

## The Effectiveness of Using Communicative Language Teaching (CLT) on Speaking Ability at Seventh Grade of SMP Miftahul Ulum Jember

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**Abstract:** The purpose of the research was to find out the effectiveness of using communicative language teaching on speaking ability in SMP Miftahul Ulum Jember. This research used a quantitative method. The research applied pre-experimental research with one group pre-test and post-test design. The population of this research was the seventh-year students of SMP Miftahul Ulum Jember in academic 2023-2024. The sample consisted of 20 students of class VII. The data were collected through speaking test (pre-test and post-test). To find out the effectiveness of communicative language teaching (CLT) on speaking ability, the researcher applied t-test analysis. The research was held in three meetings. The findings indicated that there was a significant difference between pre-test and post-test. The result the t-test result sig.  $0.000 < 0.005$ , so  $H_0$  was rejected and  $H_a$  was accepted. It can be seen the value of t-test  $t_{count} 4635 > t_{table} 2.093$  than t-test (0.00) and degree of freedom (df)= 19. Therefore, the researcher concluded that the use of communicative language teaching (CLT) approach was effective on the student's speaking ability.

**Keywords:** Speaking Ability, CLT

### 1. INTRODUCTION

(Richards & Rodgers, 2001) who state that language is a system for expression of meaning and primary function of language is for interaction and communication

language is a system for expression of meaning and primary function of language is for interaction and communication. (Richards & Rodgers, 2001). Speaking, according to Pollard, is one of the hardest components for pupils to acquire (Pollard, 2008)

Based on the preliminary research which was conducted at SMP Miftahul Ulum Jember, the English teacher, she said that most of the students especially in the seventh grade were difficult to express their opinion, feeling and experience with orally. Besides, they were still shy to communicate with other people. For example, when teacher asked them to make a short conversation, they were still confused how to manage the dialog. They needed more time to complete it, so they opened the dictionary. They still had problems with vocabulary mastery to master the language ability. (Augusty, 2014) (Martin C. Njoroge, 2013)

(Winddowson, 1988) communicative language teaching method is the widest spread of all teaching methods today which is common in Asian countries. Basically, the communicative language teaching stresses on the communication between the teacher and learners. It has developed a flexibility which allows anything that will further improve the communicative competence of learners. (Brumfit & Robert, 1993) communicative language

teaching means a method which views language as a form of social behavior and sees aim of language teaching as teaching learners to communicate fluently, appropriately, and spontaneously in culture context of target language.

## 2. METHOD

The method in this research was pre-experimental design with one group pre-test post-test design, in consisted of single class (Sugiyono, Penelitian Kuantitatif, 2017). The researcher gave pre-test, a treatment and post-test

The following table gives an overview of the research methodology:

**Table 1.** The Illustration of Research Design

Pretest	Treatment	Posttest
O1	X	O2

### a. Population

The population of this research was the students' who take an English lesson in class VII at SMP Miftahul Ulum Jember. The population was 20 students.

**Table 2.** Population of the Research

Class	Total of Students
SMP MU	20
<b>Total</b>	<b>20</b>

### b. Sample

Considering the number of the population was relatively large, so the researcher took one random class to be researched. The researcher used cluster random sampling technique to choose the sample randomly (Brown H. D., 2004). The researcher used this technique because the writer wanted to use classroom as a cluster. In this case, the researcher took the seventh-grade students in Miftahul Ulum as sample.

**Table 3.** Sample of the Research

No	Class	Total
1.	SMP MU	20

### c. Research Instrument

The research used tests to express the argument or giving suggestions as the instrument of the research by giving some pictures (Creswell, 2009). The researcher ordered the students to present it.

#### d. Data Collection Technique

- *The Pre-test*

Before giving the treatment, the researcher asked to students to answer the speaking test about suggestion about the picture's topic is situation in front of their class

- *Treatment*

The teacher told the students that they must give suggestion about the pictures by own words.

- *Post-test*

The researcher gave the students' speaking test about giving suggestion about the picture was same in pre-test. It was aimed to find out the value of treatment whether the result of post-test was better than pre-test

#### e. Data analysis

The data on the students speaking ability had been collected in live with the instrument (test) and analyzed by using t-test

#### f. The result

**Table 4.** The t-test of Students' Speaking Ability

Paired Samples Test								
Paired Differences								
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)	
			Lower	Upper				
-9.250	8.926	1.996	-13.427	-5.073	4.635	19	.000	

The procedure of test:

- 1)  $H_0: \beta_1 = 0$  it means there was no effect between using CLT and students speaking ability.
- 2)  $H_a: \beta_1 \neq 0$  it means there was an effect between using CLT as method and students speaking ability
- 3) Decide a significant 5% ( $\alpha=0.005$ )
- 4) Rejection criteria of  $H_0$ 
  - a. Rejected  $H_0$ , if  $t_{\text{count}} > t_{\text{table}}$  or sig.  $< 0.005$
  - b. Accepted  $H_0$ , if  $t_{\text{count}} < t_{\text{table}}$  or sig.  $> 0.005$

5) The value of  $t_{\text{count}}$

The value of  $t_{\text{count}}$  4635 and sig  $t = 0.000$

6) Decision

Because  $t_{\text{count}} 4635 > t_{\text{table}} 2.093$  or sig.  $t = 0.000 < 0.005$ , so  $H_0$  was rejected and  $H_a$  was accepted. It means CLT gave a significant effect to students speaking ability.

### 3. DISCUSSION

This part presents a discussion dealing with the interpretation of the research finding derived from the result of statistical analysis and the researcher's notes during the research to depict the improvement of the students' speaking ability in the teaching and learning through inference strategy, focusing on both fluency and grammar.

Based on the previous study, the researcher would like to compare both of the findings, but before that the researcher did observation at the eighth grades of SMP Miftahul Ulum Jember. In fact, the students still got some problem such as their ability comprehend text was low, they could not understand the speaking text, could not got the researcher idea, they were very lazy to answer the speaking test, and etc. there were some factors why it was hard for the students to comprehend the speaking text.

communication between human is an extremely complex and ever-changing phenomenon. There are many variables that involved but there are certain generalizations that we can make about majority of communication events and these will have particular relevance for learning and teaching language. (Wallen & Hyun, 2012)

said speaking defined as talk or conversation about something. Dealing with the problem above, so the researcher was expected to help the students in order to improve their speaking skill by using fluency and grammar. Hornby defines fluency as the way of expressing words in form of sounds. In conclusion, the writer assumes that fluency is how to say a word and how to fluence. (According to Murthy Malayanti), grammar is a systematic study of scientific methodology that offers the necessary knowledge and direction.

First the researcher gave the pre-test in first met to the students by using speaking test. It sought to learn the previous performance of the students. A few requirements were dependent on the speaking skill component. According to Heaton in Ampa, et al., speaking involves various factors, including accuracy. Thus, the assessment of the students speaking skill based on the result of the pre-test was below standard. Next, the researcher did the treatment until three times me. In treatment, the researcher taught to improv the students

speaking skill through four corners strategy. According to Stanley and Alingin Syafriyani explain that four corners in a quick strategy that can be used effectively in the formative assessment process for gauging students understanding.

Finally, the researcher did the post-test to know the student's speaking skill after using the four corners strategy and the result from the students speaking test showed that the assessment of each the student's speaking skill was approaching the standard.

#### 4. CONCLUSION

This method improves students' speaking ability better not only that, this activity is also to improve students' critical thinking. In this method students are more active in speaking and confident in expressing what they know. The CLT Method was a valuable and significant method to be applied in English class, especially in terms of accuracy in fluency and grammar. It can enhance the improvement.

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