

THE EFFECT OF USING THE COMMUNICATIVE LANGUAGE TEACHING (CLT) APPROACH IN TEACHING SPEAKING

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ABSTRACT

This research examines the use of communicative language teaching (CLT) in enhancing students' speaking for instances fluency, accuracy, and clarity. The researchers found that two problems faced by the students at SMK Negeri 1 Bener Meriah. Firstly the problem came from the student's side such as insecure/lack of confidence, lack of vocabulary, shyness/shame, etc. The second problem is the aspects graded of speaking i.e. fluency, accuracy, and clarity. The researcher focused on fluency, accuracy, and clarity in teaching speaking in the classroom by using the communicative language teaching (CLT) approach rather than using the grammar-translation method (GTM). The research method applied in this research was experimental quantitative research because the researchers want to know the cause and effect of two variables. The researcher found that there is a significant difference in students' ability after being taught by using the communicative language teaching (CLT) approach rather than used grammar-translation method (GTM).

Keywords: Communicative Language Teaching (CLT); Teaching Speaking

ABSTRAK

Penelitian ini menggunakan pendekatan bahasa komunikatif (CLT) untuk meningkatkan keterampilan berbicara seperti kemahiran, keakuratan, dan kejelasan. Peneliti menemukan dua masalah yang dihadapi oleh siswa-siswi SMK Negeri 1 Bener Meriah. Masalah yang pertama adalah aspek keterampilan berbicara seperti kemahiran, keakuratan, dan kejelasan. Peneliti berfokus pada kemahiran, keakuratan, dan kejelasan di dalam mengajarkan keterampilan berbicara didalam kelas menggunakan pendekatan komunikatif (CLT) bila dibandingkan dengan menggunakan pendekatan terjemahan bahasa (GTM). Metode penelitian yang diterapkan di riset ini adalah pendekatan penelitian kuantitatif karena peneliti ingin mengetahui sebab dan akibat dari dua variabel. Peneliti menemukan adanya perbedaan signifikan pada kemampuan siswa setelah mengajar menggunakan pendekatan/ metode komunikatif (CLT) dibandingkan menggunakan metode terjemahan tata bahasa (GTM).

Kata kunci: Pendekatan Komunikatif (CLT); Mengajar ketrampilan berbicara

INTRODUCTION

English is an international tool of communication. English plays an important role because it is the means of communication in all aspects of the world, whether in social interaction, science technology, politics, economics, culture, or education. Furthermore, Alrashidi (2015) states that speaking assemble the time requires a special competence, and students gain many advantages or virtues through speaking that is very useful in learning English by practicing each other in daily activities. In teaching and learning English, especially speaking skills, the teacher must know how to manage and maintain the situation and condition of teaching itself to be fun and

interesting. Kerr (2017) maintains that arranging time sometime recently a talking action may be more or less organized and may include the following, separately or in combination: (1) giving understudies time to think, noiselessly, about the errand they are progressing to perform. (2) Give students time to create notes about what they are progressing to say. (3) Permitting students to brainstorm thoughts with another student (in English or their language). (4) Give students time to inquire about (e.g. online) the theme they are progressing to the conversation about. (5) Empowering students to mentally rehearse what they are aiming to say. (6) Give students time to survey relevant vocabulary notes or see up useful vocabulary things in a dictionary. (7) Giving students a brief list of phrases that they may discover valuable within the errand in the classroom.

In this case, SMK Negeri 1 Bener Meriah is one of the vocational schools which requires the students to use English regularly every Thursday and Friday. To improve students' speaking skills. The researcher implemented the communicative language teaching (CLT) approach to improve students' speaking skills. Based on an interview conducted with an English teacher at SMK Negeri 1 Bener Meriah on July-August 2020, it was obtained that the English teacher had not regularly applied the communicative language teaching (CLT) approach in teaching English at that school. Communicative language teaching (CLT) is an interesting and adorable approach or an effective way of enhancing speaking fluency, accuracy, and clarity (Azadi et al., 2015; Wajid & Saleem, 2017; Uzoma & Ibrahim, 2018). The researcher also got some information from the preliminary study that the students of SMK Negeri 1 Bener Meriah. They are two problems faced by the students in speaking. Firstly, the problem came from students' side such as insecure/ lack of confidence, shyness, lack of vocabulary, etc. The second problems are the aspects graded of speaking: fluency, accuracy, clarity. It is based on an interview with the other English teacher such as Mrs Ruhaimah and Mrs Alawiyah as an English Teacher there and also my experience in teaching English at that school as an English teacher as long as ten years ago. Furthermore, the pretest result showed that the average score is 55 for each student. It is proven by the pretest activities in preliminary meetings for each aspect graded speaking for instances fluency, accuracy, and clarity. Thus, the researcher intended to find there is any significant effect between students' speaking ability before and after being taught by using the communicative language teaching (CLT) approach in teaching speaking rather than the used grammar-translation method (GTM).

LITERATURE REVIEW

Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT), also known as the communicative approach (CA) is a method in teaching English that emphasizes communication and conveys the meaning or critical goal of the study to achieve the target of language

especially in aspect graded of speaking i.e. fluency, accuracy, clarity, intonation, content, and volume. In this case, students can learn something new or amusing through kinds of activities in teaching English in the classroom. According to Richards and Rodger (2016, p. 153-155), the communicative language teaching (CLT) approach is usually considered as a comprehensive approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. In speaking, the aspect of fluency, accuracy, clarity, intonation, content, and volume can be learned in this approach. Hence, the researcher's opinion, competency here can be analysis, synthesis, application, examination, organization, classification, maintenance, and also evaluation to indicate implicitly and explicitly what students will conduct to demonstrate the learning activities, especially in cognitive activities, affective activities, and psychomotor activities. Furthermore, Dimond-Bayir et al. (2017) find that the CLT approach tends to be a student-centered concept rather than a teacher-centered- concept.

Grammar Translation Method (GTM)

Grammar Translation Method (GTM) also known as a conventional method in teaching English as a foreign language (EFL) and English as a second language (ESL) in macro skill and micro-skills such as speaking, reading, writing and listening to achieve the target of language. It focuses on grammatical errors and can help the student to speak and write English best in the target language. Hence, the grammar-translation method (GTM) needed practical knowledge to motivate the students to determine grammar and the purposes of the students in teaching and learning English as well. According to Thamarana (2015) states that the grammar-translation method (GTM) is focusing the student in grammatical and translation in teaching English to get the target language for instance reading and speaking and cognates and memorizing, drills, and repetition in learning English. It means the grammar-translation method (GTM) not only targets language but also in developing listening and writing skills. The competency and performances of the students measure how far the students comprehend the reading and speaking skills because the priority of the skill of grammar-translation method is reading and writing. Dos Santos (2019) asserts that if the teachers used the new methodology in teaching and learning there are be interesting and awe-inspiring to get the new knowledge and competency. The principle of the grammar-translation method (GTM) is to concentrate on vocabulary and grammar because the student remembers or retention the vocabulary and translate the new word which they know yet. It means the concentration of the students of thought are in basic competencies for examples, reading a book, memorizing the vocabulary, pronunciation, spelling, or translating into English, Indonesia, Spanish, china, Arabic, and so forth

Techniques used in Communicative Language Teaching (CLT)

To trigger the students' enthusiasm thoughtful and delightful learning English specifically in speaking, the researcher uses some of the methods or techniques in communicative language teaching (CLT), i.e. Role-play, information gap, interview,

group work, opinion sharing, and scavenger hunt in English classroom. Bittencourt et.al (2015) suggest that to increase the opportunities for language speaking and sharing, many CLT advocates tend to employ role-play activities, presentations between groups and classmates, problem-based learning, technological assisted strategies, and visual-only video teaching strategies which allow students, classmates, peers, and even teachers to merge into the teaching and learning environment. The techniques used in the communicative language teaching (CLT) approach can give impact and the effect in teaching and learning English specifically for speaking skills in all activities for instance; role-play activities, information gap activities, group work activities, interview activities, opinion sharing activities, and scavenger hunt activities. The following are techniques used in communicative language teaching (CLT) approach elaborated, they are as follows:

Role-Play

Role-play is one of the interesting methods used in the CLT approach because it provides the chance for the students to conduct communication in other places or different social contexts. Role-play looks like an arranged manner. For instance, the teacher and the students are involved in the same place, situation, and condition when they are in a conversation with each other. Flores et.al (2017) discusses that to increase the opportunities for language speaking and sharing, many CLT advocates tend to employ role-play activities. Role-play can be a useful and thoughtful collaboration with CLT in learning English. Role-play is an oral activity commonly prepared in pairs or groups, and the central goal enhances students' communicative abilities in a certain setting and condition.

Information Gap

Information gap sets arrangements of actions where the students use or appeal to available vocabulary, grammar, and communication strategies to complete a task. In these activities, some students will be asking each other about the questions to convey if they do not know the correct answer. Meanwhile, Richards (2016, p. 18) considers that the information gap is an important aspect of communication in CLT. In addition, an information gap exists when one person in an exchange knows something the other person does not.

Group Work

Group work is a unique activity used in this research, for fun made students more active, respectful, persuasively, and motivated in learning English, especially speaking. Tweedie et.al (2018) claim that the CLT approach can share and exchange peer examinations and share contributions between each other. For example, to increase the opportunities for language speaking and sharing. Hence, group work combines activities with teamwork activities in the classroom to improve English speaking in fluency, accuracy, and clarity.

Interview

An interview is one of the activities to enhance speaking skills feasibly in teaching English. The interview activities were conducted by the students to stimulate the other activities in learning English speaking. In sum, it considers the students as the interviewee and his classmates as the interviewer; the relationship between interviewee and interviewer is called "face to face conversation each other". In other words, the interviewer asks questions, information, and explanations about the problem faced by students in speaking skills. Through the interview activities, the other can get more information from their friend (interviewee) as an evaluation to improve English in speaking so that the teacher can solve the problem as soon as possible.

Opinion Sharing

Opinion sharing is an activity concentrating on basic competence or intended to rehearse the students' speaking. In opinion sharing activities, the role of the teacher as a facilitator is to prepare the students to be able to speak English well. Alrashidi (2015) claims that teachers are supposed to organize and coordinate the process of acquisition and requirement to act as a facilitator.

Scavenger Hunt

The scavenger hunt is an activity of playing games to enhance the ability to speak. The scavenger hunt consists of a puzzle, playing scissors, rock, and paper, making a match, scramble sentence, or ball throwing is an activity in increasing the ability of speaking skills. The scavenger hunt activities can make fun learning in preserving and sharpening the drills, retention, repetition of students' memory through these games. Furthermore, scavenger hunt activities can make the students able to produce new words or phrases in sentences. At length, the scavenger hunt is typically played in an indoor or outdoor area with their friend. Thus, Carr, Palmer & Hagel et.al (2015) maintain that active learning activities are often focused on the application of games and the information get from the students' fun learning and wonderful games.

Three Aspects of Speaking Skill

In teaching and learning English especially the speaking skill, the researcher and the students need to be good performances in complicated tasks in conversation. In the second place, the teacher must be directing the ways how learning the macro and micro-skills of English to be perfect in front of the class and also need some special qualification of aspects graded in speaking skills especially fluency, accuracy, and clarity, intonation, volume, and contents. Furthermore, Richards (2016) states that in the communicative language teaching (CLT) approach, fluency is the initial goal; accuracy and clarities are the second goals or most important aspects graded of speaking skills. Therefore, the researcher fosters the concentration on fluency, accuracy, and clarity. The following are the aspects graded of speaking, as follows:

Fluency

Fluency is a way to convey expressions and utterances while using notions, arguments, allegations, opinions, and ideas in the stance and efficiency of speaking clearly and objectively for the other person in communication, especially in speaking skills. Fluency occurs while the speaker is qualified in speaking precisely English. The mistakes of grammar appear that cover when you speak orally. In this case, fluency needs some training and practice. One of the successes of CLT is in fostering fluency in language use. San Valero et.al (2019) find that the situational practices in speaking may not have a strong focus on grammar and sentence translation accuracy.

Accuracy

Accuracy is precision activities in speaking skills with other people in conversation. Furthermore, accuracy can make the other person understand what he/she means in communication. In these activities, the students will conduct a short conversation with their classmates. These activities last fifteen minutes for each conversation. Dos Santos (2019) argues that within the situation practices, teachers tend to develop some related activities within student living communities and societies. The teachers provided topics about their family, daily activities, experience, relatives/kinship, ambition, nation/country, environment, circumstances, politics, culture, etc. Then, they stand in front of the class to practice with their friends about those topics provided by the researcher.

Clarity

Clarity is a way of producing and transferring the allegation or opinion for the speaker or receiver clearness and lucidity in communication. Subsequently, clarity is the natural aspect graded in speaking skills which should be mastered by the students in the communication process when talking with the others especially in managing the mistakes in the conversation with each other. Furthermore, Alrashidi (2015) asserts that the CLT approach can manage and develop the clarity of the students speaking clarity can enhance as the teachers and the students advance to grow into an enjoyable use in English speaking. In the second place, clarity makes listeners follow up the message easily. Hence, the students are perhaps capable to compete on how to attempt the goal of languages.

RESEARCH METHOD

The method that was applied in this research was experimental quantitative research because the researchers want to know the cause and effect of two variables. In this case, the researcher used true- experimental research. The researcher divided the sample and subject into two groups, called experimental class and control class.

The population of this research is entirely students XI grade of SMK Negeri 1 Bener Meriah. The population is 220 students consist of eight classes in academic

2019/2020. Meanwhile, the sample of this research is the students at level XI/A as the experimental class which consisted of 20 students and the students at level XI/B became the control group which consisted of 20 students. Furthermore, technically, the researcher chooses the sample by specific consideration in determining the sample after consulting with the English teacher at SMK Negeri 1 Bener Meriah such as Mrs Ruhaimah and Mrs Alawiyah as English teacher at SMK Negeri 1 Bener Meriah class XI. So that to get the information and knowledge about the sample will be selected and intended the specific purpose in teaching speaking.

In collecting the data, the researcher used an oral test as the research instrument. Dos Santos (2019) asserts that an oral test is memorizing or retention process in which the students express ideas or conversation with each other and can assess the aspect of graded speaking i.e. fluency, accuracy, and clarity. The oral test consisted of pretest and posttest. The oral test is given for both the experimental class and control class: **Pre-test**, the pretest was conducted on Monday, July, 20th 2020 as the first day of this experimental research for both the experimental group and the control group. Posttest was conducted on Wednesday, August, 30th 2020, the last meeting of this research for both the experimental group and the control group.

Treatment

First Treatment/Teaching

Firstly, the researcher conducted the treatment of the experimental class on Tuesday, July, 22nd, 2020; the researcher did the opening and greeting activities to the students and recites the prayer. The researcher checked the attendance list and described the indicator of the lesson plan. Successively, the entire activities were done in the pre-activities spent approximately 10 minutes. Subsequently, the core activities spent 70 minutes which was divided into three stages; exploration, elaboration, and confirmation. Furthermore, in the exploration section, the researcher involved the students to find out the broader information or enrich the knowledge about the theme or topics that should be discussed next, the students got the theme or topics was provided by the researcher and the theme or topics. They are as follows: make a short dialogue based on the instruction given below and conversation/dialogue with your friend or each other.

- Today is the fasting month of Ramadhan but the learning process is still running in the school. Hence, every day you must go to school on foot

The researcher explained how to explain daily activities by giving some suggestions to enrich the vocabulary in speaking skills. The researcher gave the sample the role of a model in speaking. Then, the researcher asked the students to speak louder and clearer because the aspect graded of speaking of fluency, accuracy, and clarity were recorded and assessed. In elaboration activities, the students were allowed to observe the researcher's explanation about how to speak in a good manner by using the CLT approach as good speakers of aspects graded of speaking i.e. fluency, accuracy, and clarity. Then, the students were allowed to practice how to good speak i.e. fluency,

accuracy, and clarity in front of the class which was also recorded and assessed. Next, in the confirmation stages, the researcher appreciated or applauded the students' good performances in speaking such as fluency, accuracy, and clarity.

Second Treatment/Teaching

On Thursday, July, 28th 2020, the pre-activities and time allocation were done in this section and almost the same manner as the pre-activities in the first meeting. In exploration, the researcher distributed the topics about “*hobby and interest*”. Next, the researcher prepared a step for students to practice speaking. Furthermore, the researcher gave some vocabulary about hobbies and interests like playing football, guitar, tennis, badminton, etc. Then, in elaborating stages, the students interviewed each other or worked in pairs with their mates and made a short conversation related to hobbies and interests in front of the class. Next, the researcher recorded and assessed their performances: fluency, accuracy, and clarity. Furthermore, the following are some exercises in elaboration activities. They are as follows: Instruction: fill the misplaced information with the best word on the table

The study, Meet, Proud, About

Andi: Hi, Rudi, nice to meet you?

Rudi: Hi too, Andi nice to _____ you too

Rudi: by the way, I heard you continue your _____ to university?

Andi: Yes of course. What is your faculty?

Rudi: Engineer, it's awesome, and how _____ you?

Andi: I admission to be police because it's my ambition when I was a child

Rudi: Thanks a lot,

Andi: Thanks too, see you again.

Furthermore, in the confirmation section, the researcher and the students evaluated and reviewed the subject. Then, the researcher gave feedback and shove for the students who have big enthusiasm and high motivation and who did not participate actively in this section.

Third Treatment/Teaching

The third meeting of the treatment/teaching was conducted on Saturday, August, 26th 2020. Later, the researcher began with the greeting of students, and checking the attendances list, apperception, or asking and answering the questions about the topics that have been studied and stimulus students for 10 minutes. In the core activities, the researcher involved the students to find the widest knowledge and information about themes and topics for instance "damage of Covid-19, Juvenile

delinquency, the effect of using media social for young learners, and the problems of our country". They are as follows: Make a dialogue with the expression and perform it in front of the class.

- Feeling a bad (sickness)
- Come late to school
- Giving advice

Furthermore, the students explained those topics in front of the class by using the communicative language teaching (CLT) approach, and the researcher assessed the aspects of speaking ability in fluency, accuracy, and clarity.

Fourth Treatment/Teaching

On Wednesday, 30th, August 2020, it's the last meeting of treatment/teaching at SMK Negeri 1 Bener Meriah grade XI A as the experimental research. To do the brainstorming activity, the researcher explored students' ideas and opinions and recalled the students' memory of the previous topics while asking and answering the question. The researcher explained how to speak cohesively and coherently to improve fluency, accuracy, and clarity of speaking English. The students made group work to practice speaking in front of the class with their friends. Then, the researcher gave feedback and shove for the students who had big enthusiasm and high motivation and who did not participate actively and the researcher appreciated good performances in speaking skills for instances fluency, accuracy, and clarity. They are as follows: Make a short conversation in front of the class with your friend based on the instruction given below afterwards practicing the short conversation with a pair?

- It is the final examination but you were late and the teacher banned you enter the classroom.

Finally, the researcher gave the posttest in the last meeting to measure the significant score teaching speaking by using the CLT approach it can be increasing the aspect graded speaking fluency, accuracy, and clarity or not.

FINDING AND DISCUSSION

Finding

The students' test results consist of two groups, namely the experimental group and the control group. The results were compared between the two groups to investigate the effect of using (CLT) approach in teaching speaking than using (GTM). To elaborate on the results of this research, they are as follows:

The Result of Pretest

The Pretest in this research was an oral test given before the treatment which aimed to find out the students' ability before using CLT in the learning process. It was also intended to see the students' ability in speaking before the treatment was

given. Based on the student's pretest, the writer found that the students' ability in speaking is still low, especially in their fluency, accuracy, clarity. The researcher provided the topics about "Language using in their circumstances" in which the students were asked to speak loudly and clearly in front of the class and each of them was given five minutes to speak. The controlled class' posttest score was lower than the experimental group. The mean score of the controlled class was 1012 while the experimental group got 1045. It impacted the average score of both groups where the experimental group average score was 52.25 while the controlled group got 50.6. The experimental group does not have the lowest score while the controlled group has one student with the lowest score (5%) of the percentage. The SUM score of frequency (N) is 20 as the total number of students in each class and the Percentage should be 100. The highest score is 58 while the lowest score is 40. Moreover, to describe the interpretation of the research result, the researcher processed the results utilizing tests. In the first step, the research determines the range of the research results of the pretest. **Pre-test Analysis of Experimental** and Control Group is described based on the average score (X), the variance and the standard deviations.

The Result of Posttest

After applying the treatments, the researcher gave a posttest to the students; this was the final test for them. This test aimed to know the quantity of students' speaking ability and also to see the achievement after they were taught by using the CLT approach. From the result of the posttest, it can be seen that the students' ability in fluency, accuracy and clarity was increased compared to the result of the pretest. In the posttest, the students can develop ideas and know the skill. It is the same as the highest score where only one student (5%) of the experimental group achieved it. The mid score is in the range of 80-84 where 6 (30%) students in the controlled group got were in the range, while 8 students (45%) of the experimental group were in this range. The experimental group is higher than the controlled group. The students in the experimental class are more dominant in the better range than the controlled group students. They are as follows:

The Result of Speaking Aspect Score in Pretest and Posttest

According to the mean score of pretest and posttest, it can be concluded that students' achievement in speaking is improved after applying the guiding questions technique or after the treatment. The following Table 4.5 below shows the difference of mean scores between pretest and posttest in each speaking aspect.

Table 4.5 The Mean Scores of Each Aspect of Speaking in Pretest and Posttest

Aspects of Speaking	Experimental Group			Controlled Group		
	Mean		Gain	Mean		Gain
	Pretest	Posttest		Pretest	Posttest	
Fluency	568	976	408	573	965	392
Accuracy	305	459	154	279	457	178

Clarity	172	207	44	160	204	44
	Σ			Σ		
	1045	1640	595	1012	1626	614
	Average			Average		
	52.25	83	30.8	50.6	81.3	30.7

The researcher presents the students' gain score after describing the two previous scores: pre-test, and post-test. The gap score between both pre-test and the post-test score is considered as the gain score. The range of gap scores is not quite the same as the two scores before. As can be seen from Table 4.5, the experimental group shows that the pretest score of fluency is 568, accuracy 305, clarity 172, Σ 1045, and Average 52.25. The posttest score shows that fluency score is increased significantly at 976, accuracy 459, clarity 207, Σ 1640, and Average 83. Moreover, the controlled group shows that the pretest score of fluency is 573, accuracy 279, clarity 160, Σ 1012, and Average 50.6. The posttest score shows that fluency score is increased significantly at 965, accuracy 457, clarity 204, Σ 1626, and Average 81.3. The gain score of both pretest and posttest of fluency is 392, accuracy 178, clarity 44, Σ 614, and Average 30.7. This is a clear description that the gain score proves that there is a significant result on the improvements of students' speaking score both in the experimental group and controlled group.

Variance and Standard Deviations

To find the standard deviation of the pretest, the writer uses the formula formulated by Sudjana (2005, p.94) while the variances are also calculated in this part. The variances and standard deviations of pre-test the experimental groups and control groups are analyzed as follows:

- 1) Variance and standard deviation of the post-test of the experimental group
- 2) The covariance of two classes of post-test

In other ways, the researcher wants to calculate the variance of the post-test in both the experimental group and control group with the average scores of experimental class $\bar{x}_1 = 83$ and $Se^2 = 172.63$. The average score of the control class $\bar{x}_1 = 81.3$ and $Se^2 = 171.15$. It can be calculated by using the formula from Sudjana (2005, p. 239).

To simplify the data above, the researcher provides a table in which the score of standard deviations of the posttest both groups is provided in Table 4.6 below. The variance is also included to see the score of S^2 of the results of the posttest.

SD	Standard Deviations of Posttest		S^2	Variance	
	Experimental Group	Controlled Group		Experimental Group	Controlled Group
Se	13.13	13.08	Average	83	81.3

Se_2	172.63	171.15	Se^2	172.63	171.15
			S^2	10.04	

Table 4.6 Standard Deviations and Variance of Posttest

Table 4.6 describes the Standard Deviations and Variance of Posttest in both experimental and controlled. First of all, the Standard Deviations of Posttest of the experimental group, Se 13.13 and the controlled group 13.08. The Se^2 of the experimental group is 172.63 and the controlled group 171.15. The variance scores (S^2) of both groups are first, Average score of experimental group 83, controlled group 81.3, Se_2 of experimental group is 172.63, the controlled group is 171.15, and the S^2 is 10.04. To determine whether the alternative hypothesis is accepted and the null hypothesis is rejected, the calculation of the T-test is needed. Furthermore. It's substantial from the statistical analysis, it was found that the pre-test of the t-score of the experimental group and control group is 2, 94. The critical value of the t-score for the degree of freedom 52 is 2.94 at the level of significance. The result indicates that T-score is approximately is less than 1.99. It means that there is no significant difference between the two groups. It was found that the T-score of the experimental group and control group is 24.63. The critical value of the t-score for the degree of freedom 83 is 2.32 at the level of significance of 1.71. The result indicates that T-score is higher than 1.99. Therefore, there is a significant difference in students' speaking ability before and after by using the communicative language teaching (CLT) approach rather than using the grammar-translation method (GTM). Furthermore, the alternative hypothesis is accepted and the null hypothesis is rejected. In other words, the hypothesis of this research is accepted and well proved, and the communicative language teaching (CLT) approach is an effective and efficient approach used in teaching English for the speaking skills: fluency, accuracy, and clarity rather than the grammar-translation method (GTM).

Discussion

The research aimed to measure whether the implementation of CLT gives an impact or not on the students' speaking. Besides, from three aspects of speaking that the researcher assessed. Based on the hypothesis testing result, the score between pretest and posttest differs significantly. Each aspect also has various improvements; this is pretty similar to the results of a previous study conducted by Seto entitled "The Effectiveness of Communicative Language Teaching (CLT) approach on Speaking Skills at the Eleventh Grade Students of SMA Muhammadiyah Palangka Raya 2015/2016." He established that the students' speaking improved and was significantly by using the communicative language teaching (CLT) approach. And the difference between the previous study and present research is they use the same technique and skill, but different in subject and grade. The resulting research showed that Communicative Language Teaching (CLT) approach was effective and efficient to teach English especially for students' speaking skills especially aspects fluency,

accuracy and clarity. San-Valero, et al. (2019) claim that to increase the opportunities for language speaking and sharing, the CLT approach tends to employ all activities such as role-play, presentation between groups and classmates. It can be proved that when English teachers taught the speaking by using the CLT approach, the students could speak actively and improve their students' fluency, accuracy, and clarity. Similarly, Tweedie & Johnson (2018) conclude that CLT may connect to different classroom activities and tools.

CONCLUSION

According to the research results, the researcher can conclude that the effect of using the communicative language teaching (CLT) approach in teaching speaking at SMK Negeri 1 Bener Meriah can improve the scores in fluency, accuracy, and clarity rather than using the grammar-translation method (GTM). It is proved by the result of pre-test and post-test. The researcher found that the mean scores between the two tests were different; the mean score of pre-test was 52.25, while the mean score of post-test was 81.3, which means that the post-test score was higher than the pre-test one. Furthermore, the researcher concluded that the effect of using the communicative language teaching (CLT) approach can increase the scores in fluency, accuracy and clarity at SMK Negeri 1 Bener Meriah. It is taken from the students' results of the posttest, it can be seen that the students' ability in fluency, accuracy and clarity while speaking English was increased compared to the result of the pretest. Each aspect of speaking was improved and the most prominent improvement is first the fluency aspect, then the clarity aspect and the last improvement was the accuracy. In the posttest, the students can develop ideas and know the skill. It was indicated that there is a significant difference in the result of the experimental group and the control group. Hence, it was commonly concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

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