USING THE COMMUNICATIVE LANGUAGE TEACHING METHOD TO IMPROVE THE STUDENTS' ENGLISH SPEAKING FLUENCY

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Abstract

The research entitled "Using the Communicative Language Teaching Method to Improve the Students' English Speaking Fluency" aims to examine the implementation of CLT method in the classroom, figure out the students' improvement in English speaking fluency, and reveal the influencing factors after the implementation of CLT method. This research used the *quasi* experimental design. The subjects of this research were the eleventh grade students of SMAN 4 Purwokerto in the academic year of 2019/2020. The population was 340 students divided into 10 classes. The samples of this research were two classes: XI MIPA 1 as the experimental group and XI MIPA 3 as the control group. The data were collected from observations, questionnaires, and tests. The result of this research shows that the implementation of CLT method was successful. It can be seen from the observation sheet that the teacher followed the implementation of CLT method, such as the teacher had prepared the materials well; the materials were approved by the teacher which based on the syllabus and curriculum; the teacher clearly gave the instructions; the teacher asked the students to speak freely, encouraged the students to speak in English, fully spoke in English, and provided the appropriate tasks to improve the students' speaking fluency. Furthermore, the students' English speaking fluency has improved. It means that the implementation of CLT method has significant effect that the alternative hypothesis (Hi) is accepted. The result of questionnaires and observations show that the factors influencing the implementation of CLT method were cognitive, linguistic, and affective factors.

Keywords: English speaking fluency, communicative language teaching, experimental research

Introduction

In Indonesia, English is taught as one of compulsory subject at Senior High School. The aim of English teaching and learning processes in Indonesia is to enable the students to learn and produce English. In learning English, Senior High School students should master four language skills. They are speaking, listening, reading and writing. Those skills are required to communicate and comprehend English. Among those skills, speaking is one

skill that is difficult to learn (Pollard, 2008, p. 34). Based on the problems found at SMAN 4 Purwokerto especially those experienced by the eleventh grade students, they have problems in speaking English. What makes the students have difficulties in speaking English is because they do not have courage and confidence to speak English and also they still do not master English very well. In the classroom, the students just have limited time to speak English because the teachers just delivered the materials by explaining rather than having interactions with the students. The teachers should use an appropriate method to teach speaking in order to make the students have the ability to speak English fluently and confidently.

Previous researches have shown that using CLT method in teaching English is effective since it can improve the quality of students speaking skills and the quantity of interactions (Putri et al., 2014), students' motivation and confidence in speaking English (Saputra, 2015) and also students' achievement in speaking class (Anggraini, 2018). However, these researches have not investigate deeper on the effect of CLT to improve students fluency and the factors influencing them. Therefore this research is aimed to answer three research questions, namely (1) How is the Communicative Language Teaching method implemented to improve the students' speaking fluency at the eleventh grade students of SMAN 4 Purwokerto? (2) Does the implementation of Communicative Language Teaching method improve students' speaking fluency at the eleventh grade students of SMAN 4 Purwokerto? (3) What factors influence the students' speaking fluency after the implementation of Communicative Language Teaching method at the eleventh grade students of SMAN 4 Purwokerto?

Theoretical Framework
One purpose of learning English is to be able to communicate to people all around the globe since English is used as lingua franca. The way we communicate can be done through spoken and written form. Thus, at schools, students are taught to master four basic skills of English, namely listening, speaking, reading and writing. Speaking as productive skill demand learners to actively using the language to convey their ideas and thought (Spratt et al., 2005). To enable students to communicate in English, teachers need to use English in real interaction. This is in line with Reickheit (2008) who states that speaking is a speech or utterances with the purpose of having intention to be recognized by speakers and the receiver processes the statement in order to recognize the intentions. Furthermore, Spratt et al., (2015) argue that speaking has four aspects, there are fluency, pronunciation, grammatical accuracy, and body language. Fluency deals with the ability to speak in normal speed smoothly without hesitation, repetition, and self-correction. Pronunciation is about articulating every words correctly. Meanwhile accuracy refers to using correct forms in which there is no error in phonological, syntactic, semantic, and discourse features. The last one, body language deals with using nonverbal codes to reinforce the verbal codes simultaneously in communication. Understanding in the communication process requires communicators to be more active in understanding non-linguistic codes shown by the communicant so that information and messages in a language can be accepted by both parties (Suwarti et al., 2020).

There are many methods to teach English as second language, one of them is communication language teaching technique (CLT). CLT itself started in the late 1960s and continues to evolve. It is not actually a method but an approach to teaching based on the view that learning a language means learning how to communicate effectively in the

world outside the classroom. It developed mainly as a reaction to the limitations of previous methods which put little, if any, emphasis on the ability to communicate or interact. It was also influenced by developments in the way the language was described taking into account the communicative function of language, that we use language to do things like suggest, invite, agree, request, criticize, predict, and so on (Richard, 2001).

The communicative language teaching (CLT) is an integration of skill thought and learned with a communicative view. CLT means to teach a language in such a way that the learners can communicative with other people in real life situations. The learners who learn English language want to be able to communicative socially on an everyday basis with native or very able non-native English language speakers. In addition, competence in communication requires the technical ability to convey an idea and also the oral process in producing speech that can be heard so that it is not ambiguous. Speaking in the context of learning requires contextual topics and is close to the environment around the interlocutor (Maerice, Wijayawati, and Nugroho: 2020). The concept of communicative competence was first introduced by Hyme in Europe in the mid-1960s and many researchers have helped developed theories number of new approaches developed.

Richard (2001) postulates the principles of CLT in the classroom procedures including:
1. Learners learn a language through using it to communicative.
2. Authentic and meaningful communication should be the goal of class room activities.
3. Fluency is an important dimension of communication.
4. Communication involves the integration of different language skill.
5. Learning is a process of creative construction and involves trial and error.

Referring to the aforementioned points, CLT is an approach that requires practice. In improving students' speaking skill through CLT, students are encouraged to actively communicate in the classroom. Teachers must give students the opportunity to talk about their reading in the classroom with real life context. Activities will build students' confidence and skill to communicate.

Method

This research uses *quasi* experimental research. The subjects of the research were eleventh grade students of SMAN 4 Purwokerto. The samples are from XI MIPA I as the experimental group and XI MIPA 4 as the control group. The validity is tested using content validity such as test and as for the reliability, the researcher uses the Cronbach's Formula by SPSS to measure the reliability. The formula (Brown, 1996, p. 197) is as follows:

$$a = \frac{n}{n-1} \left(1 - \frac{\Sigma Vi}{Vtest} \right)$$

Descriptions:
a = Cronbach's Alpha
n = number of items
Vi = Variance of scores on each question
Vtest = Total variance of overall scores on the entire test

Criteria:
1. If r count value > r table, so the indicators are reliable
2. If r count value < r table, so the indicators are not reliable

The criteria of instrument reliability are as follows:
1. 0.800 – 1.000   = very high reliability
2. 0.600 – 0.800   = high reliability
3. 0.400 – 0.600   = medium reliability
4. 0.200 – 0.400   = low reliability
5. 0.000 – 0.200   = very low reliability

To use this formula, the try out test was used by the researcher to know that the test items are reliable.

The data were collected by three techniques, they are observation, questionnaire, and test (Pre-Test and Post-test). There are several formulas to analyze the data. First, to know about the improvement of students' fluency when using communicative language teaching method, the researcher conducted t-test to know the significance of the data. Before the researcher used the t-test, the data are displayed as follows:

Table 1. Test Score

Number of students	Experimental Group				Control group			
	x_1	x_2	X	x^2	y_1	y_2	Y	y^2
Sum ((Σ)								

Descriptions:
x_1 = pretest of the experimental group
x_2= posttest of the experimental group
y_1= pretest of the control group
y_2= posttest of the control group
X and Y = score difference
(Arikunto, 2006, p. 311)

The formula to calculate the score is as follows (*Rencana Pembelajaran Kurikulum 2013*):
$$\frac{\text{Total number of students' score}}{\text{Maximum score}} \times 100$$
Descriptions:
- Total score is the scores obtained from aspect 1 to aspect 5
- Maximum score or ideal score is highest score (4) with the total aspects from the rubric (5 aspects). So, the maximum score/ideal score is 4x5= 20

Table 2. Scoring Rubric

Language flows	**Pronunciation**
1 = Many pauses	1 = Pronunciation is lacking
2 = Speak with extended pauses	2 = Pronunciation is okay
3 = Few pauses	3 = Pronunciation is good
4 = Smooth and fluid at speech	4 = Excellent pronunciation
Hesitation	**Intonation**
1 = Speech is frequently hesitate	1 = Speak with quiet voice and does

2 = Speak with extended hesitation 3 = Speak without hesitation with few pauses 4 = Speak Fluently	not sound natural 2 = Speak sounds natural 3 = Speak sounds natural and with expressions 4 = Excellent to speak with volume and expressions
Accuracy 1 = Frequent grammatical errors 2 = Some grammatical errors 3 = Grammatical is good 4 = Excellent in grammatical structure	

From the table above, the researcher got the parameter whether the students had good speaking skill especially in speaking fluency category.

The second step is counting the class percentage. To know class percentage, the researcher used this formula to know whether the experimental and the control group improved or not on their speaking performance. The formula is as follows:

$$P = \frac{\Sigma F}{N} \text{ X } 100\%$$

Descriptions:
P   = the percentage of speaking performance
ΣF   = the frequency of the best speaking performance
N   = the total number of items multiplied by the total number of students
The researcher uses the scoring scales described as follows (Harris, 1969, p.134):

Table 3. Scoring Scale

Score	Students' Achievement
80 – 100	Good to excellent
60 – 79	Fair to good
50 – 59	Poor to fair
0 – 49	Poor

The next step is determining the mean deviation. The calculation of mean of deviation of experimental (Mx) and control group (My):
Mean deviation of experimental group (Mx)

$$Mx = \frac{\Sigma X}{N}$$

Descriptions:
Mx   = mean deviation of experimental group
ΣX   = total deviation
N   = number of students
Means deviation of control group (My)

$$My = \frac{\Sigma Y}{N}$$

My   = mean deviation of control group
ΣY   = total deviation
N   = number of students
(Brown, 1996, p. 102)

After that T-test was conducted to examine the hypothesis. In this step, the researcher wants to know the differences of the speaking fluency improvement between the experimental and control group. To examine this, the researcher used t-test in SPSS. The formula of T-test is as follows:
(Brown, 2011):

$$t = \frac{mx - my}{\sqrt{\left[\frac{\Sigma X^2 + \Sigma Y^2}{nx + ny - 2}\right]\left(\frac{1}{nx} + \frac{1}{ny}\right)}}$$

Description:
mx = mean score of experimental group
my = mean score of control group
ΣX^2 = the total square of experimental group
ΣY^2 = the total square of control group
nx = the total number of experimental group
ny = the total number of control group

After computing the t-test, the researcher compared the result. If the score are higher than the value of t-table, it means that the alternative hypothesis is accepted and null hypothesis is rejected. It means that the implementation of CLT method in a speaking class significantly affects the students' English speaking fluency.

The last step is counting the standard deviation. Standard deviation is to measure the variability or dispersion around the average. According to Brown (1996, p. 107) the formula is as follows:

$$S = \sqrt{\frac{\Sigma(X - X)^2}{N}}$$

Descriptions:
S   = standard deviation   N   = number of score
X   = score Σ = sum
X   = mean

Findings and Discussion
There are four basic results and finding in these results. Each result and finding are described as follows.

1. Testing the instruments
In this research, the researcher used content validity. Before conducting the research, the researcher consulted the test to the teacher. The test had to be valid by the approval of the teacher which was related to the material taught to the students. The result shows that the material of making, accepting, and declining an invitation was in the syllabus and used by the teacher in teaching and learning process especially in a speaking class.

In this research, the researcher uses the Cronbach's Alpha Formula to test the reliability of the test. The criterion of reliability was that if the value of Cronbach's Alpha was higher than the r-table value, it means that the test was reliable. The degree of freedom (df) in this research is 32, with the 5% of significance level and the r-table value is 0.3291. Based on

the calculation of the Cronbach's Alpha, the test was 0.738. It means that Cronbach's Alpha is higher than r-table. It can be concluded that the test is reliable.

2. Implementation of CLT method to improve the students' English speaking fluency
The researcher observed the teaching and learning process in experimental group. It was conducted from 3 until 31 October 2019. The first meeting was conducted a pre-test, and the second until fourth meeting was doing treatment or implemented the CLT method and for the last was conducted a post-test. The researcher prepared the observation sheets to observe to the students' participant in a speaking class, also it observed how the teacher implemented the material and the CLT method. The material was selected and developed based on the themes presented in the syllabus and the material was chosen from the student's text book.

The pre-test was conducted on 3 October 2019. The test was oral test and the topic was making and giving response to the invitation. The same tests were given to both of the classes and they were asked to do the test with their pairs. Before using CLT method, the mean score of pre-test of speaking class in experimental group was 62.5 and the mean score of pre-test in control group was 61.9. Based on the result, it can be inferred that the students' English speaking fluency was in good category. It can be concluded that most of them have similar problems with the problem is in experimental group. The problems were language flow, hesitation, and less practice in speaking.

The post-test was done after the treatment given. The test was conducted on 31 October 2019. The test was oral test and the topic is making conversation in asking and response to the invitation. Both classes were given the same test and they were asked to do the test with their pairs. The mean score of the test in the experimental group was 81. It means that the students' English speaking fluency was improved significantly than before the treatment. It can be seen from the mean of the pre-test was 62.2 and the mean of the post-test was 81. The mean of the experimental group has significant improvement.

For the mean score of post-test in the control group was 71.1. From the result of post-test between experimental and control group had different scores. The control group got lower score than the experimental group but their speaking fluency had increased without the treatment, it can be concluded that the teacher can deliver the material very well that made the students understood about the material.

Based on the observation from the first meeting until the last meeting, it can be seen that the teacher implemented the CLT method and delivered the material well. The teacher prepared the material which was appropriate for the students then delivered the material clearly and the teacher made the atmosphere in the classroom alive. The teacher also motivated the students to talk in English freely and encouraged them not to hesitate to speak English. As a result, they felt motivated and excited to participate in the class.

The first research question can be answered that the implementation of CLT method was successful and the steps were as follows:
a) The teacher prepared the material.
b) The material and learning activity were appropriate.
c) The teacher gave the instructions clearly.

d) The teacher asked the students to speak freely.
e) The teacher encouraged the students to speak in English.
f) The teacher 100% spoke in English.
g) The teacher gave the tasks that were appropriate to improve their fluency.

3. Students' improvement in English speaking fluency
The second research question was about the improvement of the students speaking fluency. The result of the experimental and control group were statistically significant. Then obtained the t-value should be consulted with the critical value in the t-table.
Before using t-test formula, the researcher calculated the mean of experimental and control group. First, the mean of pre-test in experimental group was 62.5 and the mean of posttest in the experimental group was 81. Second, the mean of pre-test in control group was 61.9 and the mean of post-test in the control group was 71.1. The calculation of t-test describes is as follows:

Table 4. T-test Calculation

NO	ΣPost-test of Experimental Group	ΣPost-test of Control Group	Sig. (2-tailed)	T
1	81	71.1	0.00	5.752

In analyzing the hypothesis, the researcher used t-test. The result of the t-test from the post-test in the experimental and control group obtained that the t-count was 5.752 > t-tab 0.05 (2.037). It means that the implementation of CLT method to improve the students' speaking fluency in the experimental group had significant effect, so the alternative hypothesis (Hi) was accepted.

In this experiment, there were 34 students in both experimental and control group. Hence, the total numbers of the students for both groups were 68 (sixty eight) students. From the number of the samples, the degree of freedom (df) was 32. It was obtained from the formula $N - 2 = 34 - 2 = 32$. The critical value with the df 32 with 5% level of significance was 0.3291. It also proven by the significant progress on the result of pre-test and post-test of experimental and control group.

The mean of pre-test in experimental group was 62.5 and the mean of post-test in experimental group was 81. The mean of pre-test in control group was 61.9 and the mean of post-test in control group was 71.1. On the t-test result, Sig correlation was 0.0001 or < 0.05 it means that the calculation of t-test showed that this research result got Sig 0.000, so it can be concluded that there was a significant effect between the control group and experimental group, so it can be said that the hypothesis was accepted.

4. The influencing factors of the students in improving the students' English speaking fluency
The third research question was the factors that influenced the students in improving their speaking fluency. The researcher used questionnaire to know the influence factors of the students after the implementation of CLT method in improving their English speaking fluency.

The questionnaire consisted of 15 (fifteen) items. It contained likert scales so the students should chose the answer from strongly disagree, disagree, agree, and strongly agree. The questionnaire represented what the students' feel before and after the treatment, and how the teacher implemented the method in improving the students' speaking fluency. The results of the questionnaire is shown in the following table.

Table 5. Questionnaire results

No.	Statement	Percentage and Number	1	2	3	4	Total
1.	I like English	Percentage	0%	14.7%	58.8%	26.4%	100%
		Number	-	5	27	2	34
2.	I understand the material well in the speaking class	Percentage	0%	14.7%	79.4%	5.8%	100%
		Number	-	15	15	4	34
3.	Before treatment, I think that it is difficult to speak English.	Percentage	-	15	15	4	34
		Number	0%	44.1%	44.1%	11.7%	100%
4.	Before treatment, I usually speak English in the classroom.	Percentage	1	22	9	2	34
		Number	2.9%	64.7%	26.4%	5.8%	100%
5.	I think it is important to speak English for my future career.	Percentage	-	-	8	26	34
		Number	0%	0%	23.5%	76.4%	100%
6.	I feel anxious in speaking class before the treatment.	Percentage	1	18	14	1	34
		Number	2.9%	52.9%	41.1%	2.9%	100%
7.	The method used by the teacher makes me interested in speak English.	Percentage	-	1	23	10	34
		Number	0%	2.9%	67.6%	29.4%	100%
8.	The method used by the teacher is	Percentage	-	-	18	16	34

No.	Statement						
	useful for me in learning English.	Number	0%	0%	52.9%	47%	100%
9.	The method used by the teacher can train my speaking ability.	Percentage	-	1	19	14	34
		Number	0%	2.9%	55.8%	41.1%	100%
10.	The method used by the teacher can help me improve my speaking fluency.	Percentage	-	-	28	6	34
		Number	0%	0%	82.3%	17.6%	100%
11.	The method used by the teacher can help me understand the teaching material.	Percentage	-	-	25	9	34
		Number	0%	0%	73.5%	26.4%	100%
12.	The method used by the teacher makes me more active in the classroom.	Percentage	-	6	19	9	34
		Number	0%	17.6%	55.8%	26.4%	100%
13.	The method used by the teacher makes me feel motivated to learn English.	Percentage	-	1	25	8	34
		Number	0%	2.9%	73.5%	23.5%	100%
14.	The use of this method makes me more confident to speak English in the classroom.	Percentage	-	5	23	6	34
		Number	0%	14.7%	67.6%	17.6%	100%
15.	The time given from the teacher is	Percentage	-	4	26	4	34

	enough to train my speaking ability.	Number	0%	11.7%	76.4%	11.7%	100%

The data resulted from the questionnaires show that the factors that influenced the students' speaking fluency are cognitive factors, linguistic factors, and affective factors. On the description above related on the result of to the questionnaire, it can be concluded that factors influenced the improvement of the students' speaking fluency in the experimental group were cognitive factors referred to the conceptualization in which the material given was appropriate to the students and the students understood about it and it referred to their critical thinking and ideas for chose the proper words based on the grammar structure to speak English. The next factor influenced the students were linguistic factors, it can be seen at the result of the students pre-test and post-test of experimental group, there were significant result of the test which concerned on the aspects of assessing fluency such as language flow, hesitation, pronunciation, intonation and accuracy. The last factor influenced the improvement of the students' English speaking fluency was affective factors. It can be seen on the result of the questionnaire and the observation that most of the students agreed that the teacher gave the affection such as encouraged the students to talk freely and express their ideas. Furthermore, the teacher motivated the students to speak English. The result of the questionnaire showed that the students felt motivated and confidence after the teacher gave the treatment.

Conclusion

Based on the aformentione research findings and discussion, the conclusion can be drawn into three main points. First, the implementation of CLT method in the experimental class was successful. It can be seen from the observation sheet that the teacher implemented of CLT method. The steps were that the teacher prepared the materials, the materials given were appropriate, the teacher clearly gave the instructions, the teacher asked the students to speak freely, the teacher encouraged the students to speak in English, the students fully spoke in English, the tasks given were appropriate to improve their speaking fluency. Second, After conducting and analyzing the research result, it can be concluded that the implementation of communicative language teaching (CLT) method improved the students' English speaking fluency. Third, the factors influencing the improvement of students' English speaking fluency are cognitive, linguistic, and affective factors. The conclusion was made based on the observation in the classroom and questionnaires to the students.

This research, unfortunately, has a weakness in it due to the limitation of sampling. Since the sampling is only taken from one school, the data does not represent the effectiveness of CLT method in general. If the sampling is bigger, more realistic and reliable result could be presented. For further researches, teachers' and learners, perspective in implementing CLT method is suggested. Future studies the effectiveness of using CLT method to improve other skills such as listening, writing, and reading are also recommended.

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