Communicative language teaching in improving Student's speaking achievement

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ABSTRACT

The aim of the research was to find out whether there is an improvement in the students' speaking achievements after being taught through the weak version of the CommunicativeLanguage Teaching method. The population of the research was the students of the second year of SMKN 2 Bandar Lampung. The sample of the research was twenty students of Eleventh Grade BKP (Bisnis Konstruksi dan Property) 3. The research used one group pre-test post-test design and the data were taken from the tests. The data were analyzed by using SPSS statistics 20. The result of the research indicated that there was a significant improvement in the students' speaking achievement after being taught through the Communicative Language Teaching method. The mean score of the post-test (9.8) was higher than the mean score of the pre-test (7.2). By using the t-test, it was found that the sig (p) value is less than the sig level 0,05 (0.000 < 0.05) and the t-value (8.664) was higher than the t-table (1.729). It can be concluded that the implementation of the weak version of the Communicative Language Teaching method significantly improved students' speaking achievement.

Key Words: *Communicative Language Teaching method, speaking achievement*

I.   INTRODUCTION

Speaking is one of the ways to deliver our thoughts in communication. It is typically the most important ability to communicate. According to Thornbury (1989, p.198), stated that speaking the language means knowing the language itself. Efrizal (2012) claimed that to be able to communicate, the students need to implement the language in real communication. Bailey (2003, p.48) mentioned that speaking happens in real time, the person you are talking to is waiting for you to speak at the moment, and when you speak you cannot edit or revise what you wish to say as you can do in writing. In conclusion, speaking is a skill that must be mastered by the students. As an institution of education, SMKN2 Bandar Lampung also teaches its students in speaking English.

To speak fluently in English is not easy for some students. According to the researcher's observation during the internship (PLP) in SMKN 2 Bandar Lampung, the researcher found that

most of the students of SMKN 2 Bandar Lampung have difficulty in speaking English. Furthermore, students have low confidence and motivation when it comes to speaking English. Besides, the students do not have much exposure to practicing their speaking. In addition, in a foreign language setting, the students of SMK N 2 Bandar Lampung are not used to communicating in English in their everyday conversation. According to Efrizal (2012), English teachers are required to be creative in choosing the learning methods for teaching students in the class, so that the learning process does not seem monotonous.

The teachers as a facilitator should be innovative and use an effective method in teaching speaking in the class so that the students will pay attention and will absorb the lesson effectively. One of the methods that are effective to be implemented in the class is the Communicative Language Teaching method. Jabbarova (2020) stated, "Communicative language teaching is based on real-life situations

that require communication". With this method, the students will have the opportunity to communicate with each other using English in the class. In this method, the teacher creates real-life communication or communicative content in the class. Efrizal (2012) conveyed that Communicative Language Teaching is a set of beliefs that included a re- examination of what aspect of language to teach and how to teach. The "what to teach" aspect of this method stressed the significance of language function rather than only focusing on grammar and vocabulary. Lastly, the "how to teach" of communicative language teaching is related to the idea that plenty of exposure and opportunities to use the language will shape the students' development and skills. Howatt (1984) distinguishes the Communicative Language Teaching between the "strong" and "weak" versions. The strong version claims that language is acquired through the language itself, meanwhile the weak version stresses the importance of using the language for communicative purposes in language teaching.

From the facts above, the researcher wants to investigate the improvement of the students' speaking achievement after being taught through a weak version of Communicative Language Teaching (CLT).

Literature Review

1. Concept of Speaking

According to Richards (2008) for second-language and foreign-language learners, the mastery of speaking skills is a priority. Furthermore, Byagate (1987) stated that speaking is a skill that deserves as much attention as literary skills, in both the first and second language. Meanwhile, Bailey (2003, p.48) stated that speaking is a skill that happens in a real-life. Basically, the person you are talking to is waiting for you to speak. Hamidova & Ganiyeva (2020) mentioned that speaking involves three areas of knowledge; knowing how to use correct grammatical words, being able to use logically connected sentences which are appropriate to a specific context, and using the word with the correct pronunciation.

From the definitions of speaking above, it can be concluded that speaking is the ability to convey information verbally in a way the listener can understand the information well

2. Aspect of Speaking

Brown & P Nation (1997) defined the formal aspects of speaking as follows:

a. Pronunciation

Pronunciation is the way students utter words clearly when they are speaking. It plays an important role in communication through speaking because if we utter the words in wrong pronunciation, it may lead to some misunderstanding and lead to other meanings that we haven't intended to. Burns & Seidlhofer (2010) stated that our pronunciation is responsible for our intelligibility- whether or not we can get our message across.

b. Grammar

Grammar is part of a discourse which is an essential feature of reading and speaking and is difficult to separate from vocabulary (Batstone, 1994). The mastery of grammar has become the priority for students to engage in communication.

c. Vocabulary

Vocabulary is word knowledge and its meaning. Vocabulary is a familiar word used in

communication by a person. Furthermore, vocabulary is the collection of words that can be used for people to make a sentence in communication. Without having many kinds of vocabulary knowledge in their minds, they will face difficulty to produce a good sentence and difficulty to understanding what they hear in communication. According to Diamond & Gutlohn (2006), vocabulary knowledge does not only imply the word's definition but also implies how the word fits into the world.

d. Appropriateness

Appropriateness is the extent to which the utterance is well perceived in a particular situation and occasion. Furthermore, Adetugbo (1980) stated that appropriateness is "a specification of what kinds of things to say, in what message forms, to what kinds of people, and in what kinds of situations".

3. Communicative Language Teaching

Communicative Language Teaching is a set of principles by which communicative competence is the goal (Richards, 2006). Communicative competence is the learner's ability to understand and use language appropriately to communicate in authentic (rather than simulated) social and school environments. Furthermore, Mulyanah, Ishak, and Dewi (2018) defined Communicative Language Teaching as a method that is designed to help the students use the language in their daily conversation and to improve the students' knowledge and skill. This approach involves developing language proficiency through interactions inserted in meaningful contexts. In addition, Brandl (2008, p. 5) claimed that CLT is based on the theory that the primary function of a language is to use it in communication, it is the best way to learn the language through communicating. Liao (2000) stated, "CLT views a language as a functional system". From the explanations of the theories above, it can be concluded that Communicative Language Teaching is a method or approach that mainly focuses on learning the language through communication. The Communicative Language Teaching method has some characteristics as follows:

- The Communicative Language Teaching method engages the learners in real-life situations in the classroom so that they can understand how to communicate in the real world.
- CLT agrees with the perception of individual work.
- It focuses on the use of techniques that encourage the learners in participating and pair work, etc.
- In CLT, grammar is the second option of the learners and they discover and internalize the grammatical rules and functions themselves.
- It gives the importance of the necessity of the learners and attempts to explain it.
- In CLT, errors are considered a natural phenomenon.
- Normally, CLT focuses on the fluency of the learner rather than the accuracy of the grammar and acquires their accuracy gradually and naturally.
- CLT also believes that communication is the fundamental objective of language and the learners need to develop all the skills of language.
- It offers opportunities to join in teacher-learner and learner-learner in the classroom.

Strong and Weak Version of Communicative Language Teaching

Since Communicative Language Teaching is a broad method, there are a variety of classroom procedures used in the lesson, they are "strong version" and "weak version". According to Liao (2000) the "strong version" of CLT provides communicative practice at the beginning of instruction without first building individual skills; pronunciation, grammar, and vocabulary. For instance, the "strong version" claims that students will acquire the language through the languageitself. Meanwhile, gaining enough individual skills such as pronunciation, grammar, and vocabulary is the component that makes the students able to communicate effectively (Liao, 2000). The "weak version" stresses the importance of using the language for communicative purposes in language teaching. Regardless of the existence of "Strong" and "Weak " versions of CLT, it is very common that the weak version prevails in a teacher training context (Howatt 1984). In conclusion, a weak version of communicative language emphasizes providing the opportunity or activity for the students to use the language. According to Liu (2015), there are a few characteristics of weak version and strong version of the Communicative Language Teaching method as follows:

A. The Characteristics of weak version

- The strong version of Communicative Language Teaching holds the opinion that Communicative Language Teaching is not only a question of activating a kind of inert knowledge that has already existed in language learners, but at the same time it is a problem of fostering the growth and development of language itself from the perspective of language learners.
- The 'strong' version of communicative teaching, on the contrary, proposes the view that language is learnedand gained in the process of language communication, and therefore, "it is not merely a question of activating an existing but inert knowledge of the knowledge, but of stimulating the development of the language system itself

B.   The characteristic of the weak version

- The weak version attaches great value to supplying learners with abundant chancesto use their English to communicate with other learners in authentic context.
- the weak version which has become somewhat standardizedpractice in the past few years, and the importance of providing learners with opportunities to use their English for communicative purposes and characteristically has been stressed, and additionally, teachers and researchers have intended to develop such activities into programs of language teaching in a wider scope.

Teaching Speaking Through CLT

Communicative Language Teaching is a set of principles about the goals of language teaching which include how learners learn a language, what kinds of classroom activities are best for learners, and the role of teachers and learners in the classroom (Richards, 2005). According to Sari (2018), CLT means to teach students a language to the extent that the students will be ableto communicate with each other in their everyday conversation. Furthermore, Mulyanah, Ishak,& Dewi (2018) stated that a balanced activities approach that includes language input, structured output, and communicative output can develop the students' communicative efficiency in speaking. In conclusion, teaching speaking through CLT requires the teachers to set a real-life environment that enables the students to

practice speaking communicatively. According to Liu (2015) teachers and students have their role in the classroom regarding to the CLT method as follows:

A. The role of teacher in CLT's activities in the classroom.
- Teachers have to provide the students with various activities and texts to facilitate the communicative process inthe classroom and fosters the communication and connection among all the students while making sure that the students feel secure, unthreatened and non-defensive.
- Teacher also plays the role of communication in the learningprocess. Teacher also cooperates with the learning teaching group.
- Sometimes, the teacher playsthe role of a guide in the classroom activities. He/She mentors the errors of the students and delivers some positive feedback among the students.

B. The role of students in CLT's activities in the classroom
- The role of teacher in CLT's activities in the classroom and other students in theclassroom.
- The Students should be more interactive and create an interactive environtment in the classroom to make the learningprocess more easy and attractive.
- Students have to create somegroups among themselves forthe learning purpose and taking care of how they are able to perform in the classroom.
- Students have to cooperate andsupport each other in the groupto complete all their tasks assigned by the responsible teacher.

II. METHOD

A. Participants
The population of this study is Eleventh Grade students of SMKN 2 Bandar Lampung. There are 16 classes of 11th-grade students in SMKN 2 Bandar Lampung which consists of 30–32 students each class. In this research, the researcher used the purposive samplingmethod to select the sample. Purposive sampling refers to intentionally choosing a sample according to the need of the research. The sample of this study is the students of class XI BKP 3 in SMKN 2 Bandar Lampung.

B. Instrument
The speaking test was administered to find out whether there is an improvement in students' speaking achievement after being taught through the Communicative Language Teaching method. The speaking test was conducted twice. The first speaking test as a pre-test was administered before the treatment is given. Meanwhile, the second speaking test or the post-test will be administered after giving the treatment.

C. Dara analysis
The data collected in this study are analyzed quantitatively. Quantitative research is social research that employs empirical methods and empirircal statements and the data collected in quantitative research is numerical. The quantitative data that was obtained from the speaking performance was analyzed by using SPSS statistics 20.

III. RESULT AND DISCUSSION
1. Validity and Reliability of The Speaking Test
Validity refers to the extent to which the concept is measured accurately. The content and construct validity of the test are measured. Content validity refers to the extent to which the test covers all the aspects of theories that must be measured. Meanwhile, construct validity refers to the extent to which the

research instrument or the test is actually in line with the theory of what it means in the language and measures the intended construct (Roberta & Alison, 2015). The construct validity in this research is in line with the theory from Brown & P Nation (1997). To make sure that the test has content validity, the researcher matches the test with Standard Competence 11 and Basic Competence (KD) 11.2 of class X (KTSP 2006). The genre of the text that is going to be included in the instrument test is Narrative

Table 1 Standard Competence and KD (Basic Competence)

Standard Competence	Basic Competence (KD)
11 Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, descriptive,* dan *news item*

Reliability refers to the consistency of the research instrument. It will have the same result if it is used in the same situation and on repeated occasions (Roberta & Alison, 2015). This research used inter-rater reliability. The researcher was the first rater and the English teacher was the second-rater. Furthermore, interrater reliability can be defined as the level of agreement among raters. Based on the standard of reliability that had been explained in chapter 3, the speaking test should reach the range of 0.60 or more to be considered highly reliable. In addition, after calculating the result of students' speaking test, the reliability of the pre-test and post-test is presented as follows;

a) The Reliability of Pre-Test

$$p= 1 - \frac{6.\sum d^2.}{N(N^2-1)}$$

$$p= 1 - \frac{6.\sum 373.5}{20(20^2-1)}$$

$$p= 1 - \frac{2241}{20(399)}$$

$$p= 1 - \frac{2241}{7980}$$

$$p= 1 - 0.280827068$$

$$p= 0.719173 \text{ (High Reliability)}$$

b) The Reliability of Post-Test

$$\frac{6.\sum d^2.}{N(N^2-1)}$$

$$p = 1 -$$

$$p = 1 - \frac{6.\sum 757}{20(20^2 - 1)}$$

$$p = 1 - \frac{4542}{20(399)}$$

$$p = 1 - \frac{4542}{7980}$$

$$p = 1 - 0.569172932$$

$$p = 0.430827 \text{ (Medium Reliability)}$$

The result showed that the reliability coefficient of the pre-test was 0.71, which means it has high reliability. Meanwhile, the post-test was 0.43. It can be concluded that the post-test has medium reliability since the range of the criteria is 0.8 – 1.0 (Arikunto, 2006).

2. Pre-test and Post-test Result

The researcher gave a pre-test to the students a week before the treatment was given. Before conducting the test, the topic was explained. The students were asked to watch a video of the narrative text "A story of Cinderella" and asked to make a summary and deliver it through a video. The videos were sent through many ways, such as WhatsApp, Zoom, and Google Classroom because some of the students faced some problems with their application such as limited storage, signal, etc. The students were asked to speak clearly so that the raters would record their voices. The recording was aimed to help both the teacher and the researcher to give scores accurately. The researcher used Statistical Computation with SPSS 20.0 for Windows to analyze the scores of the students' pre-test. The following table shows the result of the pre-test.

Table 2. The result of the Pre-test and Post test

Pre-test		Post-test	
Students' Score Interval	Frequency	Student's Score Imterval	Frequency
5.0 – 5.9	10%	7.0 – 7.9	5%
6.0 – 6.9	25%	8.0 – 8.9	10%
7.0 – 7.9	40%	9.0 – 9.9	30%
8.0 – 8.9	10%	10.0 – 10.9	30%
9.0 – 9.9	15% 1	11.0 – 11.9	25%

Table 2 is the score interval and the score frequency of 20 students in the pre-test and post-test result.

Table 3. The mean score of the pre-test and post-test result

Test	N	Mean Score
Pre-test	20	7.2
Post-test	20	9.8

Table 3 is the mean score of the pre-test and post-test result, it shows that the mean score of the post-test

is higher than the mean score of the pre-test. It indicates that there is improvement in the students' speaking achievement after being taught through the weak version of the Communicative language teaching method.

3. Hypothesis testing

The researcher tests the hypothesis of the research question through analyzing the data by descriptive static SPSS Statistic 7 for Windows and answers the hypothesis of the research question by comparing the students' results of pre-test and post-test. The hypothesis is asfollows:

H_1: There is an improvement in the students' speaking achievement after being taughtthrough a weak version of the Communicative Language Teaching method.

The criteria for hypothesis acceptance is: if the significant (p) value is less than the significance level (0.05) and t-value is more than the t-table, it shows that there is a significant improvement in students' speaking achievement after being taught through CLT.

Table 4. Pair sample test

	Mean	t	df	Sig.(2-tailed)
Pre-test Post-test	-2.65000	-8.664	19	.000

Based on the table 4 above, it can be assumed that there is a significant improvement of the students' speaking achievement after being taught through the weak version of the Communicative Language Teaching method because the value of the sig is lower than 0.05 (0.000 < 0.05) and based on the paired samples test's result the t- value was 8.664 is higher than t- table 1.729 (see appendix 5). In conclusion, the implementation of the CLT method significantly improved students' achievement in speaking. In other words, the hypothesis was accepted.

e. Improvement of The Students' Speaking Achievement

In the speaking test, five aspects were used as the basic foundation for scoring students' speaking achievement. According to Brown (2001), there are five aspects of speaking such as grammar, vocabulary, pronunciation, fluency, and comprehension. In this study, each aspect was scored objectively by using a scoring rubric proposed by Brown (2001).

Table 4. Improvement of the students' speaking aspects

Aspect	Pre-test	Post-test	Gain
Grammar	1.4	2.0	0.6
Vocabulary	1.6	2.4	0.8
Fluency	1.4	2.2	0.8
Comprehension	1.5	2.1	0.6
Pronunciation	1.1	1.1	0

Table 4 shows the improvement of speaking aspects after the implementation of a weak version of the CLT method. In the pre-test and post-test, the highest point is vocabulary. The point of the vocabulary in the pre-test is 1.6 while in the post-test the point of it is 2.4. The aspect of speaking, which had the highest improvement was fluency and vocabulary. It showed that in the pre-test the point of fluency was

1.4 and gained 0.8 in the post-test to be 2.2 and vocabulary gained 0.8 from point 1.6 to 2.4. On the other hand, pronunciation did not improve in the post- test. It means students had difficulty pronouncing the word correctly.

1. Discussion

The result of the tests showed that students' speaking achievement was improved after the implementation of the method. It can be seen from the hypothesis testing. There was a significant improvement of students' speaking achievement after the treatments were sig (2 tailed) is lower than 0.05. It indicated that the hypothesis that was proposed by the researcher was accepted. In other words, the implementation of a weak version of the Communicative Language Teaching method can improve students' speaking achievement.

In conducting the research, a pre-test was administered before the treatments were given while the post-test was administered after the researcher completed the treatments. From the result of this research, the highest score of the pretest was 9.5 while the highest score of the post-test was 11.5. The gain of the score was 2.0. On the other hand, the lowest score of the pretest was 5.0 and the lowest score of the post-test was 7. The gain of the score was 2.

After comparing the results of pre-test and post-test it was found that the mean score of pre-test was 7.2 and the mean score of post-test was 9.8 where the gain score was 2.6 after being taught through a weak version of CLT. It can be concluded that a weak version of CLT can improve students' speaking achievement.

VI. CONCLUSION AND SUGGESTION

1. Conclusion

The research was concerned with the use of a weak version of CLT in improving students' speaking achievement at the eleventh grade of students in SMK N 2 Bandar Lampung. Based on the research findings and discussion, the researcher would like to state the conclusions that there is a significant improvement in students' speaking achievement after being taught through a weak version of CLT. It can be seen from the mean score of pre-test which was 7.2 and the mean score of the post-test which was 9.8 with the gained score was 2.6. Furthermore, by using the t-test the t-value (8.664) was higher than the t-table (1.729). Hence, it can be concluded that a weak version of CLT can improve students' speaking achievement and the hypothesis was accepted.

In addition, the use of a weak version of CLT also helps to improve four aspects of speaking such as; Grammar has improved from 1.4 to 2.0. This aspect of speaking gained 0.6 points. It can be seen from the post-test result which was higher than the pre-test result, which means the grammar that students used was better. Vocabulary has improved from 1.6 to 2.4. This aspect of speaking gained 0.8 points which can be seen from the post-test and pre-test results. It means that the students' word knowledge has improved. Fluency has improved from 1.4 to 2.2. This aspect of speaking gained 0.8 points which was the highest improvement among the four aspects of speaking. It means that students could deliver their speaking smoothly. Comprehension has improved from 1.5 to 2.1 which the gained score was 0.6. It means that students have understood more and were able to express their ideas well and correctly related to the topics given and discussed. Otherwise, there is no improvement in the students' pronunciation. The mean score of the pre-test result was 1.1 and the mean score of post-test was 1.1 which has no improvement. It means that the students still had difficulty in pronunciation. To help the students to improve all of aspects of speaking in the Communicative Language Teaching method, a teacher is

required to achieve benchmarks of English proficiency to express his knowledge and know how to teach it to the students.

2. Suggestion

Considering the findings of the research, the researcher would like to recommend some suggestions as follows:

2.1 Suggestion for English Teacher

1. According to the results of this study, the students' pronunciation has no improvement compared to the other aspects of speaking. For this reason, an English teacher first is required to achieve a benchmark of English proficiency to express his knowledge and know how to teach it and apply some strategies to improve students' pronunciation. For example, give students the example of the correct pronunciation of the words (English teacher can use an online dictionary that provides the example of the correct pronunciation of the word) and give enough time for students to practice how to pronounce the words. By doing this the students can pronounce the word correctly.

2. English teachers are suggested to use a weak version of CLT because it provides the students the chance to expose their speaking by communicating meaningfully. This method can also be implemented because it improves students' speaking achievement and helps the students to speak communicatively with some modifications.

3. English teachers are suggested to give students more chances to speak and express their ideas in communication in the class because it can improve students' speaking achievement.

2.2 Suggestion for The Future Researcher

1. This study applied the weak version of CLT online. Therefore, future researchers can apply this method in an offline or face-to-face classroom to get new insights. Future researchers also are suggested to motivate the students to speak confidently and tell them that they don't need to be afraid of making mistakes in speaking English because some of the students are afraid to speak loudly in English. After all, they are not confident.

2. This research applied the method to the Eleventh Grade students of senior high school. Moreover, future researchers can apply this method in different levels of education such as for Tenth or Twelfth Grade students or even for junior high school students, etc. Future researchers also are suggested to monitor the students' progress in all aspects of speaking so that all of the aspects can improve.

3. The research presented in this paper has many limitations to consider. For example; this research used only 20 students as the sample, which is not enough to obtain a generalizable result.

4. This research only used two meetings which may affect students' performances. For future researchers, it may be better to use more than two meetings to obtain a more convincing result.

5. Last, this study was conducted online due to the pandemic caused by Covid19, which the learning process was not effective because there were many external problems faced by the researcher and students such as; bad internet connection, students' limited data to access the internet, etc. Furthermore, for the future researchers are suggested to be well prepared if want to teach through the online platform.

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