

THE EFFECT OF USING CLT TO IMPROVE SPEAKING

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Abstract

Penelitian ini bertujuan untuk mengetahui pengaruh signifikan terhadap keterampilan berbicara siswa menggunakan metode CLT dan menemukan teknik yang memberikan efek terbaik bagi siswa dalam hal kualitas dan kuantitas terhadap keterampilan interaksi berbicara. Peneliti menggunakan *times series design* dengan memberikan topik dan teknik yang berbeda untuk setiap perlakuan dan tes. Data diambil dengan merekam dan menyalin percakapan siswa. Hasil penelitian menunjukkan bahwa ada pengaruh yang signifikan terhadap keterampilan siswa dalam berbicara menggunakan metode CLT dalam hal kualitas dan kuantitas terhadap keterampilan interaksi berbicara. Oleh karena itu, dapat disimpulkan bahwa untuk kualitas keterampilan berbicara, *role play* memberikan efek terbaik bagi siswa dalam hal aspek keterampilan berbicara dan dari kuantitas interaksi, *problem solving* memberikan efek terbaik bagi para siswa dalam memproduksi rerata panjang ucapan.

This research is intended to know the significant effect of the students' speaking skill by using CLT and find which technique gives the best effect in term of quality of speaking skill and quantity of interaction. The researcher used one group times series design by giving different topics and techniques for each treatment and every test. The data were taken by recording and transcribing the students' speaking performances. The results show that there was a significant effect of the students' speaking skill by using CLT in term of quality of speaking skill and quantity of interaction. Therefore, it can be concluded that for the quality of speaking skill role play technique gave the best effect for the students in terms of aspect of speaking skill and from quantity of interaction, problem solving technique gave the best effect for the students in producing mean length of utterance (MLU).

Keywords. *Mean length of utterance, quality of speaking skill, quantity of interaction.*

INTRODUCTION

Speaking is the productive skill of a language to express the idea or to send message to the hearer. It means that when one speaks he/she produces the expressions that should be meaningful. In the process of communication, he/she can find the speaker, the listener, the message and the feedback. In this case, the speaking processes need at least two people, one as a speaker who produces information and the other one as a listener who receive information (Byrne, 1984:8).

Wherever people intend to learn or to understand a spoken language, they use the language by speaking in order to express their idea, feeling, and experience and so on. Therefore, Lado (1977:240) says that speaking is described as an ability to converse or to express a sequence of idea fluently. Weltys (1976:47) also says that speaking is the main skill in communication.

From the statements above, it can be inferred that in communication people do not only speak but also try to understand the message the speaker is saying or delivering. So it is important for the speaker to make sure first that the hearer understands what is being said or delivered before speaking, so that communication will run well.

In carrying out speaking, students face some difficulties. First, students are afraid to speak although they have a lot of vocabularies. The second, several students understand English grammar very well, they get high score in the examinations, but their communication skills are still very poor. Third, students lack mastery of pronunciation. For example, students want to speak but they are not confident

with their ability to communicate because they think that their pronunciation is poor. They have problems with intonation, word and sentence stress.

The problem stated above might be caused by the teacher's lack of selecting teaching technique implemented in the classroom. Teacher's poor selecting of teaching technique may cause students' difficulties to practice English in the classroom effectively. Therefore, in order to minimize the students' problem, the researcher used teaching techniques suggested by Communicative Language Teaching (CLT) method to improve the students' speaking skill.

CLT method is derived from Communicative Approach in which to make the communicative competence the goal of language teaching and to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (Richards and Rodgers, 1986:66). A strong point of the CLT is that it focuses on the student's ability to transmit ones ideas in the target language. There are some classroom activities that are used in CLT: Role play, problem solving, information gap, games, language exchange, surveys, dialogue, and storytelling. In this research, information gap, problem solving, and role play were used to assign roles and put into situations that students may eventually encounter outside the classroom. In this case the writer hopes that the students can improve their ability to master English by learning and practicing more, especially in speaking skill.

CLT is based on real-life situations that require communication. By using this method in classroom, students will have the opportunity of communicating with each other in the target language. The teachers also should create a classroom

environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

By doing information gap, problem solving, and role play in the CLT classroom activities, communicative interaction and cooperative relationship are encouraged in a way full of fun, such occasions give students an opportunity to work on negotiating meaning or trying to make them understood. They thus learn to communicate by communicating (Larsen-Freeman, 1990: 41).

Brown (2001: 270) says that spoken language is easy to perform, but in some cases it is difficult. In order that they can carry out the successful speaking, they must have some characteristics of successful speaking activity such as: The first, learners talk a lot as much as possible of the period of time allocated to the activity is in fact occupied by learners talk. The second, motivation is high, learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective. The last, language is of an acceptable level, learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

Meanwhile, in this research, the researcher used three aspects of speaking skill to measure the quality of speaking skill proposed by Heaton, 1991 there are focuses on: Pronunciation, fluency, and comprehensibility. Then, in order to measure the students' utterances, the researcher used mean length of utterance (MLU)

proposed by Brown (2010: 241) by dividing the sum by the total number of morpheme utterances.

The writer conducted this research in order to investigate whether the CLT method gave the significant effect for the students' speaking skill and find which CLT technique gave the best effect for the students in term of quality of speaking skill and quantity of interaction.

METHODS

This research was carried out to find out the significant effect of the students' speaking skill after being taught by using CLT and find which CLT techniques give the best effect for the students in term of quality of speaking skill and quantity of interaction. In conducting the research, the writer used time series design by giving different topics for each treatment and every test. The writer used one class where the students were given three times pretest, three times treatment, and three times posttest. After the researcher found the significant effect of the students' speaking skill, the researcher used Mean Length of Utterance (MLU) in order to find which CLT techniques give the best effect for the students in producing utterance by dividing the sum by the total number of morpheme utterances. This research was conducted in the second grade of SMA YP Unila Bandar Lampung. This class contained 30 students. In collecting data, the researcher asked the students to work in pairs. The data of this research were in the form of students' speaking skill in performing transactional dialogue in terms of pronunciation,

fluency, and comprehensibility and calculating the mean length of utterance (MLU) by dividing the total number of morpheme utterance.

RESULTS AND DISCUSSION

The results show that there was a significant effect of the students' speaking skill after being taught by using CLT in term of quality of speaking skill and quantity of interaction. From the quality of speaking skill, it can be seen from students' mean score of pretest 1 is 62.2, pretest 2 is 63.1, and pretest 3 is 64.3. Meanwhile, the result of mean score from posttest 1 is 70.8, posttest 2 is 72.8, and posttest 3 is 76.5. Furthermore, from the mean of students' scores increase 8.6 point from the first pretest to the first posttest, 9.7 point from the second pretest to the second posttest, and 12.2 point from the third pretest to third posttest. It can be said that the technique that proposed by CLT method there are information gap, problem solving, and role play gave an effect to increase the students' speaking skill.

Besides that, the students' made an increase in speaking when they were taught by using three techniques in term of quality of speaking. The researcher conducted three times to treat the students in order to find that the techniques have an influence for the students' score both in pretest and posttest. It can be seen that the gain score of each technique both in pretest and posttest. Students who were taught by using Information Gap technique got pretest is 62.39, posttest is 71.09 gain of increase is 8.7. Then, students who were taught by using Problem Solving technique got pretest is 63.18, posttest is 73.38 gain of increase is 10.2. The last was students who were taught by using Role Play technique got pretest is 64.34,

posttest is 77.21 gain of increase is 12.87. The highest increase was on students who were taught by using Role Play (12.87) and the lowest increase was on students who were taught by using Information Gap (8.7). Therefore, we can see that the technique suggested from CLT can be used to improve students' speaking skill and gave an effect for the students' to develop their speaking skill.

From the quantity of interaction the researcher calculated the students' speaking skill by using mean length of utterance (MLU). It can be seen from the total gain of mean score that the second technique which is problem solving technique (11.99) highest than the first (6.9) and the third technique (1.12). Therefore, it can be concluded that for the quality of speaking skill, role play technique gave the best effect for the students in terms of aspect speaking skill and from quantity of interaction, problem solving technique gave the best effect for the students in producing mean length of utterance (MLU).

The present research shows that CLT can improve speaking skill. From the result above, we can see that the result of students' posttest was higher than the result of pretest. Besides that, the students also made some progress in producing MLU, it can be seen from the total mean score of students' utterances from the first technique until the third technique that the most effective for the students in producing MLU was on the second technique which is problem solving.

The result of the research showed that CLT method could increase students' speaking skill. It indicated that CLT had an impact on the students' achievement in every test, both pretest and posttest. Moreover, the increase on the students' speaking skill could be assumed as the result of the intervention of CLT

technique, in which the students could practice speaking. This increase was due to the application of CLT techniques which was able to increase students' speaking skill achievement. It is a process between speaker and listener which involves productive and receptive skill of understanding.

Besides that, the techniques of CLT could give opportunities to the students to transfer their ideas confidently without any fear or hesitation. This statement is proposed by Larsen-Freeman (1986: 128-130) that students should be given an opportunity to express their ideas and opinions.

Meanwhile, the score of students' each aspect of speaking skill did not always give an effect to the students' to make some progress in producing the utterances. It means that the highest score of students' speaking skill in terms of aspects not always indicated that the students' also made a highest increase in producing the utterances in terms of MLU. It might be caused in the second technique which is problem solving the students got an opportunities to speak more and the material interesting to the students, so they were free to express their ideas. Meanwhile, in role play the students comprehend and know what was they would do but they had the difficulties for producing more utterances. It might be caused they did not have background knowledge before, so the students could not be free to explore their ideas fluently. Finally, it can be concluded that in quality of speaking, role play technique gave the best effect to the students in increasing their speaking skill in terms of aspect of speaking skill. Then, in quantity of interaction, problem solving technique gave the best effect to the students to explore and develop their ideas in producing the mean length of utterance (MLU).

CONCLUSION AND SUGGESTION

From the discussion and the finding, it can be concluded that:

1. There is significant effect of the students' speaking skill after being taught by using CLT in term of quality of speaking and quantity of interaction. It can be proved by the finding and the hypotheses that are accepted from this research. Some considerations are: First, CLT has significant effect of students' speaking skill, we can see from the increase of students' average score in the pretest and posttest. Second, CLT technique enables the students to speak about the topic. Following the practice also makes their speaking run fluently and smoothly. Third, CLT technique can stimulate students to be active in class.
2. In order to see which CLT techniques give the best effect for the students in term of quality of speaking skill and quantity of interaction. From the quality of speaking skill, it can be seen that the gain score of each technique both in pretest and posttest. The highest increase was on students who were taught by using Role Play (12.87) and the lowest increase was on students who were taught by using Information Gap (8.7). Therefore, we can see that the technique suggested from CLT can be used to improve students' speaking skill and gave an effect for the students' to develop their speaking skill. From the quantity of interaction the researcher used mean length of utterance (MLU). It can be seen from the gain that is the second technique highest than the first and the third technique. Therefore, the researcher can concluded that for the quality of speaking skill role play technique gave the best effect for the students in

terms of aspect speaking skill and from quantity of interaction, problem solving technique gave the best effect for the students in producing mean length of utterance (MLU).

In implementing the technique, sometimes the researcher found that the weakness and the strength of the technique. Of course, after analyzing all the problems and the findings, the researcher formulated some suggestions to make better implementation of CLT in future, they are:

For the teachers:

1. Before teaching in class, the English teacher should prepare the equipment well and select an appropriate topic to the students; before starting to teach the material the teacher should explain the step to construct the students' idea.
2. CLT needs cooperation between teacher and students, for example the teacher should give guidance to the students while students give their opinion related to the topic.
3. The English teacher should attract and manage the class well when asking them to give their opinion based on the topic.

For the next researchers:

The researcher conducted CLT to help students in Senior High School, especially in speaking. Further researchers can conduct this technique on different level of students. It can be Junior High School.

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