

OPTIMIZE COMMUNICATIVE LANGUAGE TEACHING (CLT) APPROACH FOR NON-ENGLISH LEARNERS' SPEAKING SKILL

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Abstrak: Communicative language teaching is one of teaching method which addressing to communicative skill, hence this method is advocated for speaking skill as a foreign language. Learning EFL for non-English learners has many obstacles to be mastered by Indonesian students otherwise, teacher need to find a suitable method for them. The objectives of this research are to find out the effects of optimisation in implementing the CLT for student's speaking skill. To find this effect, the study is used quasi experimental design through control class and experimental class. The data of this research were collected by test (pretest and posttest) with the total sample is 33 students from 109 population based on 1st semester students at the university. The data analysis showed that t-score was 2.178 and t-table was 1.671 with 5% of significance level. The test score was higher than t-table ($2.178 > 1.671$), It was meant that H_1 (alternative hypothesis) was accepted while H_0 (null hypothesis) was rejected. It also meant that there was a significant effect in term of speaking skill between the students given CLT and those who given conventional method, otherwise, CLT has very significant method to be used for encourage students speaking skill.

Keywords: Communicative Language Teaching (CLT); non-English learners; Speaking skill

Introduction

English as an international language has an important role in running the matter through communication. Beside of being

international language English has been stating as the lingua franca ¹. As a lingua franca, mastery of English in Indonesia today which has been visited by many tourists from various countries, higher students are really encourage to be able to communicate in English, as we known that language as a tool to communicate and promote the Indonesian state in the world, although currently English is still a foreign language in Indonesia ².

The ideal of English learning for university students majoring non-English learner is students can reach functional literacy level. In other words, the students must be able to communicate written or orally to resolve problem or meets daily needs such as reading English newspaper and understanding directions in English ³.

Speaking is one of four language skills besides writing, listening, and reading that important to be mastered by students to contribute widely in the world⁴. In fact, many students of non-English university fail to reach the goal of the English teaching and learning goal especially for productive skills, such as writing and speaking., while those two skills are belonged to communicative skills which can be represented orally and written⁵. they still face difficulties when they must express their ideas orally. Based on the pre observation in the communication visual design major at Universitas Muhammadiyah Tangerang, students' achievement in English is 70%, some of students could not achieve the goal of learning properly. Most of the students are reluctant speaker and less motivate to practice their English, it might probably cause by many problems

¹ Sabine Fiedler, "English as a Lingua Franca and Linguistic Justice: Insights from Exchange Students' Experiences," *International Journal of the Sociology of Language* 2022, no. 277 (2022).

² Mark Feng Teng and Lawrence Jun Zhang, "Development of Children's Metacognitive Knowledge, Reading, and Writing in English as a Foreign Language: Evidence from Longitudinal Data Using Multilevel Models," *British Journal of Educational Psychology* 91, no. 4 (2021): 1202–1230.

³ Mohammad Aliakbari, Mohsen Kamangar, and Reza Khany, "Willingness to Communicate in English among Iranian EFL Students," *English Language Teaching* 9, no. 5 (April 5, 2016): 33.

⁴ Arjulayana Arjulayana and Rachmi Rachmi, "The Issues of Academic Literacy in Conversation Practice During Online Learning," *VELES: Voices of English Language Education Society* 6, no. 2 (2022): 440–452.

⁵ Kalayo Hasibuan, "TEACHING SPEAKING AS A PRODUCTIVE SKILL," *Combustion Science and Technology* 21, no. 5–6 (2007): 1–49, <https://doi.org/10.1080/00102208008946937>.

such as vocabulary mastery, nervousness, anxiety, preparation, motivation, and many others ⁶.

Moreover, the teacher gets difficulties to encourage students because most of them are confuse to start speaking and shy to speak English ⁷. Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Students shy if they make mistake when speaking English ⁸. They assumed that speaking in english should imitate a native speaker who speak perfectly and fluently, while they are not accustomed to speak English. They feel fearful to speak English in front of other students because they lack confidence about their English communicative competence.

Considering the explanation above, the researcher conclude that the teacher has to find an effective approach in teaching speaking to give student's understanding about English speaking competence in relation with the purpose to improve students' speaking skill. There are various approaches in teaching English but in this research, the researcher will focus on Communicative Language Teaching (CLT) to optimize students' competence, such as grammar, vocabulary, pronunciation, conversation, at the end students will be able to speak English well Click or tap here to enter text.. ⁹argued that in CLT learners learn a language through using it to communicate and maximize the grammar knowledge. This method assumes that if students get enough exposure to language and opportunities for language use and if they are motivated, then language learning will happen. In other words, the focus of using CLT is how to make

⁶ Paidi Gusmuliana, Eka Apriani, and Syafryadin, "Improving Students Speaking Motivation by Using Role Play Technique at Institute Islamic in Indonesia," *Proceedings of the International Conference on Educational Sciences and Teacher Profession (ICETeP 2020)* 532, no. 532 (2021): 356–361.

⁷ Selina Dwi Anggini and Arjulayana - Arjulayana, "Analysis Student's Speaking Performance as an Academic Speaker's Practice," *Globish: An English-Indonesian Journal for English, Education, and Culture* 10, no. 1 (2021).

⁸ Maria de Paola et al., "Do Women Shy Away from Public Speaking? A Field Experiment," *Labour Economics* 70 (June 1, 2021): 102001; De Paola M et al., "Do Women Shy Away from Public Speaking? A Field Experiment - ScienceDirect," accessed August 30, 2021, <https://www.sciencedirect.com/science/article/abs/pii/S0927537121000361>.

⁹ J. Richards, (2006)

students have a good capability in communication orally¹⁰. The students use the language to accomplish some function, such as instructing, inviting, or requesting. The teacher sets up situation that students are likely to encounter in real life. CLT would seem to be appropriate approach in teaching English speaking.

Furthermore, the teacher should have clearly understood in Language teaching method to achieve learning goals in speaking. Otherwise, in many countries teachers have tried to implement CLT to encourage their student and find suitable way to help students improve their skills. Likewise, the CLT approach has been implemented also in various level of students. Related to those reasons some relevant studies have been employing the method with different country, sample and of course the place;

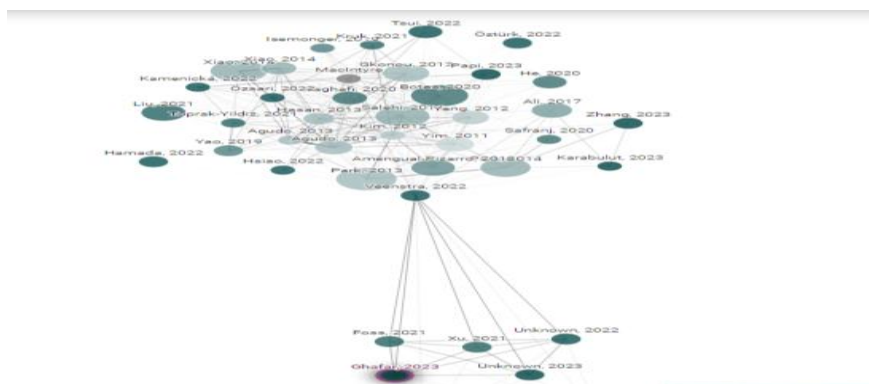


Fig.1. research gap from different country about CLT.

Otherwise, the CLT approach as one of the language teaching methods which has already been implemented by many researchers from different country, but the way and skills they proposed are quite different with this research. since 2011 until 2022, there were more than 38 researcher who use CLT for teaching EFL, but the basic skill they promote also different. Otherwise, those researches are having their own novelty.

Furthermore, this research will focus on the communication visual design students, which is still have a big problem in practicing their speaking skill. This research will explain how the CLT be

¹⁰ Ibid.; Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching, Approaches and Methods in Language Teaching*, Second edi. (UK: Cambridge Press University, 2003).

implemented for non-English learners especially in communication visual design major. The research claims that scaffolding in teaching speaking and not focus on the accuracy are the most important things for non-English learners. So, this research are quite different from others research although the approach of teaching is same, but the way how the CLT is implemented different.

Hence, this research was trying to implement this method with contextual model through Communicative Language Teaching (CLT) approach to optimize the students in improving and practicing their speaking skills related to the research question 1) how CLT be implemented to students speaking skill, and 2) is there any significant effect between CLT approach and conventional approach to student's speaking skill improvement.

Literature Review

Assessing Speaking Skill

Speaking is needed by people as one way of communication in daily life. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means that speaking can be used as a manner to communicate or share what our feeling, our thinking, and also our ideas. Furthermore, in speaking activity, learners learn the activities that involve psychological, physiological, and physical stages.

Meanwhile, speaking is a skill to conveying words or sounds of articulation to express and to deliver ideas, opinions, or feelings¹¹. The meaning is speaking more than just enough to express the words or sounds of articulation, but also speaking is to deliver our feelings, ideas, and opinions¹². Though Speaking skill does not only make sound of articulation but to conveying ideas and emotions

Furthermore, speaking skill is a capability to produce utterances or some words to express ideas, feelings, as well as opinions to achieve a particular goal while to maintain social relationship between people, but in fact speaking still become the hard for university students and enjoy learning and practicing.

¹¹ Arjulayana Arjulayana, Zainal Rafli, and Siti Ansoriyah, "Understanding Natural Approach for Teaching Productive Skills," *ELS Journal on Interdisciplinary Studies in Humanities* 1, no. 2 (2018): 232–239.

¹² Bruce Tillit and Mary Newton Bruder, "Speaking Naturally" (North america: Cambridge Press, 1999), https://makalahnyafikri.files.wordpress.com/2012/09/speaking_naturally.pdf.

Implementing the suitable method can be one of the solutions to overcome the speaking obstacle in the classroom, because through CLT students will be guided to practice organically and comprehensively. Such as starting from understanding the vocabulary and grammar then they are encouraged to arrange the sentence after that students can practice their idea orally to practice their speaking and discuss it directly¹³.

In conclusion, speaking skill needs to be assessed to measure their progress of learning through CLT. Otherwise, the criteria for assessing speaking through CLT can be adopted from¹⁴ as a consideration such; pronunciation, grammar, vocabulary, fluency, and comprehension.

Speaking Activities

The teaching of speaking in a target language should enable students to use the language orally for many purposes. Otherwise, the success of the teaching and learning process can be achieved if the teacher can present the materials in a good way that can increase the students' interest to learn and practice the speaking skill. The teacher should be creative in presenting English to the students.

Concerning to¹⁵ states that there are many classroom speaking activities that can be used in teaching a language, such as **acting from the script**; Playing script and acting out the dialogues are two kinds of acting from scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the teacher to teach like a real acting. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class. Here the teacher should be selective or need to be careful to choose the students who come in front of first. Teacher should not to choose the shyest student first and teacher should give students time to rehearse their dialogues before they perform it in front of the class. **Communication games**; Games which are designed to promote communication between students frequently depend on information gap, so that one student

¹³ Mahbul Alam, "Comparative Acceptability of GTM and CLT to the Teachers of Rural Secondary High Schools in Bangladesh," *Global Journal of Human-Social Science Research* 5, no. 17 (2014): 1–9.

¹⁴ Sari Luoma, *Assessing Speaking*, ed. LF Alderson, JC. Bachman, first. (UK: Cambridge University Press, 2004).

¹⁵ Burns, "Teaching Speaking."

must talk to a partner to solve a puzzle, draw a picture, put thing in the right order, or find similarities and differences between picture., **discussion**; The discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups.

Otherwise, Before the discussion, it is essential to the purpose of the discussion activity was already set by the teacher perfectly. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions.

Meanwhile, In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read versus people learn best when they travel”. Then each group works on their topic for a given time, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others.,

The next is **prepared talks**; In performing prepared talks, a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation because they are prepared; they are more writing-like than informal spontaneous conversation.

However, if possible, the students should speak from notes rather than from a script. Prepared talks represent a defined and useful speaking genre, and if they are properly organized, they can be interesting for both the speaker and the listeners., as well as role play and simulation; One other way of getting students to speak is **role-playing**. Ur (2007) stated, “Role play is giving students a suitable topics provides interest and subject-matter for discussion, dividing them into groups improves the amount and quality of verbal interaction” (p.9).

Otherwise, in role play the students learn speaking by interaction with other students in group, either in group of two or more. Some teachers have students write their own dialogue, and students generally like this because they can consider their own interactive needs. When students act out their dialogue, they become

skits, the idea being for students to practice and then give a performance in front of the class.

Furthermore, Click or tap here to enter text. role play activities are like skits in that students are expected to act. However, unlike skits, in role play, students are not provided with lines but are given a situation and roles to play.

As a kind of guided conversation technique that is essential to the development of the speaking skill, role-playing provides framework in which the students build their own sentences but they may decide by themselves what they want to say. There were six major steps in the procedure for the role play activities in her classes. Those are 1) deciding on the teaching materials, 2) selecting situations and create dialogs, 3) teaching the dialogs for role plays, 4) having students practice speaking practice, 5) having students modify the situations and dialogs, and 6) evaluating and checking students¹⁶.

Those six steps became researcher's guide on teaching speaking by using role play in the class. At the beginning the simulation is implemented among students, these simulations are very similar to role-plays but in role plays students are required to elaborate the information and text they got¹⁷. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing, and so on.

Otherwise, Although these 6 steps are applied in student speaking practice, teachers need to underline that 3 things that must be considered in practice are also such as, not being able to interrupt students during speaking practice, providing feedback at the end, creating safe and comfortable classroom learning so that the implementation of collaborative group learning is highly emphasized, and then the most important and very important because what can distinguish it from other research is the application Scaffolding in learning and speaking practice, because through scaffolding model students will feel comfort and getting well strategy to practice their speaking¹⁸.

¹⁶ Gusmuliana, Apriani, and Syafryadin, "Improving Students Speaking Motivation by Using Role Play Technique at Institute Islamic in Indonesia."

¹⁷ Aam Ali Rahman and Anggi Angraeni, "Empowering Learners with Role-Playing Game for Vocabulary Mastery," *International Journal of Learning, Teaching and Educational Research* 19, no. 1 (2020).

¹⁸ Rebecca Galeano, "Scaffolding Productive Language Skills through Sociodramatic Play," *American Journal of Play*, no. López 2005 (2011): 324–355.

The researcher can conclude that those kinds of classroom activities above are appropriate in speaking activities in the classroom¹⁹. They can be used to train the students' speaking ability and can be used as variations of teaching speaking technique to avoid the monotonous teaching technique.

From those kinds of classroom speaking activities above, the researcher will use role play to measure the students' speaking ability in experiment class.

Communicative Language Teaching (CLT) Concept

Different linguists and educators define CLT in different ways. Some of definitions are mention here. According to ²⁰CLT is an approach in language teaching that focus on elaboration and implementation of programs and methodologies that promote the development of learners' functional language ability through communicative events. It means that in CLT the students can improve their functional language ability by actively participate in communicative activity in the class.

Furthermore, CLT advocates teaching practice to improve communicative competence and ideas orally ²¹. It means that CLT emphasize students' communicative competence by practicing how to speak in meaningful context. The teacher can simulate students to speak by giving them some speaking task by using the theme of their daily life. In addition, CLT as an approach that emphasize the fundamentally communicative properties of language, and classroom is progressively characterized by authenticity, real world simulation and meaningful tasks. In CLT students can learn speaking for communication by practicing it in real context ²².

In the other side, Communicative Language Teaching began to evolve along with the changes in the British language teaching

¹⁹ Gusmuliana, Apriani, and Syafrudin, "Improving Students Speaking Motivation by Using Role Play Technique at Institute Islamic in Indonesia."

²⁰ Richards, "Communicative Language Teaching Today"; Jেসিকা লুমি, "Enhancing Students' Speaking Skill Using Communicative Language Teaching Method," *Journal of English Language and Literature Teaching* 3, no. 01 (2018).

²¹ Rachma Ayulisjati, Mustasyfa Thabib Kariadi, and Prayogo Hadi Sulistio, "USING THE COMMUNICATIVE LANGUAGE TEACHING METHOD TO IMPROVE THE STUDENTS' ENGLISH SPEAKING FLUENCY," *LEAD (Language, Education and Development)* 1, no. 1 (2021).

²² Richards, "Communicative Language Teaching Today"; Richards and Rodgers, *Approaches and Methods in Language Teaching*.

tradition dating from the late. Before proposing the Situational Language, Teaching is applied in the era of communication Click or tap here to enter text.. CLT approach could be said as product of educators and linguists who had grown dissatisfied with the audiolingual and grammar-translation method of foreign language instruction in the mid-1960s²³. They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied.

In conclusion, this CLT approach are to be initiated to broadly apply the theoretical perspective of the communication approach by making communicative competence the goal of language skills. This research will provoke the CLT to student's speaking practice with individual, small group and medium group performance.

Commonly, the goal of approaches in language teaching is for students to learn communicative language in the target language. CLT as one approach in language teaching also has the goal to boost students' motivation in practice their speaking skill ²⁴.

In line with the aims of CLT are to make communicative competence as the goal of language teaching and develop procedure for the teaching of four language skill and acknowledging the interdependence of language and communication, CLT also can boost students interactive and creativity in managing their anxiety²⁵ Furthermore, there are four dimensions of communicative competence. They are grammatical competence, sociolinguistic competence, discourse competence and strategic competence ²⁶ Otherwise, this CLT approach is strongly proposed to university students in remembering them as multicultural generation, they need

²³ B. KumaravadevU, *Understanding Language Teaching: from Method to Postmethod*, ed. Lawrence Erlbaumassociates (mahwah New Jersey: Lawrence erlbaumassociates publisher, 2006).

²⁴ Angraini Angraini, "Improving Students' Speaking Skill Through CLT An Action Research," *Wanastra: Jurnal Bahasa dan Sastra* 10, no. 1 (2018); Surajwaran Mangaleswaran and Azlina Abdul Aziz, "The Impact of the Implementation of CLT On Students' Speaking Skills," *International Journal of Scientific and Research Publications (IJSRP)* 9, no. 4 (2019).

²⁵ Kiki Wahyuni et al., "THE IMPLEMENTATION CLT APPROACH TO IMPROVE STUDENTS SPEAKING SKILLS," *Jurnal Riset dan Inovasi Pembelajaran* 1, no. 2 (2021).

²⁶ (Lumy, 2018).

to have well competencies to improve their speaking skill in global condition.

Hence, Communicative Language Teaching (CLT) approach are designed to enable students to be actively involved in communication activities both individually or in a group. They learn the language and how to use the language by communication orally and written ²⁷, but in this research I focus on the spoken language.

In accomplishing an intact teaching and learning process, all four dimensions of communicative competence should be covered since those four dimensions are essential that cannot be eliminated. When using CLT in the classroom, the teacher should give guidance to the students that, being able to use language to communicate required more than linguistic competence, it required communicative competence.

Teacher's role in CLT

Teacher plays great deal in teaching learning since they can turn the class to a boring class with teacher-center or a communicative class with teacher as a facilitator ²⁸. In traditional classroom which uses teacher- center, teachers take an enormous part on teaching and learning process. They control words that students produce and predict students' response. In other word they map out almost all activity in the class. Consequently, students tend to not having spontaneity of stating something that cross on their mind ²⁹.

In the application of CLT the teacher is only a facilitator, because basically CLT emphasizes more on the students' center, so that the activeness and creativity of students in applying their knowledge by expressing it in speaking practice is very important ³⁰. In the application of CLT with this student's center model, students

²⁷ Olena Kyrpychenko et al., "Communicative Competence Development in Teaching Professional Discourse in Educational Establishments," *International Journal of Modern Education and Computer Science* 13, no. 4 (2021): 16–27.

²⁸ Andi Sutanto, Hasbi Sjamsir, and Susilo, "The Effect of Communicative Language Teaching (CLT) Method on Speaking Ability and Speaking Anxiety," *Borneo Educational Journal (Borju)* 4, no. 2 (2022).

²⁹ Pema Lhadon et al., "Benefits of Communicative Method of Teaching Grammar in a Bhutanese Higher Secondary School: A Qualitative Study," *Asian Journal of Education and Social Studies* 43, no. 1 (2023).

³⁰ Mahbulul Alam, "Comparative Acceptability of GTM and CLT to the Teachers of Rural Secondary High Schools in Bangladesh," *Global Journal of Human-Social Science Research* 5, no. 17 (2014): 1–9.

are expected to be able to understand the instructions given by the teacher well³¹. Therefore, the application by scaffolding will feel comfortable for students who have basic or lacking English skills. Through the application of scaffolding the teacher can invite students to understand the vocabulary first, then from the vocabulary given by the teacher, students can be directed to compose an English sentence, and from the English sentence they are encouraged to express their overall purpose and purpose through speaking practice.

In conclusion, the teacher has responsibility to determine and response the learner needs in the language learning to overcome the student's obstacle through³². Teacher as counselor means the teacher is expected to exemplify an effective communicator to make the listeners understand what the speaker said using paraphrase, confirmation, and feedback. Besides that, the teacher might make note of their errors to be worked on later during more accuracy-based activities. In the role as group process manager, the teacher has responsibility establish situation likely to promote communication. At other times the teacher might be a 'co-communicator' engaging in the communicative activity along with students³³.

Learners' Role in CLT

The emphasis in Communicative Language Teaching (CLT) as the processes of communication, rather than mastery language forms, leads to different roles for learners from those found in more traditional language classroom³⁴. Learners must participate in classroom activities that were based on cooperative, collaborative and group discussion rather individualistic approach to learning. Students must become enjoy with listening to their pair work task or their

³¹ International Society and Education National, "Select Frameworks for 21 St Century Skills Adapted from : Dede , C . (2010). Comparing Frameworks for 21 St Century Skills . In Bellanca , J . & Brandt , R . (Eds .) 21 St Century Skills : Rethinking How Students Learn (Pp . 50-75). Bloomington , IN , " no. 2010 (2016).

³² this CLT (Efrizal, 2012)

³³ Paramasivam Muthusamy and Atieh Farashaiyan, "How Iranian Instructors Teach L2 Pragmatics in Their Classroom Practices? A Mixed-Methods Approach," *English Language Teaching* 9, no. 5 (2016): 166.

³⁴ Richards et al., *Teaching Listening and Speaking: From Theory to Practice*, vol. 35, p. .

peers in group work rather than relying on the teacher for a model ³⁵. They are expected to take greater responsibility for their own learning.

In conclusion, the learners' role in CLT is they must actively engage in interaction and meaningful communication.

Method

This research uses Quantitative approach with *Nonequivalent Control Group Design* the population of this research is 109 of 1st semester university students at Tangerang majoring visual communication design. The sample is taken purposively only for 1 class with the total sample is 33 students. otherwise, this research implemented the 2 types of tests, namely pretest and posttest. the pretest is given before implementing the treatment method to measure students' speaking skill level. While the post test is given after giving the treatment using CLT to measure students; speaking improvement and find out the effect of CLT method in their speaking skill.

Findings

The data were obtained from students' achievement scores of speaking test. There were pretest and post test score from experimental and control class. The average score for experimental class was 67.3 (pretest) and 77.61 (posttest). The average score for control class was 67.1 (pretest) and 73.82 (posttest). The following was the simple tables of pretest and posttest students' average score and students' average score of each speaking components.

The implementation of CLT Method to student's speaking skill

These findings show that the implementation of CLT starting from pretest and after doing the treatment the post test is implemented.

³⁵ Y Meliyani, M Masrupi, and D Utomo, "An Exploration of Indonesian EFL Learners' Speaking Anxiety," *Linguists: Journal Of Linguistics and Language Teaching* 8, no. 1 (2022): 2355–2069; Zulfikar Zulfikar, "Reducing Efl Learners' Speaking Anxiety Through Selective Error Correction and Group-Work Strategies," *ELT Echo: The Journal of English Language Teaching in Foreign Language Context* 7, no. 1 (2022): 69.

Table 1

The pretest and posttest students' average scores of the experimental and control classes

No	Group	The average score of pre test	The average score of post test
1	Experimental	67.3	77.61
2	Control	67.1	73.82

Table 2

Students' average score of each speaking components

No	Component of speaking	Class	The average score of pre test	The average score of post test
1	Pronunciation	Experimental	3.4	3.8
		Control	3.3	3.7
2	Grammar	Experimental	3.3	3.8
		Control	3.2	3.4
3	Vocabulary	Experimental	3.2	3.9
		Control	3.3	3.5
4	Fluency	Experimental	3.3	3.8
		Control	3.2	3.5

Table 1, and table 2 showed that the experimental class data is more heterogeneous than control class because the standard deviation of experimental class is bigger than control class. Therefore, the improvement of students' speaking ability in experimental is more prevalent than in control class. Otherwise, the 4 indicators of speaking practice; pronunciation, grammar, vocabulary, and fluency are significantly improved through CLT both in control class and experimental class³⁶.

Hence, the most significant improved among those indicators are vocabulary mastery and grammar, this shows that university students majoring in communication visual design are having minimum vocabulary and grammar knowledge. This situation can be

³⁶ Luoma, *Assesing Speaking*.

understood because they are not majors of English and the average educational background is also not from schools that use 2 languages or that make English learning as one of the subjects that are focused on being developed as a characteristic of their school.

Since the obtained t-score was higher than t-table, the difference was statistically clear. Therefore, based on the computation, there was difference in term of speaking skill between the students given CLT approach and those given conventional method for non-English university students at UMT. Teaching speaking using CLT approach could improve students' speaking ability, because students more interactive in a group discussion. It could be seen from the result of the test where the students taught speaking by using CLT approach got higher score than the students taught speaking without CLT approach.

Discussion

The implementation of CLT can optimize students speaking skill, they tend to practice in collaboration it related to this era. Which is collaboration is the characteristic of 21st learning. In the application of CLT 3 main things that must be considered by lecturers, namely; Must focus on communication skills, especially speaking, do not require students to speak perfectly, but they are able to speak fluently using vocabulary that they have understood, secondly; applying a gradual teaching model, because in this study the research sample is students whose majors are not English, then their speaking skills are still low³⁷. So that the application of speaking teaching gradually needs to be done, for example, students are given vocabulary first, then continue to watch, then there are simulations and so on, as in³⁸, the three lecturers need to create a comfortable and friendly classroom atmosphere, so that students do not feel pressured to practice speaking English, and do the tasks given happily and are able to collaborate well.

Before pretest and posttest are given, the researchers give a speaking test for pretest to find out the validity and reliability of instrument and measure students speaking skill before having a

³⁷ Aditya Permana and Arjulayana, "Analysis Student's Speaking Fluency in Speaking Class Performance," *An English-Indonesian journal for English, Education and Culture* 10, no. 1 (2021), <http://dx.doi.org/10.31000/globish.v7i2>.

³⁸ Glenda Carter et al., "Gestures: Silent Scaffolding within Small Groups," *Journal of Classroom Interaction* 41, no. 1 (2006): 15–21.

treatment. The speaking indicators consist of four items, pronunciation, grammar, vocabulary, and fluency³⁹. From the pre-test, it was obtained that the result of instrument validity was higher than the critical score. It was considered that the instrument was valid⁴⁰. otherwise, it can be seen based on the experimental class in the pretest which consists of 33 students has maximum score is 80, minimum score is 50 and mean is 67 and control class has maximum score is 80, minimum score is 50 and mean is 66.7. in line with that, the experimental class in posttest has maximum score 90, minimum score 60 and mean is 77.61, and control class posttest has maximum score 85, minimum score 55 and mean is 74.25.

Hence, CLT has giving significant effect to students speaking skill, due to their interaction and collaboration also more active. As the⁴¹ stated that CLT can encourage students' collaboration and interaction freely, because this approach has a scaffolding in the implementation.

Furthermore, the CLT also suggest that the communication skill need to practice to express their ideas not to focus on the accuracy. Meanwhile, when speaking practice are encouraged lecturer may not interrupt just because of the grammar is still error. Hence, students learning center is really advocated in CLT approach, in line with the lecturer is only facilitator⁴²

In accordance with the validity, the reliability test also showed that the result of instrument reliability was higher than the critical score. It means that the instrument was reliable because the instruments also was adopted from⁴³, which is practically suitable with non-English student's condition. This situation, can be said that there was difference between experimental class and control class, even though there was improvement of speaking score in control class from pretest to post test, but speaking score of experimental class is higher than control class with the difference 3.81. As well as median and mode in experimental class is higher than control class.

³⁹ Luoma, *Assesing Speaking*.

⁴⁰ C.R. Kothari, *Research Methodology: Method and Techniques*, Second. (India: New Age International Publishers, 2004).

⁴¹ Anggraini, (2018)

⁴² (Beltrán-Palanques, 2014; Fauziah & Huda, 2021).

⁴³ (J. Richards, (2006)

This also related to the previous research that CLT is promote for speaking skill during teaching and learning EFL ⁴⁴

Meanwhile, there is signifinat diference between atudents who were taught using CLT approach and those who were taught without CLT approach, it implies that the use of CLT approach is capable to improve students' speaking skill, because it can be seen from the progress of the students' speaking score after given treatment using CLT approach ⁴⁵.

To avoid misunderstanding in implementing the CLT, researchers let students to practice their speaking until end of their session after that each student are should be given the feedback. This feedback is focus on the constructive feedback to help students speaking skill in performance and trick ⁴⁶.

Furthermore, the use of technology in the classroom with CLT for students speaking also proposed to promote supportive and interaction freely. Students can watch the video then represent their understanding in a group to be discussed. This way can be assessed by their pair or group member then the lecturer involves only for managing the condition, it also suggested by ⁴⁷

Conclusion

This research focus on the CLT approach to helps students speaking skill, this happened because as a university student there were lots of obstacle faced by non-English learners' university students. The result of the data analysis showed that t-score was 2.178 and t-table was 1.671 with 5% of significance level. The test score was higher than t-table ($2.178 > 1.671$). It was meant that H_1 (alternative hypothesis) was accepted while H_0 (null hypothesis) was rejected. It also meant that there was difference in term of speaking ability between the students given CLT and those who given conventional method.

Hence, there were significant different between students who taught through CLT and conventional method, it is 3.81. in line with

⁴⁴ (Abdelmageed et al., 2020).

⁴⁵ Talia Isaacs, *Assessing Speaking, Handbook of Second Language Assessment*, 2016.

⁴⁶ Wahyuni et al., "THE IMPLEMENTATION CLT APPROACH TO IMPROVE STUDENTS SPEAKING SKILLS"; Shuzhen Zhao et al., "Information Literacy Skills: Investigating Differences between Native and Non-Native English-Speaking Students," *Journal of Academic Librarianship* 47, no. 5 (2021): 102424, <https://doi.org/10.1016/j.acalib.2021.102424>.

⁴⁷ (Bagheri et al., 2019).

that the CLT can be use organically trough scaffolding model to decrease student's boringness in learning speaking and encourage their motivation to practice speaking and active interaction among others. Otherwise, it implies that the use of CLT approach is capable to improve students' speaking ability in which it can be seen from the progress of the students' speaking score after given treatment using CLT approach.

However, there are some suggestions should be noted when CLT approach is used in teaching speaking to give positive effect in improving students' speaking ability. Such as the teacher should give students more chance to speak in English, the teaching speaking approach used should attract students to speak English more, creating a pleasant atmosphere in the classroom is very important to prevent students get bored easily, let students to practice their speaking while perform, teacher do not interrupt it.

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