THE EFFECTIVENESS OF USING COMMUNICATIVE LANGUAGE TEACHING (CLT) TECHNIQUES ON STUDENTS' SPEAKING SKILL

THESIS

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Submitted to Universitas Pesantren Tinggi Darul Ulum in partial fulfillment of the requirements for the degree of Sarjana in English Language Education

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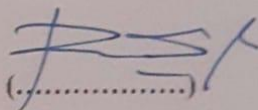## UNIVERSITAS PESANTREN TINGGI DARUL ULUM
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This is to certify the Sarjana thesis entitled *"the effectiveness of using communicative language teaching (clt) techniques on students' speaking skill"* has been approved by thesis advisors for further approval by the Board of Examiners Faculty of Teacher Training and Education, Universitas Pesantren Tinggi Darul 'Ulum Jombang.
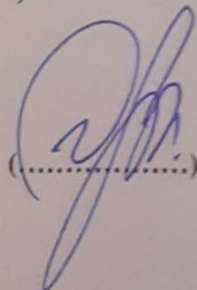
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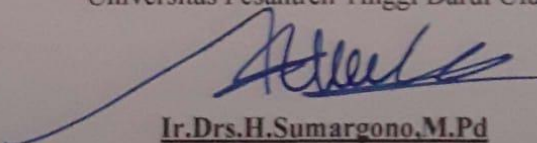   (Frist Examiner)

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The writer stated that this thesis which entitled *"the effectiveness of using communicative language teaching (clt) techniques on students' speaking skill"* is originally written by the researcher. To avoid the plagiarism, the things related to other people's work has been written in quotation and included within bibliography.

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Jombang, 9th August 2022

Lely Khusnul Khowatim

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MOTTO

مَن جَد وَجَدْ

'Whoever strives shall succeed'

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DEDICATION

This thesis is proudly dedicated to:

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Finally, the writer realized that this thesis can't be consider as perfect. Therefore, it is such pleasure for me to get critiques, comment and suggestions. Hopefully, this thesis would be useful for the reader

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ABSTRACT

Keyword: *CLT, Speaking Skill, Role Play, Pair Work*

Communicative language teaching is a helpful technique because it focuses on developing four language and commun ation-dependent skills. This Research was to examine the effectiveness of using communicative language teaching on student's speaking skill. To obtain the data, quantitative research was used. The data were gotten by statistic test.The sample in the study, there are two groups, namely, the experimental group and the control group. The experimental group was taught using role play and pair work, and the control group was taught using traditional method. Experiment research was carried out using pre test and post test design to determine whether there was any significant difference between the scores of the experimental and control groups. Current findings the study showed that the experimental group scored higher than the control group. This finding has positive implications for the continuation of teaching practices for teachers.

CHAPTER I
INTRODUCTION

1.1   Background of the Research

Being able to speak English is crucial for English learners so that they can communicate. However, a common problem of English learners in Indonesia, both at the primary and secondary education levels, is that they still have low communicative competence. Communicative competence terms pragmatic competence, refers to knowing how to use language in order to achieve certain communicative goals or intentions. Hedge (2001), pragmatic competence regards communication as a goal, which can be carried out when communication conversation between students occurs. The low students communicative competence may arise from several factors, such as lack of student interest, students motivation factors, and the teaching methods used by the teacher, which Harmer (2008) argues students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information for.

A number of researchers assume that students need more speaking practice to improve their performance (AL-Garni & Almuhammadi, 2019). Richard (2008) states that many second or foreign language learners' mastery of speaking skills in English is a priority. To enhance students speaking ability, an approach is needed. Brown (2001) proposes the use of Communicative (CLT) as an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for real-world, meaningful purposes. In teaching speaking activities, there are often obstacles such as the teaching technique used or other factors, so the right teaching technique is very important for the success of students speaking.

Some studies have investigated the use of traditional teaching strategies, which show that the use of traditional teaching strategies for the classroom also makes learning objectives difficult to achieve (Alsyouf & Kayed, 2021). Currently, the use of traditional teaching strategies such as the 'face-to-face lecture' method is still commonly used. Saira (2021), argue that there are three levels of learning in a traditional teaching classroom, i.e., remembering, face-to-face lecturing, and homework. In line with previous researchers, the preliminary in this study found that there were problems in the speaking skills of MA DARUL QURAN students which tended to be low, this was based on correspondence with several students and teachers. It is known that the learning techniques used in teaching English in the classroom are mostly teaching methods lecture. In a communicative class, a form of cooperation is needed. Students are advised to work together through pair work or by role-playing. Working in pairs or small groups has proven to be a very effective method of improving students' communicative abilities.

A number of researchers were interested in analyzing the effect of using Communicative Language in teaching class activities on students speaking skills, both university students and high school students (Mangaleswaran & Aziz, 2019). Communicative language teaching is described as a set of principles about the purpose of language teaching and can best be implemented in the speaking context through using appropriate activities in the classroom. CLT class activities are the stages of activities that will be carried out in the learning process. J. C. Richards (2006) mentions several activities, namely role play, dialogue, discussion, and debate. In communicating, people usually interact with each other to give and receive information'. In CLT, the emphasis is on working in pairs because most activities are designed by the teacher in pairs or small groups (J. C. Richards, 2006, p. 20). Meanwhile, role play and pair

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work techniques on speaking skills are needed. Role play and pair work are techniques in CLT, role play can make students more expressive in speaking skills, and pair work can make interactions with others. This line with the research from Hedge (2001) indicates that role play may very evaluate the effectiveness of an assignment with optional and required information alternately throughout teacher-directed, small-group, and pair interactional styles.

Role play is an effective activity for learning speaking skills, this is in line with the research from J. C. Richards (2006) A communicative teacher goalkeeper class should develop Fluency in the language. Fluency is a natural characteristic of language that occurs when a language speaker participates in meaningful communication and maintains a standardized and continuous communicative interaction, even if their communicative competence is limited. J. C. Richards (2006) defines how to learn a language, the types of classroom activities that most facilitate learning and the teacher's role and students in the classroom. In a previous study about CLT in general AL-Garni & Almuhammadi (2019) the study found the positive effect of using Influence of the use of Communicative Language Teaching Activities on the speaking skills of EFL students at Jeddah University, in that they improved their scores in speaking skills. However, these studies were not specific because the effect was very small between the results of the treatment group and the control group. In addition, the researcher did not teach the control group, which can be regarded as a limitation.

In this study, the effect of using CLT techniques on students' speaking skills will be investigated. The implementation of communicative language teaching through pair work and Role-play is expected to significantly affect students' speaking. The application of communicative language teaching techniques will improve speaking skills. In fact, most of the students at MA DARUL

QURAN still have low speaking skills in everyday class conversation. From this case, the researcher is interested in research using Communicative Language Teaching techniques on students' speaking skills. MA DARUL QURAN Jombang to find out whether these techniques have significant effects on students' speaking skills.

1.2 Research hypothesis
H1: The use of Communicative Language Teaching techniques can significantly affect students' speaking skill.
H0: The use of Communicative Language Teaching techniques can't significantly affect students' speaking skill.

1.3 Objectives of the Research
The aimed of this study was to examine the effectiveness of using Communicative Language Teaching techniques on students' speaking skills.

1.4 Significances of the Research
1.4.1 Theoretical significance

    The result of this research contributes to general knowledge of speaking in the learning process by the use of CLT.

2.4.1 Practical significant

Teachers: The results of this study are expected to provide an overview to the English teacher regarding the effect of Communicative Language Teaching Techniques on students' speaking skills.
Students: The results of this study are expected to improve student's speaking skills.

1.5 Research Scope and Limitation

The scope of this research was, the effects of Communicative Language Teaching on students' speaking skills, especially using role play and pair works which were part of CLT technique. The research is experimental research implemented in MA DARUL QURAN Jombang. This research focused on four aspects of speaking: pronunciation, grammar, vocabulary, and fluency, according to the limitation of the research time.

1.6 Definition of Key Term

1. Communicative Language Teaching: CLT is defined that a learning technique that prioritizes communicative interaction; according to J. C. Richards (2006) informative language instruction can be perceived as a bunch of standards about the objectives of language education, how students become familiar with a language, the sorts of study hall exercises that best work with learning and the jobs of instructors and students in the homeroom. Give us a look at every one of these issues.

2. Speaking skill: Speaking is defined that "a way of building and share meaning in using verbal and non-verbal symbols in various contexts." (J. C. Richards, 2006)

3. Role play: Role play is an effective communicative activity that can enhance students speaking ability by creating real-life situations in a conversation form (Huff, 2012).

4. Pair work: pair work is an interactive activity, according to J. C. Richards (2006) activities that reflect the important aspects that they are designed to do in pairs or small groups. Pair and group work class activities using communicative language teaching aspects using pair groups by hearing the language used by others, they can learn group members. They will have the

opportunity to develop fluency. Class teaching and materials consequently use a wide variety of small group activities.

CHAPTER II
REVIEW OF THE RELATED LITERATURE

2.1. Speaking Skill

Speaking skill was considered an important ability in learning and teaching English. Speaking defining is when someone communicates an idea, but sometimes the speaker finds it difficult to explain what they want to say. Speaking is defined as a way of building and sharing meaning through verbal and nonverbal symbols in that involves the communication of ideas, information, or feelings. Consider this spoken text as the product of cooperation between two or more interactions in a shared time and a shared various contexts. Adopting this view, Howarth (2001) define speaking as a two-way process physical context. According to Nunan (2003) speaking is one of the productive skills because it requires more thinking than receptive skills (reading and listening).Speaking is used to communicate with others. Communication will be useful through speaking because speaking is the main component of communication. Everyone can express their ideas, feelings, and opinions to other people.

2.1.1. Speaking Activities

The right activities in teaching speaking can also support students in improving their speaking. Thus, students can be comfortable with learning activities and will quickly influence the speaking process. There are several speaking activities for supporting speaking skills based on Harmer (2007) one of them is simulation role play, simulation and role-play can be implemented to encourage general oral fluency or to train students for specific situations, especially where they are studying English for specific purposes (ESP). Simulations and role-playing games have three distinct advantages. In the first place, they can be good at running and thus motivating. Second, they allow indecisive students to be more forthright in their

opinions and behavior without being held responsible for what they say in the way they do when they speak for themselves. Third, by expanding the world-class to enter the outside world, they allow students to use a much wider range of languages than some of the more task-centered activities can do.

2.1.2 The Component of Speaking

Speaking skill was considered an important ability in learning and teaching English. Speaking defines as when someone expresses an idea by communicating, but sometimes the speaker finds it difficult to explain what they want to say. According to Cornbleet, S. and Carter (2001).The approach suggests that we should start with teaching the smallest units- sounds and move through mastery of words and sentences to discourse. There are some components when we communicate with other people. Fulcher & Davidson (2006) state that four parts of speaking skills can be defined as follows.

a.   Pronunciation

Pronunciation has a crucial function in speaking. Pronunciation makes the sentences conveyed heard clearly (Goh, 2007) "Mispro-nouncing a single" sound or numerous uses of" stress "and intonations" because "the learner's misunderstanding, whereas," the "newbies aren't necessary to produce English perfectly." "They simply need to make the listeners get" the factor on what they are speaking about, pronunciation on reading skills, pronunciation also makes fluency in speaking practice, it is often found that some students have pronunciation difficulties. Pronunciation, according to Cornbleet, S. & Carter (2001), there are the following elements:

1)   Sound: in the sound aspect, there are consonants, vowels, and consonant clusters;

2)   Intonation: intonation refers to the pattern of changes in pitch. There are two archetypes: up and down;

3) Rhythm: It is made according to the stress position in one word or group of words. In terms, stress has a fixed position, but focus in word groups can move according to meaning;

Connecting and assimilation: When sounds in spoken language, changes occur due to the influence of neighboring noise.

b. Grammar

Grammar is necessary for students to organize correct sentences in conversation 'both written and spoken, as Nunan (2003) people should learn to talk by practicing grammatical structures and using them in conversation. People do not learn pieces of a language and then put them together and talk together. Instead, babies learn their language. Second language learners learn parts by interacting with others.

c. Vocabulary

Vocabulary is knowledge of meaning words someone with a lot of vocabulary input will be easier to produce language. Vocabulary can improve through reading and listening. According to Jill & Charles (2008) vocabulary can be presented in dialogues and read passages where new words appear. Without having sufficient vocabulary, speakers cannot communicate effectively or express their ideas either orally or in written form.

d. Fluency

Fluency is described as the capacity to talk fluently and as it should be. Nunan (2003) fluency is how much the speaker uses the language quickly and confidently, with little hesitation or unnatural pauses, wrong beginnings, word searches, etc.

2.2 Communicative Language Teaching

Communicative language teaching is a helpful technique because it focuses on developing four language- and communication-

dependent skills. This approach aims to promote the communication competence of EFL learners J. C. & T. S. R. Richards (2001) CLT aims to create opportunities for students to use the target language effectively for their daily communication needs, as well as giving students the ability to express their opinions confidently without fear of being judged and allaying their fears to enable them to speak effectively in public. The success of CLT in the classroom cannot be separated from the contribution of teachers and students, who have an important role in classroom activities. Students feel more comfortable listening to their peers in pair or group assignments rather than individual assignments.

2.2.1 Principles of Communicative Language Teaching

Since the development of the CLT technique, this technique has a major influence on the teaching and learning process in various parts of the world, so that it can provide benefits for both teachers and students. Therefore, a teacher who knows well about the language view will focus his language teaching on communicative skills rather than just mastering the language rules.

The principle of CLT methodology has several methods that can guide the implementation of CLT. J. C. Richards (2006) identifies some methodology:

1. Make real communication the focus of language learning.
2. Allow 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. CLT can provide opportunities for students to develop accuracy and fluency.
5. Link the different skills such as speaking, reading, and listening together since they usually occur in the real world.
6. Let students induce or discover grammar rules.
7. Application of the methodology that involves the role of teachers and students in communication interaction activities.

2.2.2 CLT technique

Develop classroom activities that reflect the communicative principles of the methodology, in line with J. C. Richards (2006) In the CLT approach, there are classroom activities in communicative language teaching, which are activities carried out in the CLT class, such as role play and pair work.

1. Role play

Role play is an effective communicative activity that can enhance students' speaking ability by creating real-life situations in a conversation form Huff (2012) regarding the Richards and Roger, classroom activities and techniques are the key to teaching English. Statement above the author concludes that the purpose of the Communicative Language Teaching method is to create and improve students' ability to communicate. Role play is one of the class activities that can help students speak. The role play technique allows students to express themselves by speaking English freely; in line with Nunan (2003) each student is given a role with a topic that has been provided. This technique can give students the skills and practice to speak the target language. Anderson et al. (2003) put forward the procedure for carrying out the following role-playing activities:

1) The teacher asks students to get into groups of four. Students must imagine that all of them become a character in a story.
2) Discussion before showing the show.
3) For 15 minutes, students do role play.
4) The teacher moves from group to group to answer questions and provide suggestions on what the group can discuss.
5) After completion, students are allowed to ask questions. Through this, they get some relevant vocabulary.

6) They then discuss what language forms are appropriate for the story characters.

2. Pair works

Class activities using communicative language teaching aspects using pair groups. They can learn from hearing the language used by other group members. They will have the opportunity to develop fluency. Class teaching and materials consequently use a wide variety of small group activities. Richards (2006), based on the theory Harmer (2001) suggests the Pair Work Procedure as follows:

1) Students are divided into pairs following the order of "engage-instruction-initiation."

2) The teacher gives instructions/demonstrations about what the students will do.

3) The teacher pays attention and supervises what happens during the activity.

4) The teacher goes around watching, listening, and helping students in trouble. After

5) Teachers provide constructive feedback and sometimes corrections after students' performances.

6) Students discuss their performance if needed.

2.3 Traditional Method

One of the goals of any methodology in foreign language teaching is to improve students' foreign language skills. However, traditional methodologies are based on mostly on reducing some aspects, this method only focuses on skills and knowledge areas separately. Some very distinctive features of traditional methodologies, such as Broughton and his colleagues claim, is a "teacher-dominated interaction". The teaching is very deep teacher centered. The reason for this approach is explained by the statement of Assistant Prof. Dr. Abdullah Kuzu, who asserts that it is based on the

"traditional view" of education, where the teacher acts as a source of knowledge while students act as passive receiver" (Kuzu, 2008).

In book Communicative Language Teaching Today, Jack C. Richards highlights that in traditional methodologies "learning is very much seen as" under the control of the teacher" (J. C. Richards, 2006). In short, traditional methodologies place the responsibility for teaching and learning primarily on the teacher and are believed to be that if students are present in the lesson and listen to the teacher's explanation and examples they will be able to use knowledge. J. Richards & T.Rogerds (2001) stated that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on their reading and writing skills, for example, in the grammar-translation method, reading and writing were the important skills and speaking and listening skills were not of great significance for them.

Drilling is some drawback quite a, part from wether it can be showed to lead to grammatical and lexical mastery of the structures being focused, students a traditional use for pictures especially flashcards is respond drills. We hold on up (the cue) before nominating a students and getting response. Then we hold up other one. And nominate a different student and so on. Flashcards are particulary useful for "drilling" grammar items, for cueing different sentences, or practicing vocabulary (Harmer, 2001).

2.4 Previous Study

Previous research is the result of research from previous "researchers" who are related to this research. There are several "researchers" who are interested in learning about the "strategies" used by students in maintaining their speaking skills. Some research on Communicative Language Teaching is related to or in line with students speaking skills.

The first research was conducted by Efrizal (2012) entitled "Improving Students Speaking through Communicative Language

Teaching Method at Mts Ja-Shaq, Sentot Ali Basa Islamic Boarding School of Bengkulu Indonesia" the objective of this study was to know the improvement of teaching English speaking by using Communicative Language Teaching method. The subject of this research are VII A students of Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu consists of 25 students. It uses Classroom Action Research (CAR) research design. The procedures of this research were cycle I, cycle II, cycle III, and cycle IV. Each cycle consists of planning, action, observation, reflection, and evaluation. The study results are improvements in students' speaking achievement in each cycle.

There are some differences between this study and those already mentioned. This research is an experimental research and focuses on the effect of the CLT technique on students' speaking skills. This study also has differences in subject participants and research design.

The second research was conducted by AL-Garni & Almuhammadi (2019) entitled 'The effect of Using Communicative Language Teaching Activities on EFL Students Speaking Skills at the University of Jeddah" the objective of this study was to examine the effect of using communicative language teaching (CLT) activities on EFL students' speaking skills at the English Language Institute (ELI) of the University of Jeddah (UJ). The subject of this research is Saudi female EFL College in preparation year at UJ. The research it uses a quasi-experimental research design. The study results are the experimental group scored higher than the control group. These findings have positive implications for the continued implementation of CLT teaching practices at the ELI of UJ.

There are some differences between this study and those already mentioned. This research is an experimental research and focuses on the effect of the CLT, role play and pair work on students speaking skill. This study also has differences in subject participants.

CHAPTER III
RESEARCH METHOD

3.1 Research Design

This study focuses on the effectiveness of CLT technique on students' speaking skills. This study was a quasi experimental research, in this reserach, there were two variable consisting of an experimental group and a control group, where the experimental group was treated using the CLT technique and the control group was treated with the traditional method (Drilling Method). This research used quantitative approach. Quantitative approach is used for analyzing the statistic data that pre test and post test. Quantitative research is an approach to be able to test objective theory by testing the relationship between variables (Creswell, 2014). This study was designed to determine the effect of using CLT techniques on students' speaking skills in the experimental group. The experimental method was used to describe the hypothesis; 'The use of Communicative Language Teaching techniques can significantly affect students' speaking skills'. By using an experimental design, the advantage was focused experimental research method because this design has a control group. However, it does not fully control the external variables that affect the implementation of the experiment (sugiyono, 2011)

Table 3.1
Timetable of the research

No	Date	Groups	Description
1	18 th May	Experiment Control	Pre-test Pre-test
2	19 th May	Experiment Control	Treatment 1

	21 th May	Experiment	Treatment 2
3		Control	
	22 st May	Experiment	Treatment 3
4		Control	
	23 rd May	Experiment	Treatment 4
5		Control	
	28 th May	Experiment	Post- test
6		Control	post- test

3.2 Population and sample

This research used random sampling. The population was tenth-grade students of X MA. This school has four classes in tenth grade. The total population was 80 students. The research has chosen X MIPA 1 & 2 as the treatment group and control group class. Each class consisted of 20 students. First, the researcher used test the normality of the data, using the Kolmogorov-Smirnov test. If the data is not normal, the researcher using analyze Non Parametric Test by the Mann-Whitney U test. To find out the significance different between the experimental and control group, and using Wilcoxon Test to find out the significance different within the experimental and control groups.

3.3 Research Instrument
3.3.1 Test

This test was used to determine students' speaking competence. This test was a pre test and post test. This test was through semi-structured interviews. Students carry out speaking activities by answering questions from the interviewer. In the assessment process, the researcher use the Rubric Assessment sheet, in this case, according to Brown (2001) pronunciation, grammar, vocabulary, and fluency. Obtained the recording was from the pre test and post test of

the experimental and control groups. It helped the researcher in assessing the learners' speaking in the test. Used the recording to know the transcription of the learners' voices, and it helped the researcher in analyzing and determining the grammar, pronunciation, and vocabulary, fluency.

3.4 Data and Source of Data

3.4.1 Source of Data

The data sources for this research were the learners as the participants who did the test, and the sources are students X MIPA 1 & 2.

3.4.2 Data

The data of the research were the scores from test of the learners in pre-test and pot-test from the treatment group and control group.

3.5 Data Collection Method

There were some steps to obtain the quantitative data from students;

3.5.1 Pre test

Pre-test was given to both groups as the first step of the study. Pre-test was conducted before they received treatment. In the pre-test there were 40 participants, before doing the pre-test the teacher informed the students that they had an oral test. This test is in the form of a semi-structured interview, where the test takers speak one by one. The interview test contains ten questions about narrative text material. As for the test, the maximum duration is 5 minutes for each participant. In this pre-test, each participant was recorded by the researcher, through a transcript of the recording, after which the researcher used a score using an assessment rubric.

3.5.2 Post Test

Post test was given to both groups as the last step of this study. The post test was conducted after conducting all the treatments, in the post test there were 40 participants. This test is in the form a semi-structured interview, where the test takers speak one by one. The interview test contains ten questions about narrative text

material. As for the test, the maximum duration was 5 minutes for each participants. In this post test each participants was recorded by the researcher, through a transcript of the recording, after that the researcher used score using scoring rubric.

3.5.3 Scoring Rubric

Table 3.2

Rubric Assessment Adapted from (Ismailia ,2021)

Aspect	Components	Score
Pronunciation	Easy to understand and has a good accent like a native speaker	5
	Easy to understand, although with a certain accent	4
	Here are pronunciation problems that make listeners have to be fully con-centrated, and sometimes there are misunderstandings.	3
	Difficult to understand because there are pronunciation problems, often asked to repetition.	2
	Serious pronunciation problem so incomprehensible	1
Grammar	Using vocabulary and expressions like a native speaker	5
	Sometimes use inappropriate vocabu-lary.	4

	Often use inappropriate vocabulary, and the conversation becomes limited due to limited vocabulary.	3
	Using limited and incorrectly vocabulary so that it is difficult to understand	2
	Vocabulary is very limited, so that impossible to make conversation.	1
Vocabulary	Using vocabulary and expressions like a native speaker	5
	Sometimes use inappropriate vocabulary.	4
	Often use inappropriate vocabulary, and the conversation becomes limited due to limited vocabulary.	3
	Using limited and incorrectly vocabulary so that it is difficult to understand	2
	Vocabulary is very limited, so that impossible to make conversation.	1
Fluency	fluent like a native speaker	5
	Fluency seems a little disturbed by the language problem.	4
	Fluency is a bit disturbed by language problems.	3
	Often hesitate and stop because of language limitations.	2
	Speech falters and stops, so conversation is impossible	1

The researcher summed up the total of those aspects, and the result was converted to the formula by (Farid,A & Zulfikar,A 2016)

Individual score. $S = \frac{f}{n} \times 100\%$

Nb:

S = the score of the learners

F= the maximum point got from learners

N= the total point of all aspects.

3.6 Data Analyzis

After collecting the data, the researcher compared the post-test scores from both classes to know the final score. SPSS (statistical product and service solutions) was used to calculate the test's score. Statistic test was used to determine the calculation to see if the two data sets different significantly. It was to answer the problem that claims whether there was a significant difference in learners' scores in speaking ability between the learners who were taught by using CLT (Role Play and Pair Work) techniques and those who were taught traditional techniques.