara dan angket kepercayaan diri. Pencapaian kemampuan berbicara dinilai berdasarkan lima aspek: pelafalan, tata bahasa, kosakata, kelancaran, dan pemahaman. Tingkat kepercayaan diri diukur menggunakan angket skala Likert berdasarkan kerangka dari Griffie (1997). Hasil penelitian menunjukkan bahwa terdapat peningkatan signifikan dalam skor berbicara kelompok eksperimen dibandingkan dengan kelompok kontrol. Di antara lima aspek berbicara, aspek kelancaran menunjukkan peningkatan tertinggi. Selain itu, siswa di kelas eksperimen juga menunjukkan peningkatan dalam kepercayaan diri mereka. Hal ini menunjukkan bahwa penggabungan prinsip-prinsip CLT ke dalam *Buddy System* mendorong komunikasi nyata, mendukung kolaborasi antar teman sebaya, serta meningkatkan kepercayaan diri dan pencapaian kemampuan berbicara siswa.

**Kata Kunci:** pencapaian berbicara, kepercayaan diri, *Buddy System*, *Communicative Language Teaching*.

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***Ervin Agustin***

**A Thesis**

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

**in**

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Teacher Training and Education Faculty**



**MASTER IN ENGLISH EDUCATION STUDY PROGRAM  
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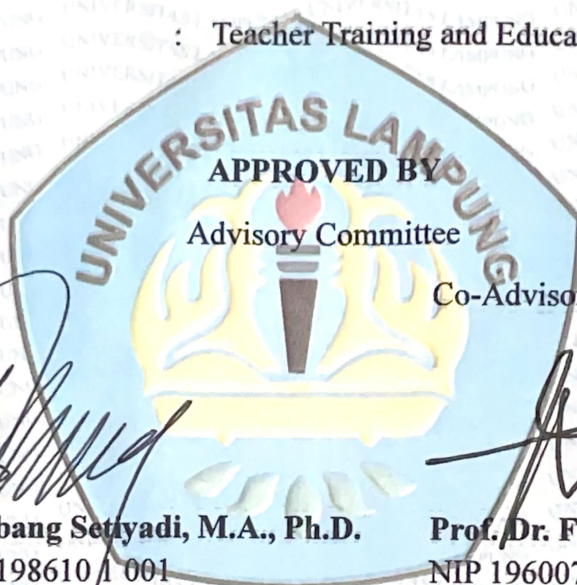
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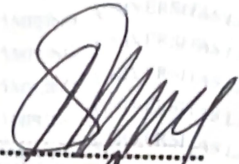
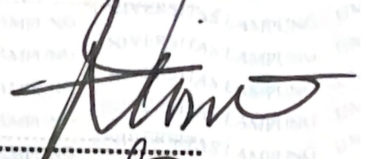
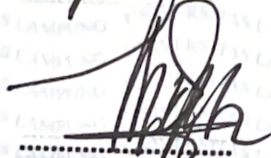
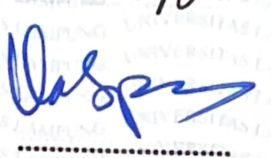
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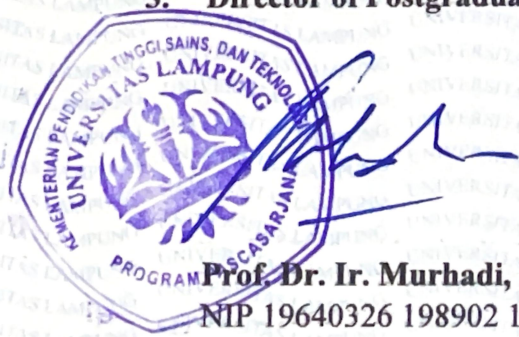
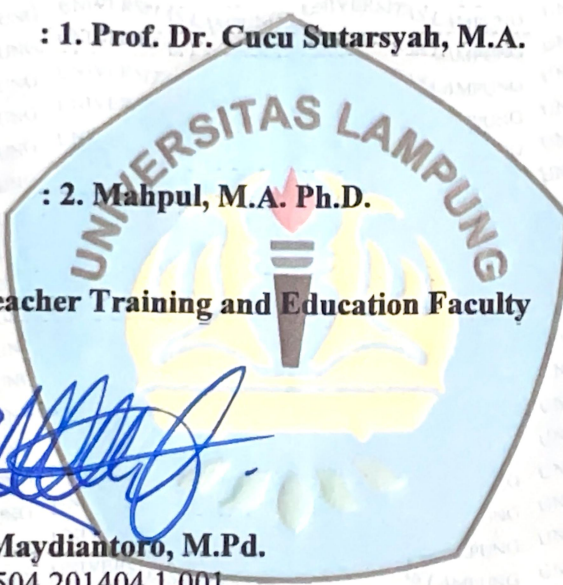
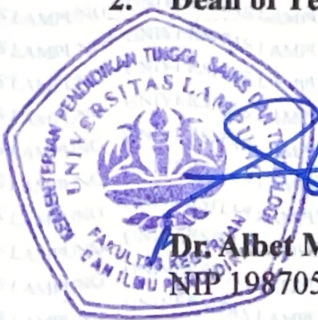
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Yang membuat pernyataan,



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## CURRICULUM VITAE

**Ervina Agustin** was born in Bandar Lampung on August 16, 1998, as the first child of Efrizal Malay and Rosmiati. She has two younger brothers—Renaldi Malay and Iqbal Rafiq—born four and ten years after her, respectively.

She began her education at SDN 2 Rajabasa without attending kindergarten and discovered her love for the English language early on. After graduating in 2010, she continued her education at SMPN 28 Bandar Lampung and later at SMAN 14 Bandar Lampung, where she became actively involved in the English Club and the student council (OSIS), strengthening both her English skills and leadership abilities.

Although she pursued a science track in high school and initially aspired to become a doctor, Ervina was accepted into the English Education Study Program at the Faculty of Teacher Training and Education, University of Lampung, through the SBMPTN national exam in 2016. Her passion for English motivated her throughout her studies, and she graduated with distinction in 2020.

During her time at university, Ervina gained valuable professional experience that shaped her career. She worked as a Research Assistant at Lampung University, contributing to academic studies in English language teaching. She also taught English as an intern at SMAN 1 Rebang Tangkas, where she led classes for students in grades 10 to 12 and created engaging, student-centered lessons to foster a love for the language. Additionally, she served as an English teacher at a Private Course, working with middle school students and applying creative methods to support their learning.

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managing communications with executive-level prospects and helping facilitate peer groups across Asia.

Her combined experiences in education and business have fueled her passion for communication, people development, and building meaningful connections.

## **DEDICATION**

*Dedicated to all great teachers, knowledge seekers, dream pursuers, my parents,  
brothers, and you.*

## **MOTTO**

*“Success is not final, failure is not fatal: it is the courage to continue that counts”  
-Winston Churchill*

*“Dream it. Wish it. Learn it. Do it.”  
-Ervina Agustin*

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At the end, the author hopes that this paper can be beneficial for the readers and those who want to carry out this research further.

Bandar Lampung, April 2025

The Author,

Ervina Agustin

## CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>LEMBAR PERNYATAAN .....</b>	<b>vi</b>
<b>CURRICULUM VITAE .....</b>	<b>vii</b>
<b>DEDICATION .....</b>	<b>ix</b>
<b>MOTTO .....</b>	<b>x</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>xi</b>
<b>CONTENTS.....</b>	<b>xiii</b>
<b>APPENDICES .....</b>	<b>xvi</b>
<b>TABLES .....</b>	<b>xvii</b>
<b>I. INTRODUCTION .....</b>	<b>1</b>
1.1. Background .....	1
1.2. Research Questions .....	4
1.3. Objectives .....	4
1.4. Uses .....	5
1.5. Scope .....	5
1.6. Definition of Terms .....	6
<b>II. LITERATURE REVIEW .....</b>	<b>7</b>
2.1. Speaking .....	7
2.1.1 Aspects of Speaking .....	8
2.1.2 Problems in Speaking .....	10
2.2. Teaching Speaking .....	11
2.3. Self-confidence .....	12
2.3.1 Concept of Self-confidence .....	12
2.3.2 Previous Studies of Self-confidence .....	13
2.4. Buddy System .....	14
2.4.1 Concept of Buddy System .....	14
2.4.2 Previous Studies of Buddy System .....	15
2.5. Communicative Language Teaching (CLT) .....	16
2.5.1 Concept of CLT .....	16

2.5.2 Previous Studies of CLT .....	18
2.6. Buddy System in Teaching Speaking.....	19
2.7. Modified Buddy System with CLT Principles .....	20
2.8. Procedure of Teaching Speaking by Using Modified Buddy System with CLT Principles .....	22
2.9. Advantages and Disadvantages of Modified Buddy System with the CLT Principles .....	23
2.10. Theoretical Assumption .....	24
2.11. Hypotheses .....	25
<b>III. METHODS.....</b>	<b>27</b>
3.1. Research Design .....	27
3.2. Population and Sample .....	28
3.3. Research Instrument .....	29
3.4. Validity and Reliability .....	29
3.4.1. Validity.....	29
3.4.2. Reliability.....	31
3.5. Data Collecting Technique .....	35
3.6. Data Collection Procedure.....	36
3.7. Data Analysis .....	37
3.8. Data Treatment .....	38
3.8.1 Normality Test.....	38
3.8.2 Homogeneity Test .....	39
3.9. Hypotheses Testing .....	40
<b>IV. RESULT AND DISCUSSION .....</b>	<b>42</b>
4.1. Implementation of the Research.....	42
4.2. Results .....	43
4.2.1. The difference of Students' Speaking Achievement.....	44
4.2.2. The Result of Speaking Aspects .....	48
4.2.3. The Result of Students' Self-Confidence.....	50
4.3. Discussion .....	52
4.3.1. The Difference of Students' Speaking Achievement.....	52
4.3.2. Students' Speaking Aspects .....	55
4.3.3. Students' Self-Confidence .....	57

<b>V. CONCLUSION AND SUGGESTION .....</b>	<b>60</b>
5.1. Conclusion.....	60
5.2. Suggestions.....	60
5.2.1. English Teachers .....	61
5.2.2. Further Researchers.....	61
<b>REFERENCES.....</b>	<b>63</b>
<b>APPENDICES .....</b>	<b>66</b>



## APPENDICES

Appendix 1. Speaking Test (Pre-Test).....	67
Appendix 2. Speaking Test (Post-Test) .....	68
Appendix 3. Buddy System Identification .....	69
Appendix 4. Self-confidence Questionnaire .....	70
Appendix 5. Lesson Plan (Control Class) .....	73
Appendix 6. Lesson Plan (Experimental Class) .....	82
Appendix 7. Scoring Criteria .....	91
Appendix 8. Expert Validation of Test (Content Validity) .....	93
Appendix 9. Expert Validation of Test (Construct Validity) .....	95
Appendix 10. Reliability of Students' Speaking Tests.....	97
Appendix 11. Pre-test of Experimental Group.....	99
Appendix 12. Post-test of Experimental Group .....	100
Appendix 13. Pre-test of Control Group .....	101
Appendix 14. Post-test of Control Group .....	102
Appendix 15. N-Gain of Students' Speaking Score in Experimental Class .....	103
Appendix 16. N-Gain of Students' Speaking Score in Control Class.....	105
Appendix 17. Self-Confidence Questionnaire Item Analysis (Pre) .....	107
Appendix 18. Self-Confidence Questionnaire Item Analysis (Post).....	109
Appendix 19. The Result of Self-Confidence Questionnaire (Pre).....	111
Appendix 20. The Result of Self-Confidence Questionnaire (Post) .....	112
Appendix 21. The Transcript of Students' Pre-test .....	113
Appendix 22. The Transcript of Students' Post-test.....	115
Appendix 23. Response Letter .....	116
Appendix 24. Documentation of the Research .....	117

## TABLES

Table 2.1. The Differences Between the Procedures of Teaching Original Buddy System and the Modified Buddy System with CLT Principles .....	22
Table 3.1. Validity of the Speaking Test.....	31
Table 3.2. Reliability of the Pre-test.....	33
Table 3.3. Reliability of the Post-test .....	33
Table 3.4. Reliability of the Questionnaire .....	34
Table 3.5. The specification of Self-confidence Questionnaire .....	36
Table 3.6. Normality Test (Experimental Group) .....	38
Table 3.7. Normality Test (Control Group).....	39
Table 3.8. Homogeneity Test.....	40
Table 4.1. Mean of Pre-Test .....	44
Table 4.2. Distribution of Pre-test Scores .....	44
Table 4.3. Mean of Post-Test.....	45
Table 4.4. Distribution of Post-test Scores.....	46
Table 4.5. The Difference of Students' Speaking Score in Both Classes.....	47
Table 4.6. The Result of Students N-Gain Score in Both Classes .....	47
Table 4.7. Independent Sample T-test .....	48
Table 4.8. Gain of Each Aspect of Speaking.....	49
Table 4.9. Mean Score of the Self-Confidence Questionnaire.....	51
Table 4.10. Paired Samples T-test of Students' Self-Confidence .....	51

## **I. INTRODUCTION**

This chapter is concerned with some points consisting of background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

### **1.1. Background**

Speaking is a fundamental ability in learning a language, enabling individuals to communicate effectively and engage with others (Fulcher, 2003). According to Bailey (2000), speaking is a dynamic process that entails generating, interpreting, and processing information to convey and construct meaning. Given these definition and purposes of speaking, it is crucial to develop speaking achievement as a fundamental component of effective communication.

Despite its significance, speaking remains one of the most challenging skills for English as a Foreign Language (EFL) learners to acquire (Zhang, 2009). There are some causes that affect the difficulties in speaking English, one of which is inhibition (Ur, 1996). Therefore, this may cause the low capability of students' speaking in English.

Furthermore, several factors influence students' proficiency in speaking English, including a deficiency in self-confidence. According to Sihera (2007), self-confidence is crucial for students to have a positive perception of their abilities. McIntyre (2004) also suggests that self-confidence promotes learners' willingness to communicate in a foreign language. Thus, it is evident that self-confidence is essential to motivate students to actively participate in foreign language communication, which in turn can affect their speaking proficiency. Most importantly, students require a strong sense of self-confidence to facilitate the

acquisition of the English-speaking achievement; making it more feasible for them to apply this skill effectively.

Numerous studies have delved into the concept of self-confidence. According to Songsiri (2007), various factors can enhance students' confidence in speaking English. These include motivations, active participation in language learning, and maintaining a positive attitude toward language acquisition. The findings revealed that respondents were able to boost their English-speaking achievement by identifying their individual language learning styles and applying specific strategies to boost their confidence in using the English language orally.

Concerning the students' lack of confidence, it appears that we need to modify the learning activity technique employed in teaching English-speaking achievement. As a result, a new strategy must be developed in order to boost students' confidence in developing their English-speaking achievement. SMAN 7 Bandar Lampung was selected due to its diverse student population and its ongoing efforts to improve English language proficiency. Based on preliminary observations and discussions with English teachers at the school, students at SMAN 7 Bandar Lampung face challenges in speaking English, particularly due to a lack of confidence and reluctance to engage in oral communication. Additionally, the school has shown a willingness to adopt innovative teaching strategies to enhance students' English-speaking skills, making it an ideal setting for implementing and evaluating the modified Buddy System with Communicative Language Teaching (CLT) principles.

One such strategy that can assist students in their learning process is the Buddy System. Buddy system can be classified as a cooperative learning as the students are paired up to achieve the same learning objectives. It is in line with Kagan (1994), cooperative learning involves small, diverse groups of students collaborating towards a common objective. Students collaborate to learn and take responsibility for their own and their partners' learning.

Espitia-Cruz and Kwinta (2013) proposed Buddy System which aimed to promote collaboration and peer feedback among students while engaging in various activities. The underlying assumption is that students could collaborate effectively



in teaching and learning environments. Furthermore, the buddy system has been shown to effectively encourage students to speak by creating a supportive and interactive environment. Espitia-Cruz and Kwinta (2013) highlights that pairing students can promote peer feedback and increase student interaction. This approach increases students' comfort and confidence, encouraging them to participate more actively in speaking activities. Additionally, Cowie and Wallace (2000) emphasize that peer support systems improve student communication and social skills, which can motivate them to participate more in classroom discussions.

The buddy system has also been called in other research studies as peer-to-peer mentorship, peer mentoring, mentor matching, peer support, and a peer buddy program (Patchotchai, 2018). She conducted buddy system to pair up Thai undergraduate students in speaking class with exchange students to help them adjusting themselves during their study at the university. Another study conducted by Ab. Rashid et al. (2017) where they applied the Virtual speaking buddy system as teaching media to enhance students' speaking achievement. The outcomes indicated that students experienced an increase in their confidence levels through their engagement with the buddy system. They also extended their research to gather feedback from teachers regarding this strategy. Interviews with the teachers revealed their desire for a more advanced application to be used as a tool for enhancing English speaking achievement.

According to Long (1983), meaningful interaction is essential for language development, especially when learners have opportunities to negotiate meaning. In the Buddy System, however, interactions may become repetitive or predictable, leading to limited communicative exposure. Moreover, the use of animation on the virtual buddy application to assist students in speaking English may make it less conducive to effective communication (Ab. Rashid et al., 2018).

To support the previous study above, the researcher intends to include the principles of an approach—Communicative Language Teaching (CLT) to be applied during the implementation of buddy system. As Richards states (2006), CLT helps learners achieve communicative competence when learning a second or foreign language. According to Larsen-Freeman (2000), communicative language teaching (CLT)

prioritizes communicative competence and recognizes the interdependence of language and communication. By this means, this approach is considered suitable to be integrated to teach speaking through Buddy system strategy.

This study will adhere to the principles outlined by Richards (2006), emphasizing the importance of real communication in language learning, which is important in the development of speaking achievement. Integrating Communicative Language Teaching (CLT) principles is important because CLT encourages learners to experiment with and apply their language knowledge, resulting in increased confidence in expressing ideas orally. The integration of CLT is expected to improve the effectiveness of learning speaking, resulting in improved performance in real-life communication scenarios for students.

Hence, the researcher believes that by modifying buddy system with the CLT principles is needed to be conducted to find out whether modified buddy system may help students to build their confidence in their speaking achievement.

## **1.2. Research Questions**

The research questions of this research are formulated as follow:

1. Is there any significant difference in students' speaking achievement between the implementation of the modified Buddy System with the CLT principles and the original Buddy System?
2. What aspects of speaking significantly improved after the implementation of modified Buddy System with the CLT principles?
3. Is there any significant difference of students' self-confidence after the implementation of modified Buddy System with the CLT principles?

## **1.3. Objectives**

In relation to the research questions above, the objectives of this research are:

1. To find out whether there is a significant difference of students' speaking achievement between the implementation of the modified Buddy System with the CLT principles and the original Buddy System.
2. To find out what aspects of speaking significantly improved after the implementation of modified Buddy System with the CLT principles.

3. To find out whether there is a significant difference of students' self-confidence after the implementation of modified Buddy System with the CLT principles.

#### **1.4. Uses**

The result of this research can be used as follows:

1. Theoretically
  - a. The result of the research is expected to support buddy system implementation in boosting students' self-confidence in speaking.
  - b. The result of the research is expected to support the theory of self-confidence plays an important role in students' speaking achievements.
  - c. The result of this research is expected to support the theory that communicative language teaching approach improves students' speaking achievements.
2. Practically
  - a. The result of the research can be used as a reference for teachers or students in teaching or learning speaking.
  - b. The result of the research can be used as reference for those who want to analyze students' problem in speaking or the self-confidence of EFL learners.
  - c. The result of this research is expected to provide specific procedures of how to boost students' self-confidence in speaking using buddy system with the integration of communicative language teaching principles.

#### **1.5. Scope**

This research focuses on the modification and utilization of Buddy System with Communicative Language Teaching (CLT) principles, which is designed to enhance students' speaking achievements and boost their self-confidence. Additionally, the study aims to investigate potential notable differences in students' speaking achievements once the modified Buddy System with CLT principles and the original Buddy System are implemented into their learning process, with a

specific focus on identifying the aspects that experience the most significant improvement.

### **1.6. Definition of Terms**

In order to avoid misunderstanding, some terms used in this research are defined as follows:

#### **1. Speaking.**

Speaking is a collaborative process of creating meaning through information production, reception, and processing.

#### **2. Self-Confidence**

Self-confidence, an innovative unified construct, is linked to language anxiety as an affective factor and perceived communicative competence as a cognitive component in learning a second language.

#### **3. Buddy System**

Buddy system is a safety and support strategy where two individuals are paired to monitor and assist each other.

#### **4. Communicative Language Teaching**

Communicative Language Teaching is a method of teaching that emphasizes interaction as both the means and the end goal of study.

This chapter has discussed the background, research questions, objectives, uses, scope, and the definition of term.

## **II. LITERATURE REVIEW**

This chapter is concerned with several discussion. It consists of speaking, self-confidence, Buddy System, Communicative Language Teaching, modified Buddy System with CLT principles, procedure of teaching speaking by using modified Buddy System with CLT principles, advantages and disadvantages of modified Buddy System with CLT principles, theoretical assumptions, and hypotheses.

### **2.1. Speaking**

Speaking refers to the use of language as a means of communication (Fulcher, 2003), and it plays an important part in language acquisition since second language learners must acquire the ability to communicate effectively with others. Applied linguistics research supports the importance of interaction and communication in language learning (Brown, 2000). Through interactive activities, students can express themselves, negotiate meaning, and develop the various cognitive and personal aspects of speaking achievement. The significance of speaking achievement arises from two major factors. Furthermore, speaking is an encoding process that allows us to express ideas, thoughts, and emotions through linguistic expressions (Harris, 1969). It also makes it easier to convey spoken words to others, where the message incorporates our ideas, feelings, or emotions that we want to communicate.

Effective communication requires both a speaker and a listener in this interactive conversation. As stated by Byrne (1984), speaking is an example of oral communication since it involves a two-way interaction between the speaker and the listener and includes both productive and receptive language skills. Given that speaking is an interactive process for constructing meaning, it demands the production, reception, and processing of information, with its form and meaning contingent upon the context in which it unfolds. Consequently, speaking

proficiency hinges not only on understanding when, why, and how to deploy language (sociolinguistic competence) but also on the ability to employ specific linguistic elements like grammar, pronunciation, and vocabulary (linguistic competence).

Based on the theories discussed earlier, speaking serves as a means for individuals to convey their emotions and ideas in a manner that carries significance and can be comprehended by those who are listening.

### **2.1.1. Aspects of Speaking**

According to Brown (2004) speaking must fulfil these following aspects:

#### **1. Vocabulary**

Vocabulary constitutes a crucial linguistic component, representing the collection of words used to construct a language for effective communication. While vocabulary is undeniably significant, it may not be the foremost consideration when initiating early-stage speaking.

#### **2. Grammar**

Grammar serves as the governing structure for both spoken and written language. Students must adhere to these grammatical rules to achieve favorable outcomes. These rules can also be found in aspects such as pronunciation, morphology, and syntax. In the realm of speaking achievement, it is noteworthy that sometimes speakers and listeners may not prioritize strict adherence to grammar. However, for the purposes of this discussion, we won't delve deeply into the intricacies of grammar.

#### **3. Fluency**

Fluency encapsulates the ability to communicate effectively, encompassing the smoothness and speed of speech delivery.

#### **4. Comprehension**

Effective spoken interaction necessitates a strong mutual understanding between the speaker and listener, enabling a productive exchange. In the context of this research, we will refer to this as "comprehensibility."



## 5. Pronunciation

Pronunciation refers to the manner in which sounds in a language are produced, including stress placement, pitch, and intonation to convey emotions and intentions. Given its significance, students should strive for clear pronunciation to ensure their words and expressions are easily understood by others.

Furthermore, Harris (1969) also states that there are five aspects that we need to pay attention in speaking:

### 1. Pronunciation

Pronunciation is the way people say words. Pronunciation encompasses both a person's pronunciation style and other skills.

### 2. Grammar

Grammar instructs us on the proper use of words, specifically guiding us on appropriateness and selecting suitable words for different contexts.

### 3. Vocabulary

Learning vocabulary is essential for effectively speaking or writing in a language. A strong vocabulary is essential for proficient use of a second language because it allows students to effectively apply the structures and functions, they have learned to communicate.

### 4. Fluency

The best way to develop fluency is to let the air stream of speech follow you, as some parts may be beyond your comprehension.

### 5. Comprehension

Comprehension is the process of understanding of the utterances sent by the speaker done by listener.

According to the explanation of the speaking aspects, there were five aspects of speaking considered in this research: pronunciation, grammar or accuracy, vocabulary, fluency, and comprehension.

### **2.1.2. Problems in Speaking**

Learners encounter challenges in language acquisition, especially when striving to enhance their speaking achievement. According to Zhang (2009), speaking is widely acknowledged as the most challenging skill for many English learners, given their ongoing struggles with oral communication in English.

The students frequently struggle with issues during speaking activities (Doqaruni, 2013), posing a variety of challenges in second language sessions. Challenges include the fear of embarrassment, limited proficiency in the target language, past negative experiences with classroom speaking, cultural norms regarding classroom behavior, habitual passivity, introverted personality traits, and a widespread lack of confidence.

Language norms, particularly grammar, have traditionally been emphasized in English training for second language learners (Savaşçı, 2013). Over time, a concentration on reading, writing, and listening abilities for national examinations or tests has predominated, resulting in a situation in which students may effortlessly engage in activities requiring these skills but show reluctance when confronted with speaking activities in second language. This lack of exposure to speaking chances relates to low self-confidence, and less experience reduces their motivation to participate actively in speaking events (Doqaruni, 2013).

The challenges in speaking are not solely linked to language proficiency but are also influenced by individual personalities (Tuan, 2015). Personality factors, notably self-confidence, play a crucial role in second language acquisition. Various elements, including anxiety, motivation, introversion, and extroversion, impact students' self-confidence (Krashen, 1982).

Therefore, a lack of self-confidence is a significant barrier for students learning and speaking English. When students struggle with confidence, they become more anxious and tense, making them less willing to engage in classroom activities.

## 2.2. Teaching Speaking

Language teaching is essentially the process of instilling in language learners a desire to engage with the target language. Brown (2004) emphasizes that teaching sets the stage for language learning practice games, giving learners opportunities to listen, think, take risks, set goals, and process feedback like a coach, allowing them to cycle through the skills they want to master. Learners must be active participants in this process, practicing sets of rules in language games. It is critical to recognize the complexities involved when focusing on specific language skills, such as teaching speaking. Although speaking is inherently natural, expressing oneself in a language other than one's native tongue can be difficult (Bailey, 2000).

Harmer (2007) highlights three key reasons for encouraging students to speak in the classroom. First, speaking activities serve as valuable rehearsal opportunities, enabling learners to practice real-world communication in a supportive classroom environment. Secondly, speaking tasks that incorporate multiple languages offer valuable insights for both teachers and students, facilitating a transparent evaluation of their language proficiency and identifying language challenges. Thirdly, engaging students in activities that activate various language elements stored in their minds helps automate their use of these elements, gradually transforming them into autonomous language users. In addition, five principles for teaching speaking, proposed by Bailey (2000) can guide teachers.

The first principle highlights the significance of distinguishing between second language (L2) and foreign language (FL) learning environments. In an L2 context, the target language is widely used for communication in society, whereas in an FL context, like in Indonesia, it is not. The primary challenge in FL settings arises from limited opportunities to practice the language outside the classroom.

The second principle advocates for students to practice both fluency and accuracy. Fluency refers to how quickly and confidently speakers use the language, whereas accuracy refers to how closely students' speech matches actual language usage. Learners must improve their fluency as well as their accuracy, and teachers must balance correction to avoid impeding fluency-building practices.

The third principle encourages students to talk through group or pair work while minimizing teacher talk. Pair and group activities increase learners' speaking time by allowing them to take on different speaking roles and fostering a more dynamic conversation.

Furthermore, planning speaking tasks involving meaning negotiation is critical. Learners advance by interacting in the target language and negotiating meaning during conversations by checking understanding, seeking clarification, and confirming comprehension.

Lastly, it is essential to design classroom activities that provide guidance and practice in both interactional and transactional speaking. Interactional speech focuses on social communication, while transactional speech is used to achieve specific objectives. Recognizing the dual nature of speaking enables learners to participate effectively in a variety of real-life scenarios.

By considering these principles, it is hoped that students can enhance their speaking achievement through classroom activities. However, teachers should not only focus on the principles but also pay attention to the techniques employed, as the choice of technique plays a pivotal role in achieving successful language instruction.

### **2.3. Self-Confidence**

This subchapter discusses about the concept of self-confidence and the previous research which had been administered.

#### **2.3.1. Concept of Self-confidence**

Researchers hold various beliefs regarding self-confidence, debating whether it is influenced by individual personality, environmental factors, or a combination of both. Generally, self-confidence is the belief in one's abilities to successfully accomplish tasks. It is regarded as an affective filter shaped by anxiety, extroversion, and introversion. Krashen (1982) concurs that learners' extroversion or introversion should not be solely blamed for negative effects on L2 acquisition. Anxiety also plays a crucial role in affecting learners' self-confidence, with different types identified, such as over-users, under-users, and optimal users (Krashen, 1978).

Clément and Kruidenier (1985) argue that self-confidence, anxiety, and self-esteem are often treated as distinct but closely related dimensions in the field of second language learning. These concepts are widely defined as directly related and mutually affecting each other. The increase or decrease of one factor tends to have a direct relationship with the others.

Clément (1980, 1986) integrates the concept of self-confidence into L2 learning through the social context model, defining it as a unified construct linked to language anxiety and perceived communicative competence. He emphasizes the importance of the social context for L2 learners, suggesting that multicultural interactions heighten learners' self-confidence, serving as a significant motivating influence to learn an L2.

Norton (2000) offers a different perspective on self-confidence, noting how power dynamics can limit L2 learners' opportunities to practice English outside the classroom. She proposes a socially constructed view of self-confidence, asserting that both self-confidence and anxiety are shaped by the lived experiences of language learners.

In essence, self-confidence is the language awareness of a speaker, influenced by both personality and environmental factors. It is believed to impact students' speaking comprehension and is conceptually constructed within the social context among English learners, serving as a motivating influence for improvement.

### **2.3.2. Previous Study of Self-confidence**

Numerous studies have been conducted on self-confidence. Doqaruni (2013) investigated self-confidence enhancement in a foreign language classroom, focusing on 16 Iranian university students at a private English language institute. Students who were initially quiet and reserved were exposed to additional speaking activities, storytelling, and presentations. The findings revealed that an instructional approach that emphasized peer collaboration significantly improved students' speaking achievement and confidence.

In a separate study, Xu (2011) investigated the perception of self-confidence among L2 speakers. Employing observation and guided interviews with two advanced

Chinese learners of English in Australia, Xu identified that learners tended to perceive more confidence when their established L2 identities were affirmed.

Griffie (1997) conducted research to validate or assess a questionnaire on speaking confidence in order to address the measurement of confidence. He identifies three aspects of speaking confidence: (1) Ability, which includes command, bravery, and proficiency in speaking with or without appropriate grammar, vocabulary, and pronunciation; (2) Assurance, which reflects a sense of security and comfort while speaking in English; and (3) Willing Engagement, which denotes a desire to speak in English or a desire to express oneself using the language.

Thus, the study of self-confidence in language learning highlights the numerous aspects of this psychological construct. According to previous research, fostering confidence requires a combination of instructional methods, identity affirmation, and a thorough understanding of the various factors that contribute to one's belief in their language abilities. As language teachers and researchers continue to investigate these dimensions, the findings can inform tailored approaches that enable learners to not only improve their linguistic proficiency but also develop a strong sense of confidence in their language skills.

## **2.4. Buddy System**

This subchapter discusses about the concept of buddy system and the previous research, which had been administered.

### **2.4.1. Concept of Buddy System**

Espitia-Cruz and Kwinta (2013) introduced Buddy System to promote online interaction, assuming students can work effectively and benefit from virtual environments without in-person meetings. This method aims to promote collaboration and peer feedback among students while engaging in various activities such as analyzing the materials. The idea comes from social constructivism based on Vygotsky (1986) who introduced the concept of the Zone of Proximal Development (ZPD), highlighting the importance of context in language learning and representing the potential for cognitive development through social interaction. In their research, students work in pairs according to buddy

system, with the assumption that buddies would support rather than compete; moreover, this is to implement the collaborative learning during the process. They also added that the aim of this educational experience is to establish a learning community in which students could learn from one another, and where each community member would have a meaningful role and responsibility in contributing to the group.

#### **2.4.2. Previous Research of Buddy System**

There is research conducted in order to improve teaching speaking activity. Ab. Rashid et al. (2017) conducted research on implementing the Virtual Buddy technique to improve students' speaking achievement. The results showed that the students developed their confidence level after being engaged with Virtual Buddy. In 2018, they continued their research using the Virtual Buddy and examined the teachers' feedback on this research. According to the interviews with the teachers, it reveals that they hope for a more sophisticated application to be used as a tool to improve English speaking achievement.

Espitia-Cruz and Kwinta (2013) propose the "Buddy System," which aims to promote online interaction among students without the need for face-to-face meetings. The underlying assumption is that students can collaborate effectively in virtual environments. The primary goal is to allow students enrolled in intercultural studies courses to interact with peers studying related subjects. Teachers integrated three content-based courses focused on developing language and communication skills through the exploration of intercultural issues to accomplish this. The novel approach entails developing an online project in which students can virtually 'meet,' interact, and potentially exchange ideas and diverse perspectives on a variety of topics.

Another study conducted by Patchotchai (2018) to pair up Thai undergraduate students in speaking class with exchange students to help them adjusting themselves during their study at the university and analyze the roles and responsibilities of Thai students and the traits of exchange students within a buddy system that help boost Thai students' confidence in speaking English. The results indicated that most

participants strongly agreed that the roles and responsibilities within the buddy system significantly enhanced their confidence in speaking English.

As a result, the previous studies above demonstrate an innovative approach to online interaction in intercultural studies courses. The studies provide useful insights while emphasizing the ongoing commitment to innovative methodologies in language education.

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

This subchapter discusses about the concept of Communicative Language Teaching and the previous research, which had been administered.

### **2.5.1. Concept of Communicative Language Teaching (CLT)**

The concept of Communicative Language Teaching (CLT) originated with Chomsky's 1960s theory, which emphasized the competence and performance aspects of language learning. However, the fundamental principles of CLT were developed in the 1970s by linguist Michael Halliday, who investigated how grammar conveys language functions, and Dell Hymes, who introduced the concept of communicative competence.

CLT is one approach in second language pedagogy that emphasizes that teaching and learning a second or foreign language should prioritize the development of learners' communicative competence, which includes expression, interpretation, and negotiation of meaning (Savignon, 1997). It should be noted that CLT is not limited to a single teaching method; rather, it is an approach that can provide insights into the integration of various methodologies as long as they contribute to the development of learners' communicative competence. CLT, as defined by Savignon (1991), is the development of programs and methodologies that promote the development of functional language ability through learner participation in communicative events.

CLT is a widely used term in pedagogical literature to describe an approach that applies the theory of communicative competence by emphasizing the connection between language and communication (Larsen-Freeman, 2000). When most people



think of CLT, they envision teachers organizing classroom activities centered on students' authentic communication to support the language learning process.

Furthermore, Larsen-Freeman (2000) highlights three essential elements in truly communicative activities: information gap, choice, and feedback. Information gap occurs when one participant possesses more knowledge than their interlocutors, establishing genuine communicative dynamics. In communicative interactions, speakers have the freedom to choose what and how they express themselves. If this autonomy is restricted, the communication loses its truly communicative nature. Feedback, a crucial aspect, involves listeners providing responses to the speaker. Without the opportunity for listeners to offer feedback, the exchange cannot be considered genuinely communicative.

While a universal definition of CLT remains elusive, Brown (2000) identifies four key components shared by CLT definitions: communicative competence, meaningful communication, fluency, and spontaneity. These principles represent both gradual and radical departures from previous approaches, such as the grammar translation approach popular among language educators in previous centuries. Unlike previous methods, which focused on rules, CLT focuses on semantics, emphasizing meaning in real-life contexts, and exposes students to authentic language to improve their fluency. Furthermore, CLT encourages students to speak naturally, rather than rehearsing scripted oral presentations.

CLT is a framework of principles that define the objectives of language teaching, the processes of language learning, the most effective classroom activities for enhancing learning, and the roles of both teachers and students in the educational environment (Richards, 2006). These principles emphasize the primary goal of language learning, which is to foster genuine communication. As a result, students are encouraged to learn a language by actively using it as a means of communication in order to cultivate familiarity and proficiency. These are the principles of CLT proposed by Richards (2006):

1. Make real communication the focus of language learning.
2. Provide opportunities for learners to experiment and try out what they know.

3. Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.
4. Provide opportunities for learners to develop both accuracy and fluency.
5. Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.
6. Let students induce or discover grammar rules.

Instead of enforcing correct speech and writing with the primary goal of having students produce error-free sentences, teachers must embrace a different perspective on learners' errors and redefine their role in facilitating language learning. Furthermore, in order to turn CLT into a practical teaching framework, this approach can be implemented within a specific teaching method or technique that is aligned with the needs of the learners and the intended learning objectives.

### **2.5.2. Previous Research of Communicative Language Teaching (CLT)**

Firiady (2018) investigated the variations in Communicative Language Teaching (CLT) activities presented in a revised textbook for Level 1 students. The findings revealed that the textbook includes a wide range of learning activities, such as CLT activities, pre-communicative activities, structural activities, listening activities, vocabulary-building activities, and reading exercises. The CLT activities were divided into two categories: functional communication and social interaction. Functional communication activities, such as class surveys and information gap exercises, were more common.

Rijnan and Irwan (2020) subsequently looked at how CLT was used to teach speaking. Their findings indicated that English teachers used CLT principles in a variety of ways, including Teacher-Student Conversations, Student-Student Conversations, and individual student work. Classroom activities were found to be effective at engaging students and encouraging them to communicate in English. Moreover, Nggawu and Thao (2023) investigated the effect of the CLT approach on students' speaking achievement. Their findings indicated that the CLT model had a significant positive effect on introverted students' speaking abilities.

The studies collectively demonstrate the effectiveness of the Communicative Language Teaching approach in improving language learning. The diverse activities in CLT not only meet different learning needs, but also actively engage students, promoting improved communication abilities. The positive findings from various studies highlight the importance of CLT in language education, particularly in improving speaking abilities and creating a more interactive and communicative classroom environment.

## **2.6. Buddy System in Teaching Speaking**

According to Ab. Rashid (2017), Virtual Buddy can be seamlessly integrated into teaching and learning activities using a variety of approaches. To begin, educators can use the application as a teaching tool in the classroom, using prompts that correspond to the textbook syllabus. It is a great way to get students interested in the day's topic during the 'Set Induction' stage. It can also be used in 'While Speaking' activities to allow students to complete speaking tasks, or as part of the 'post-production' stage to enrich the lesson content.

Furthermore, Virtual Buddy allows students to use it as homework, as it is accessible via computers regardless of where they are. This feature encourages self-directed learning, and once completed, students can share their recorded conversations with their speaking buddies for feedback.

In the absence of teachers, Virtual Buddy serves as an informal learning tool. Learners can share recorded conversations with "more-knowledgeable others," such as parents or friends, who can provide useful feedback. This promotes social learning and allows students to benefit from different points of view. Some students, who are hesitant to show recordings to teachers, find this method especially helpful. This reduced reliance on teachers is advantageous because it reduces their workload, which is a significant concern among Malaysian educators. Students will only share recordings with teachers for assessment if they are satisfied with their conversations. Patchotchai (2018) illustrated buddy system by pairing Thai students with exchange students by conducting interviews to select the buddies. The buddies' roles and responsibilities are to assist the exchange students to engage with the

learning environment while they are practicing their speaking outside of the class in order to improve their confidence.

Moreover, Espitia-Cruz and Kwinta (2013), intended to promote online interaction through buddy system as they assumed that Students were able to collaborate effectively and gain benefits from virtual environments without the need for in-person meetings. Therefore, teachers aimed to provide opportunities for students to interact with peers studying intercultural subjects, enabling them to exchange ideas and perspectives on various topics. The following are the teaching procedures of implementing buddy system based on Espitia-Cruz and Kwinta (2013):

1. Students are working in pairs in what is called a buddy system.
2. Students engage in activities such as analyzing material and producing tasks.
3. Students actively participate and interact among students to deepen their understanding of the subject matter.
4. Students have access to a help forum for posting questions regarding tasks, which provided them with additional support and guidance.

The shared goal of this study and the upcoming research is to examine the effectiveness of the Buddy System teaching English. Despite this similarity, there will be differences in the upcoming research, most notably the modification of Buddy System with Communicative Language Teaching (CLT) principles. This modification is viewed favourably because CLT emphasizes interactive and communicative language learning, which corresponds well with the collaborative nature of the Buddy system. The original Buddy System may have weaknesses that the new modification attempts to address, resulting in a more seamless and effective application within the CLT framework.

## **2.7. Modified Buddy System with Communicative Language Teaching (CLT) Principles**

V-Buddy, introduced by Ab. Rashid et al. (2017) as an innovative dimension to language learning, teachers have expressed certain drawbacks, desiring a more sophisticated application. One significant limitation is the perceived lack of true

communicative exchange, as V-Buddy does not facilitate real conversations with actual people. Moreover, a study from Espitia-Cruz and Kwinta (2013) tend to promote online interaction among students to complete tasks emphasizing the collaborative learning. Therefore, the absence of real conversation can be addressed by modifying buddy system with communicative language teaching (CLT) principles. CLT emphasizes the importance of real communication in language learning. This is in line with the principles stated by Richards (2006), CLT offers to make a real communication as the focus of language learning.

Espitia-Cruz and Kwinta (2013) identify several drawbacks of the Buddy System implementation. Sporadic teacher involvement can lead to missed opportunities for timely guidance, while reliance on face-to-face interactions can be time-consuming and less efficient. Additionally, inconsistency between peer and teacher feedback formats may confuse students, and the limited scope of peer feedback may not effectively foster critical thinking and independent learning skills. Moreover, Ab. Rashid et al. (2018) found that the Virtual Buddy system faces limitations in providing truly interactive language use, as its features may seem scripted and lack the dynamic nature of real conversations. Modifying Buddy system with Communicative Language Teaching (CLT) principles could significantly improve its ability to promote interactive language use. CLT emphasizes real communication and aims to create a learning environment that mirrors authentic language use.

Applying Communicative Language Teaching (CLT) principles to the evaluation of buddy system interactions provides a comprehensive framework for assessing learners' language skills within a communicative context. Therefore, the researcher believes that by modifying Buddy System with Communicative Language Teaching (CLT) principles holds significant promise for addressing the limitations. The emphasis on authentic communication, meaningful interactions, and real-world language use in CLT is perfectly aligned with the goals of improving students' speaking achievement. Teachers can overcome the drawbacks of scripted interactions and limited communicative elements by incorporating CLT strategies into Buddy System. This modification allows for more dynamic, engaging, and realistic language-learning experiences to be created. Buddy System can be transformed into a powerful tool that not only records students' speech but also

actively fosters communicative competence, paving the way for a more comprehensive development of students' speaking abilities.

## **2.8. Procedure of Teaching Speaking by Using Modified Buddy System with Communicative Language Teaching (CLT) Principles**

This research will modify Buddy System with the communicative language teaching (CLT) principles. Here are the following steps of the teaching procedures using the modified buddy system with the CLT principles and the original Buddy System.

**Table 2.1. The Differences between the procedures of teaching the modified Buddy System with CLT principles and the original Buddy System.**

<b>The Original Buddy System</b>	<b>The Modified Buddy System with CLT Principles</b>	<b>CLT Principles by Richards (2006)</b>
<ul style="list-style-type: none"> <li>Students initially work in pairs while the teacher provides guidance during the process.</li> </ul>	<ul style="list-style-type: none"> <li>Students work in pairs to talk about a real-life topic, sharing different details to complete their discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Make real communication the focus of language learning.</li> </ul>
	<ul style="list-style-type: none"> <li>They practice speaking by sharing ideas and filling in missing information during their conversation (During this process, they will link speaking and listening while exchanging information).</li> </ul>	<ul style="list-style-type: none"> <li>Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.</li> </ul>
<ul style="list-style-type: none"> <li>Students engage in collaborative tasks, such as analyzing materials and producing tasks.</li> <li>Students actively participate and interact among students to deepen their understanding of the subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>Students work together on tasks like analyzing materials and projects encourages students to use spoken English in different contexts, trying out their existing knowledge and exploring new ways to express themselves.</li> <li>The students actively interact and participate to understand the topic requiring students to experiment with the language as they share information and ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for learners to experiment and try out what they know.</li> </ul>

	<ul style="list-style-type: none"> <li>Students use their knowledge in a communicative task like a group presentation on a collaborative project.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for learners to develop both accuracy and fluency.</li> </ul>
<ul style="list-style-type: none"> <li>Students reflect on what they had learned during the term by reviewing and consolidating their knowledge gained from the collaborative tasks.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher accepts errors and helps students by giving feedback.</li> <li>Teacher facilitates group discussions to encourage students sharing experiences and insights, aligning with the focus on communication.</li> </ul>	<ul style="list-style-type: none"> <li>Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.</li> </ul>
	<ul style="list-style-type: none"> <li>Teacher provides opportunities for students to ask questions about grammar rules that they are still confused with.</li> </ul>	<ul style="list-style-type: none"> <li>Let students induce or discover grammar rules.</li> </ul>

Based on the table above, the researcher endeavours to enhance both accuracy and fluency while emphasizing authentic materials, making communication as the focus of language learning. This is achieved through pairing students to facilitate English speaking.

## 2.9. Advantages and Disadvantages of Modified Buddy System with the CLT Principles

Implementing modified Buddy System with Communicative Language Teaching (CLT) principles offers several advantages. These following are the advantages of modified Buddy System with CLT Principles:

1. The technique promotes the use of authentic materials, which is important for helping students engage with real-world language use. Unlike textbook-based content, which frequently simplifies or modifies language for instructional purposes, authentic materials are designed based on real-world settings. Students are exposed to natural vocabulary, real sentence structures, and contextual expressions that they are likely to encounter outside of the classroom by incorporating resources such as travel brochures, travel guide videos, tourism websites.

2. The interactive nature of the activity contributes to the development of students' self-confidence, as the enjoyable and attractive format reduces shyness and hesitation. This boost in self-confidence is particularly notable as students become eager to share their ideas during conversations with their buddies.
3. The engagement with Buddy System serves to enhance both accuracy and fluency in students' speaking abilities. The regular practice and interaction with their buddies contribute to a more nuanced understanding of language, improving not only the precision but also the fluidity of their spoken communication.

However, despite these benefits, there are some drawbacks associated with employing Buddy System to boost students' speaking self-confidence. Here are the disadvantages of the modified Buddy System with CLT principles:

1. The challenge is the need for individualized guidance from the teacher during student interactions.
2. The need for one-on-one support may limit the scalability of the approach, particularly in larger classroom settings.

Therefore, the integration of Buddy System and CLT principles holds great promise for language education, providing a dynamic and authentic learning experience. While there are challenges, the benefits of increased motivation, improved speaking abilities, and exposure to real-world language use highlight the approach's potential. Teachers must address the disadvantages strategically in order to ensure a balanced and effective implementation that maximizes the positive impact on students' language learning process.

## **2.10. Theoretical Assumptions**

The problems that appeared in students' speaking achievement are various. One of which is their self-confidence. Many students avoid speaking out of fear of making mistakes, as they carefully consider grammar and vocabulary usage, striving for perfect pronunciation. Essentially, students who do not have opportunities to express themselves in class often have low confidence in their speaking abilities.



These challenges may arise due to a lack of speaking exposure and practice during instructional activities. Recognizing this issue, there is an opportunity to transform the teaching and learning dynamic into an engaging activity that nurtures students' speaking abilities and enhances their confidence. Enter the technique known as the buddy system, a valuable technique to aid students in improving their speaking achievement. The buddy system allows students to speak without fear of making mistakes. Furthermore, it encompasses authentic materials, making the learning process more interesting, and adheres to communicative language teaching principles.

According to the explanation above, self-confidence is an important component of language awareness for speakers, influenced by both personality and environmental factors. It has a significant impact on students' speaking achievement and is conceived within the social context of English learners, serving as an encouragement for improvement. The researcher believes that incorporating CLT principles into the Buddy System can improve students' self-confidence and, as a result, their speaking achievement.

This method exposes students to real-world language use while also facilitating authentic interactions during the learning process, allowing them to navigate diverse communication styles. The dynamic learning environment created by CLT principles, as implemented through Buddy System activities, boosts student interest and motivation, resulting in a more engaging and effective language-learning experience.

## **2.11. Hypotheses**

In reference to the theories and the theoretical assumptions that have been discussed in this study, the hypotheses formulated by the researcher are as follows:

1. There is a significant difference of students' speaking achievement between those who are taught by using the modified Buddy System with CLT Principles and the original Buddy System.

2. There is a significant difference of students' speaking achievement in aspects of speaking after the implementation of the modified Buddy System with CLT Principles
3. There is a significant difference of students' self-confidence after the implementation of the modified Buddy System with CLT Principles.

Hence, this chapter delves into the concept of speaking, aspects of speaking, problems of speaking, teaching speaking, self-confidence, buddy system and the previous study, communicative language teaching (CLT), buddy system in teaching speaking, procedure of teaching speaking by using buddy system and CLT, advantages and disadvantages of teaching speaking by using buddy system and CLT, theoretical assumption, and hypotheses.

### III. METHODS

Following the presentation of the theory in the previous chapter, it is necessary to outline the methodology that was employed in this research. This section covers research design, population and sample, data collection techniques, research procedures, research instruments, validity and reliability, scoring rubric, data analysis, and hypothesis testing.

#### 3.1. Research Design

This research used a quantitative method in quasi-experimental design to determine whether there was a significant difference in students' speaking achievements after they were taught using the modified Buddy System that incorporates CLT principles compared to the original Buddy System. Creswell (1994) defines quantitative research as a systematic investigation of a specific problem through theory testing, numerical measurement, and statistical analysis. The primary objective of quantitative methods is to assess the validity of a theory's predictive generalizations.

In this study, there were two groups: experimental and control. In the experimental group, students were treated by modified Buddy System with CLT principles, whereas the control group received the original Buddy System technique. To answer the first research question, the researcher analyzed the data using an *Independent Sample T-test*, with the objective of comparing the results from the control and experimental groups after the treatments. The following is the research design:

**G<sub>1</sub>: T<sub>1</sub> X<sub>1</sub> T<sub>2</sub>**

**G<sub>2</sub>: T<sub>1</sub> X<sub>2</sub> T<sub>2</sub>**

G<sub>1</sub>: Experimental Class

G<sub>2</sub>: Control Class

X<sub>1</sub>: Modified Buddy System with CLT Principles

X<sub>2</sub>: Original Buddy System

T<sub>1</sub>: Pre-test

T<sub>2</sub>: Post-test

Addressing the second research question, the researcher employed a *Paired-Sample T-test* to determine which aspect of speaking improved the most. Moreover, in terms of self-confidence, this study employed Griffie's (1997) theory, which states that speaking confidence consists of three components: ability, assurance, and willing engagement. A Likert-scale questionnaire was distributed before and after the implementation of the modified Buddy System to assess students' confidence in speaking English, and the results were analyzed using a *Paired-Sample T-test*. The research design is as follows:

### T<sub>1</sub> X T<sub>2</sub>

X: Modified Buddy System with CLT Principles

T<sub>1</sub>: Pre-test/pre-questionnaire

T<sub>2</sub>: Post-test/post-questionnaire

According to the design above, the researcher used it for the second and third research questions which are to see which aspect of speaking improved the most and to find out whether there is an improvement of students' level of confidence after the implementation of the modified buddy system with CLT principles.

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

This research focused on second-year senior high school students in SMAN 7 Bandar Lampung. Purposive sampling was used, as determined by pre-observation. The research was conducted in two classes. The first class was the experimental

group which was taught by modified buddy system with CLT principles, and the second class was the control group taught by original buddy system.

### **3.3. Research Instrument**

In order to gain the data of the research, the researcher used some instruments.

#### *1. Speaking Test*

To assess the students' speaking achievement, a speaking test was administered both before and after the treatments, referred to as the pretest and post-test, respectively. This test provided information about students' speaking achievement before and after using a modified Buddy System with CLT. A speaking rubric was used to precisely assess students' speaking achievement. This rubric provides a clear and structured framework for assessing various aspects of speaking, such as comprehension, fluency, pronunciation, grammar, and vocabulary, ensuring an accurate and transparent measurement of students' speaking achievement throughout the learning process. Given that the data were in the spoken form, therefore the voice recorder was used in this research in order to record the process during the test to see the improvement of students' speaking achievement after the implementation of the modified Buddy System with CLT principles.

#### *2. Self-confidence Questionnaire*

The questionnaire was in the form of twelve close-ended questions adapted from Griffie (1997). This questionnaire was used to assess the level of students' self-confidence both before and after the implementation of modified Buddy System with CLT principles.

### **3.4. Validity and Reliability of the Instrument**

In fulfilling the criteria of a good test, validity and reliability of the test should be considered.

#### **3.4.1. Validity**

The validity of a good instrument is one of the criteria that determines its quality. Setiyadi (2018) states that validity refers to the extent to which the test measured what is intended to measure. Wallen and Fraenkel (2001) define validity as the

extent to which the inferences drawn from data collection are appropriate, meaningful, and useful. It means that the instrument should be designed in accordance with the established criteria so that the writer can obtain the necessary data in order to draw accurate conclusions for their research. Hatch and Farhady (1982) states that there are two basic types of validity: content validity and construct validity. They are as follows:

#### *Validity of the Test*

In this study, the validity of the pre-test and post-test was assessed using both content validity and construct validity. The extent to which a test accurately measures a representative sample of the subject matter is referred to as content validity. It focuses on the sample's adequacy and the overall appearance of the test (Hatch and Farhady, 1982). Construct validity, on the other hand, is concerned with whether the test aligns with the theoretical understanding of what it is intended to measure in language. Based on specific indicators, it determines whether the test measures certain aspects. The test's overall validity was determined by combining its content and construct validity. *Expert Judgment Validation* was used in this research to see the content and construct validity of the test.

##### a. Content Validity

During this process, the researcher aligned the speaking test with the school curriculum. The test included a review of the standard competence and indicators to ensure that the test is qualified as a valid measure. This research used descriptive text at the eleventh grade in Senior High School as the basis for the learning process selected from *Kurikulum Merdeka*.

##### b. Construct Validity

Hatch and Farhady (1982) define validity as the degree to which an instrument accurately measures the specific skill or objectives for which it is intended, in accordance with relevant criteria. To ensure the validity of the assessment of students' speaking abilities, evidence must show that the assessment is carried out correctly. In this study, the scoring criteria were based on five aspects of speaking

proposed by Harris (1969): pronunciation, fluency, accuracy, vocabulary, and comprehension.

The content and construct validity of the test were evaluated by an English teacher and lecturer. The validators used a checklist table to ensure that all tests met the validity criteria. The validity results are presented in the table below.

**Table 3.1. Validity of the Speaking Test**

Test	Content		Construct	
	Rater 1	Rater 2	Rater 1	Rater 2
Pre-test	100%	100%	100%	100%
Post-test	100%	100%	100%	100%
Average	100%		100%	

The table above illustrates the validity of the test as assessed by experts in the field of English language teaching. Both the first and second raters acknowledged that the test successfully met the criteria for content and construct validity.

#### *Validity of the Questionnaire*

The questionnaire's validity was determined by evaluating its components to ensure they corresponded with self-confidence theories. To accomplish this, Griffie's (1997) questionnaire was used as a foundation for assessing both content and construct validity. The questionnaire's validity was predetermined because it was based on the original theoretical framework.

### **3.4.2. Reliability**

#### *Reliability of the Test*

An instrument is considered reliable if it consistently shows relatively same results (Setiyadi, 2018). Hatch and Farhady (1982) define test reliability as the degree to which a test yields consistent results when conducted under similar conditions.

Inter-rater reliability was applied to ensure the reliability of scores and to reduce subjectivity in the research. When two or more raters independently assess test scores, inter-rater reliability comes into play. The researcher was the first rater in

this research, and the second rater was the English teacher. Both the first and second raters utilized scoring criteria derived from Harris (1969) to indicate the improvement of students' speaking achievement (*See appendix 7*). The reliability of students' score was examined by using *Pearson Product Moment Correlation* using SPSS with the formula:

$$r_{xy} = \frac{N(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2] [N\Sigma y^2 - (\Sigma y)^2]}}$$

Notes:

$r_{xy}$ : Correlation coefficient between x and y

x: Rater 1

y: Rater 2

N: Number of the students

(Hatch and Farhady, 1982)

In this particular case, the coefficient reliability of a test will be analyzed with the standard of reliability as follows:

1. 0.00 – 0.019: Very low reliability
2. 0.20 – 0.39: Low reliability
3. 0.40 – 0.59: Medium reliability
4. 0.60 – 0.79: High reliability
5. 0.80 – 1.00: Very high reliability

(Arikunto, 1998)

According to the standard of reliability, the speaking test is considered reliable if it falls within the range of 0.60-0.79, indicating high reliability. Furthermore, the reliability of the test in this research is presented below.



**Table 3.2. Reliability of the Pre-test**

		<b>Correlations</b>	
		Rater 1	Rater 2
Rater 1	Pearson Correlation	1	.825**
	Sig. (2-tailed)		<,001
	N	35	35
Rater 2	Pearson Correlation	.825**	1
	Sig. (2-tailed)	<,001	
	N	35	35

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

The table above shows that the pre-test has a reliability of 0.825, indicating a very high level of reliability in assessing the students' prior abilities prior to treatment analyzed and using SPSS and calculated by using *Pearson Product Moment Correlation* formula (See Appendix 10).

**Table 3.3. Reliability of the Post-test**

		<b>Correlations</b>	
		Rater 1	Rater 2
Rater 1	Pearson Correlation	1	.755**
	Sig. (2-tailed)		<,001
	N	35	35
Rater 2	Pearson Correlation	.755**	1
	Sig. (2-tailed)	<,001	
	N	35	35

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

Similarly, as shown in the table, the reliability of the post-test is 0.755, which is considered highly reliable analyzed and using SPSS and calculated by using *Pearson Product Moment Correlation* formula (See Appendix 10).

In conclusion, both tests show high reliability, with scores ranging from 0.60-0.79. This consistency emphasizes the tests' dependability in determining the intended outcomes.

#### *Reliability of the Questionnaire*

The questionnaire data is initially computer-coded using SPSS. To assess the reliability of the instrument in measuring the target areas accurately and consistently, Chronbach's Alpha was employed.

According to Setiyadi (2018), when the alpha is higher, the data will be more reliable. Furthermore, in this research, to determine the reliability of the questionnaire, the researcher used a guideline based on Cohen, Manion, and Morrison (2007) as follow:

1.  $> 0.90$  : Very high reliability
2.  $0.80 - 0.90$  : High reliability
3.  $0.70 - 0.79$  : Average reliability
4.  $0.60 - 0.69$  : Low Reliability
5.  $< 0.60$  : Very low reliability

**Table 3.4. Reliability of the Questionnaire**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.825	12

Based on the results in the table above, the questionnaire has a high reliability score of 0.894. This implies that the instrument consistently measures what it is supposed to assess, ensuring the reliability of the data collected.

### 3.5. Data Collecting Technique

In gathering comprehensive insights into the research objectives, various methods were employed to collect relevant data. The following describes the specific techniques that were used by the researcher:

#### 1. Speaking Test

To comprehensively assess students' speaking abilities and the impact of the modified Buddy System with CLT, a structured speaking test was conducted, comprising both pre-test and post-test phases.

##### *Pre-Test*

Before starting any treatment, a pre-test was administered to assess the initial speaking proficiency of students. During this phase, students were asked to deliver their ideas orally of the chosen topic for approximately 5 minutes. The students' speaking achievement were recorded and evaluated by both the teacher and the researcher. The assessment covers key aspects, including comprehension, fluency, pronunciation, grammar, and vocabulary.

##### *Post-Test*

Following the implementation of the modified Buddy System with CLT, a post-test was conducted to measure the progression in students' speaking abilities. This post-test aimed to identify any significant differences in speaking proficiency after being exposed to the Buddy System method. Similar to the pre-test, students were asked to deliver their ideas orally of the chosen topic for approximately 5 minutes. Voice recorded performances were assessed by both the researcher and the teacher, with a focus on comprehension, fluency, grammar, vocabulary, and pronunciation. The post-test results were then compared with the pre-test data to draw conclusions regarding the effectiveness of the modified Buddy System with CLT in enhancing students' speaking achievement.

#### 2. Self-confidence Questionnaire

This research used a structured questionnaire based on Griffie's theoretical framework to collect data on self-confidence. Griffie (1997) identifies three key components of speaking confidence: ability, assurance, and willing engagement.

The questionnaire, which is designed in a Likert-scale format, was administered both before and after the modified Buddy System with CLT principles technique was implemented.

**Table 3.5. The specification of Self-confidence Questionnaire**

Aspects	Total Items	Number
<b>Ability:</b> which includes command, bravery, and proficiency in speaking with or without appropriate grammar, vocabulary, and pronunciation	4	1, 2, 3, 4
<b>Assurance:</b> which reflects a sense of security and comfort while speaking in English	4	5, 6, 7, 8,
<b>Willing Engagement:</b> which denotes a desire to speak in English or a desire to express oneself using the language.	4	9, 10, 11,12,

The pre-questionnaire aimed to establish an initial understanding of students' self-confidence levels in speaking English prior to treatment. Following that, the post-questionnaire was used to assess any evident changes in self-confidence following exposure to the Buddy System. The analysis of pre and post questionnaire data provided valuable insights into the modified Buddy System with CLT in positively influencing students' self-confidence in English speaking achievement.

Thus, this research used speaking test and self-confidence questionnaire to evaluate the impact of the modified Buddy System with CLT. The structured speaking test evaluated students' speaking abilities through pre-test and post-test. Based on Griffie's framework, the self-confidence questionnaire assessed the improvement in self-confidence levels.

### **3.6. Data Collection Procedure**

There were some steps taken in conducting this study to ensure that the research runs smoothly and in chronological order. The steps of the procedures of the research are as follows:

### *1. Selecting and Determining the Subjects*

The researcher conducted the research by selecting the samples focusing on the second-year senior high school students in SMAN 7 Bandar Lampung using purposive sampling techniques.

### *2. Administering the Test*

The tests consisted of two tests which are the pre-test and post-test, requiring the students to deliver their ideas in spoken form while the raters evaluating their performance.

### *3. Conducting the Treatments*

The treatment of both classes was administered for three meetings. The students engaged with their buddies which are their classmates in the classroom discussing about the chosen topics.

### *4. Analyzing the Data*

To identify any improvements, test scores and questionnaire were thoroughly compared. To ensure the reliability, the test was assessed by two raters—the researcher and the English teacher.

These are the procedures used to carry out this research. Furthermore, the validity and reliability of the instruments were carefully considered, ensuring that the results are significantly accepted.

## **3.7. Data Analysis**

In order to provide a clear answer to each research question, the researcher analyzed the data obtained. Firstly, the raters scored the speaking test, and then the data were analyzed using *Independent Sample T-test* to find out whether there is a significant difference between the modified Buddy System with CLT principles and the original Buddy System in improving students' speaking achievement.

Secondly, to measure what aspects of speaking improved the most in students' speaking achievement, the researcher used *Paired Sample T-test*. The researcher analyzed the data from the score in each aspect of the speaking.

Then, to address the last research question regarding the improvement of students' level of confidence, the researcher employed a questionnaire. The data from the students' confidence questionnaire were analyzed using *Paired Sample T-test*.

The first step was to test the data for normality in order to determine its distribution. All the data gained were analyzed using statistical application called SPSS.

### 3.8. Data Treatment

Before answering the hypothesis testing, the researcher carried out a normality for speaking test in this section.

#### 3.8.1. Normality Test

The purpose of conducting the normality test was to determine the normal distribution status of the data. The researcher utilized the SPSS Shapiro-Wilk program for data analysis to obtain the relevant value. The hypotheses for the normality test are stated as follows:

$H_0$ : The distribution of the data is normal.

$H_1$ : The distribution of the data is not normal.

The level of the significance used is 0.05.  $H_0$  is accepted if the result of the normality test is higher than 0.05 ( $p > q$ ).

**Table 3.6. Normality Test (Experimental Group)**

<b>Tests of Normality<sup>a</sup></b>						
	Kolmogorov-Smirnov <sup>b</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.130	35	.143	.949	35	.102
Posttest	.157	35	.030	.945	35	.078

a. Group = Experiment

b. Lilliefors Significance Correction

Table 3.6. provides the evidence of data from the experimental group were distributed normally. The value of the normality test in the pre-test and post-test are

0.106 and 0.078 respectively which are more than 0.05. In addition, the normality test of the control group is presented in the following table.

**Table 3.7. Normality Test (Control)**

<b>Tests of Normality<sup>a</sup></b>						
	Kolmogorov-Smirnov <sup>b</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.123	36	.183	.975	36	.576
Posttest	.139	36	.077	.960	36	.222

a. Group = Control

b. Lilliefors Significance Correction

The table illustrates that the data from the control group had a normal distribution, with a pre-test value of 0.576 and a post-test value of 0.222. These values indicate that the normality hypothesis is accepted, as they both higher than 0.05. This implies that the control group data are consistent with the assumptions of normal distribution.

### 3.8.2. Homogeneity Test

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

$H_0$ : The data is taken from two samples in the same variances.

$H_1$ : The data is not taken from two samples with the same variances.

If the significant level of test is higher than 0.05 it implies the null hypothesis ( $H_0$ ) is accepted.

**Table 3.8. Homogeneity Test**  
**Tests of Homogeneity of Variances**

		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	3.385	1	69	.070
	Based on Median	3.477	1	69	.066
	Based on Median and with adjusted df	3.477	1	68.913	.067
	Based on trimmed mean	3.398	1	69	.070
Posttest	Based on Mean	1.373	1	69	.245
	Based on Median	.946	1	69	.334
	Based on Median and with adjusted df	.946	1	63.175	.335
	Based on trimmed mean	1.310	1	69	.256

The result of homogeneity test in the table above shows that the value is more than 0.05 which indicates that the alternative hypothesis is accepted.

### 3.9. Hypothesis Testing

The first research question regarding the difference of English-speaking achievement is formulated into a hypothesis:

$H_0$ : There is no significant difference of students' speaking achievement after the implementation of the modified Buddy System with CLT principles and the original Buddy System.

$H_1$ : There is a significant difference of students' speaking achievement after the implementation of the modified Buddy System with CLT principles the original Buddy System.

For the second research question, which examines the aspects of speaking that show the most improvement, the hypothesis is stated as follows:

$H_0$ : There is no significant difference of students' speaking achievement in aspects of speaking after the implementation of the modified Buddy System with CLT Principles



H<sub>1</sub>: There is a significant difference of students' speaking achievement in aspects of speaking after the implementation of the modified Buddy System with CLT Principles

Moreover, regarding the third research question, the hypothesis is formulated as follows:

H<sub>0</sub>: There is no significant difference of students' self-confidence after the implementation of the modified Buddy System with CLT principles.

H<sub>1</sub>: There is a significant difference of students' self-confidence after the implementation of the modified Buddy System with CLT principles.

In short, this chapter discusses research design, population and sample, data collection technique, research procedures, research instruments, validity and reliability, scoring criteria, data analysis, data treatment and hypothesis testing.

## **V. CONCLUSION AND SUGGESTION**

This final chapter presents the conclusion of the research findings and suggestions for English teachers interested in implementing the modified Buddy System in their English-speaking class. It also offers guidance to future researchers who wish to investigate and contribute to this field of study.

### **5.1. Conclusion**

The study revealed that the modified Buddy System significantly increased students' self-confidence in using the language orally. This method's collaborative and communicative nature enabled students to participate more actively and overcome language-related anxieties, resulting in a supportive environment for the improvement.

The comparison of experimental and control groups demonstrates the modified Buddy System's advantage in improving fluency and other aspects of speaking. Furthermore, the evident increase in students' self-confidence highlights the significance of incorporating affective factors into language learning strategies.

In short, the study suggests the benefits of adapting conventional methods of teaching to include communicative approaches, such as the modified Buddy System. The modified Buddy System has proven to be an engaging and effective pedagogical approach for dealing with common speaking challenges such as fear of making mistakes and low confidence.

### **5.2. Suggestions**

The following suggestions are presented for both English teachers and future researchers, as described below:

### **5.2.1. English Teachers**

Given the positive outcomes of the modified Buddy System with CLT principles in improving students' speaking achievements and self-confidence, English teachers are strongly encouraged to implement this method in their English-speaking classes. The collaborative nature of the Buddy System helps students engage in meaningful communication, enabling them to explore practical language use and enhance their fluency. Additionally, teachers should actively guide students by facilitating discussions and providing corrective feedback to minimize language errors during the learning process.

To address the challenge of unequal participation, teachers should actively monitor student interactions and implement strategies to ensure all students are equally engaged. This can include assigning specific speaking roles or using structured prompts to encourage contributions from all students. Moreover, to overcome the monitoring challenge, teachers can establish peer assessment strategies where students provide feedback to their buddies under teacher guidance. This not only reduces the teacher's workload but also enhances students' ability to self-correct and learn from one another.

In addition, setting clear communication goals for each activity can help maintain focus and prevent unstructured discussions. Teachers should design tasks that encourage negotiation of meaning, problem-solving, and real-world language use to maximize learning outcomes.

By implementing these strategies, teachers can enhance the effectiveness of the Modified Buddy System and create a more structured, engaging, and productive learning environment.

### **5.2.2. Further Researchers**

For future research, it is recommended to explore modifications to the Buddy System by integrating it with other approaches or methods. Its collaborative learning nature makes it highly adaptable and suitable for various aspects of English

language learning. Researchers could investigate how combining the Buddy System with strategies such as task-based learning, project-based learning, or digital tools could further enhance its effectiveness in improving students' language skills.

To address the challenge of ensuring equal participation, future studies could explore methods to measure engagement levels among students, such as tracking speaking time per student or using self-assessment tools.

Furthermore, future studies could improve data collection methods by incorporating qualitative research methods. For example, conducting in-depth interviews or observations on students' self-confidence can provide more comprehensive and reliable data, allowing for deeper insights into the emotional and psychological impact of the modified Buddy System.

Above all, the study's conclusion and suggestions have been presented. The suggestions may be used as valuable guidance for future research aimed at improving students' speaking abilities and self-confidence using the Buddy System method.

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