
The Effect Of Communicative Language Teaching (CLT) Methods On The English Speaking Skills Of Students At Daarul Muttaqien Islamic Junior High School Central Lampung

Isa Dani, Yon A. E, Lenny Solo
Universitas Panca Sakti Bekasi, Indonesia
Email: isadani2002tribakti@gmail.com

ABSTRACT

This study aims to determine the effect of the Communicative Language Teaching (CLT) method on students' English speaking skills at Daarul Muttaqien Islamic Junior High School, Central Lampung, and to describe students' speaking ability before the method was applied. This research used a quantitative approach with a quasi-experimental design. The sample consisted of 42 seventh-grade students selected through purposive sampling, divided into a control class (VIIA, with 21 student taught with the conventional method) and an experimental class (VIIB, with 21 student taught with the CLT method). Data were collected through pre-tests and post-tests of speaking ability, covering the aspects of pronunciation, fluency, vocabulary, grammar, and comprehensibility, and were analyzed using reliability, normality, and homogeneity tests followed by an independent samples t-test.

The results of the study show that before receiving treatment, students' speaking skills in both groups were relatively low and had not met the school's Minimum Passing Score (KKM) of 75. After treatment, the experimental class obtained a higher post-test mean (75.05) than the control class (67.62). The independent samples t-test showed a significance value (Sig. 2-tailed) of 0.002 (< 0.05), meaning H_0 was rejected and H_1 was accepted. It can be concluded that the Communicative Language Teaching (CLT) method has a significant effect on improving students' English speaking skills and is recommended as an alternative teaching approach.

Keywords: *Communicative Language Teaching (CLT), speaking skills, quasi-experimental*

INTRODUCTION

In the process of interacting, each individual uses language to respond to what others say in order to understand, process communication automatically, and grasp its underlying meaning. A person's ability to speak is not limited to the use of words that produce sound, but also encompasses a broader range of meanings, including accompanying expressions and body language.

Speaking refers to a person's ability to communicate verbally. In some situations, speaking is used to convey specific goals or needs, while on other occasions, speaking serves as a means to explain something, request information, seek clarification, confirm data, offer advice, justify a viewpoint, make comparisons, and express agreement or disagreement, among other things. Therefore, developing speaking skills in a school setting is important.

Speaking is a fundamental productive skill that allows learners to communicate their thoughts and participate actively in oral interaction. Effective speaking,

however, requires learners to develop several dimensions of oral performance, including fluency, coherence, and pronunciation (Hidayati et al., 2024).

Speaking skills are integrated into all subjects, including English. English is an international language that is particularly important for everyone to master. As the world evolves, the need for everyone to possess English language skills has become increasingly evident; consequently, English proficiency is crucial because English is widely used as the primary language for accessing global information across various aspects of life.

Based on observations conducted by the researcher in November 2025 in classes VII A and VII B at SMP Islam Daarul Muttaqien in Central Lampung, it was found that English language instruction is still dominated by a teacher-centered approach, resulting in relatively limited opportunities for students to actively practice speaking. The learning process focuses more on the delivery of material and written exercises, while oral communication activities have not been given adequate attention. As a result, most students are only able to answer simple questions with limited sentences, often switch to Indonesian when asked to speak in English, and have difficulty constructing spontaneous sentences when interacting with teachers or peers.

Other factors hindering speaking development include differences in students' abilities, limited class time, and minimal use of English outside the classroom. These conditions are reflected in students' low speaking skills, particularly in the areas of pronunciation, fluency, vocabulary, grammar, and comprehensibility. These findings indicate the need for serious attention and the implementation of more interactive, communicative, and student-centered learning methods. Foreign language instruction should not only emphasize mastery of vocabulary and grammar but also provide ample opportunities for students to practice, interact, and express ideas in authentic contexts so that speaking skills can develop optimally.

These issues indicate that students need teaching strategies that can create an interactive learning environment and provide them with more opportunities to practice English firsthand. Therefore, the researcher chose the Communicative Language Teaching (CLT) approach because it emphasizes the use of language as a means of communication, rather than merely memorizing grammatical rules. CLT is considered appropriate for addressing issues in schools, such as low student engagement, a lack of self-confidence, and a scarcity of speaking practice in English classes.

A teacher-centered learning environment limits students' opportunities to practice speaking. Therefore, the CLT approach was chosen because it provides students with greater opportunities to actively engage in communication activities through conversation, pair work, role-playing, and casual discussions. These activities allow students to practice English directly in real-life and relevant situations. Interaction among students also makes the learning atmosphere more dynamic, so they can practice speaking naturally without worrying about making mistakes.

In addition, CLT was chosen because it fosters a learning environment that is more communication-oriented rather than solely teacher-centered. A more teacher-centered approach has limitations in providing students with intensive speaking

practice opportunities. Therefore, an approach is needed that can increase the frequency of interaction and the direct use of English in the classroom. In contrast, CLT trains students to express ideas, ask questions, respond, and react to conversation partners using English. As a result, students not only understand the theoretical aspects of the language but also become proficient in using it in daily interactions.

Based on the above background, the researcher was interested in conducting research on “The Effect of Communicative Language Teaching (CLT) on the English Speaking Skills of Students at Daarul Muttaqien Islamic Junior High School.”

METHOD

This study employed a quantitative approach using a quasi-experimental method with a non-equivalent control group design. The research aimed to examine the effect of the Communicative Language Teaching (CLT) method on students' English speaking skills at Daarul Muttaqien Islamic Junior High School, Central Lampung. The study was conducted from November 2025 to February 2026. The population consisted of 42 seventh-grade students from two classes, VIIA and VIIB, with 21 students in each class. Purposive sampling was used to select the participants. Class VIIA was assigned as the control group and received conventional teacher-centered instruction, while class VIIB served as the experimental group and received instruction using the CLT method.

Data were collected through speaking tests administered as pre-tests and post-tests. The speaking test required students to perform a self-introduction dialogue in pairs, involving information such as their name, age, hometown, hobbies, aspirations, and questions and responses with their partners. Students' speaking performance was assessed using a rubric covering five aspects: pronunciation, grammar, vocabulary, fluency, and comprehension. Each aspect was evaluated to determine students' speaking performance before and after the instructional treatment.

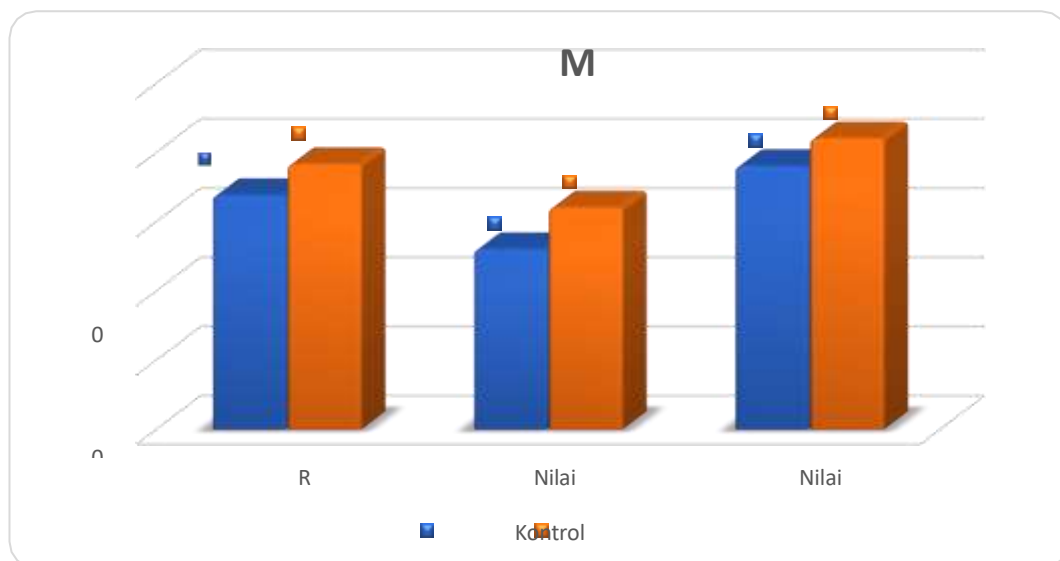
The experimental group received the CLT treatment for four sessions, with each session lasting 80 minutes. The learning activities included teacher modeling of self-introduction dialogues, pair practice, role-playing, information-gap activities, short presentations, and teacher feedback. These activities were designed to provide students with opportunities to use English in meaningful and interactive communication. Meanwhile, the control group received conventional instruction involving explanation, reading and memorizing sample dialogues, and guided pair practice. Both groups completed the post-test after the instructional sessions.

The collected data were analyzed using descriptive and inferential statistics. Descriptive statistics were used to describe students' pre-test and post-test scores. Before conducting inferential analysis, normality and homogeneity tests were performed. The Shapiro-Wilk test was used to examine data normality, while Levene's test was used to assess variance homogeneity. Depending on the distribution of the data, inferential analysis employed a paired t-test or the Wilcoxon signed-rank test. Statistical significance was determined at $p < 0.05$.

RESULT

Based on the results of the data analysis, this study shows that the implementation of the Communicative Language Teaching (CLT) method has a significant effect on the English speaking skills of students at SMP Islam Daarul Muttaqien in Central Lampung. This is indicated by the higher average post-test scores of the experimental group compared to the control group, namely 75.05 and 67.62, respectively. Furthermore, the results of the Independent Samples t-Test showed a significance value (Sig. 2-tailed) of 0.002, which is smaller than the significance level of 0.05. Thus, the alternative hypothesis (H_1) is accepted and (H_0) is rejected. These results indicate that there is a significant difference between students who learned using the Communicative Language Teaching (CLT) method and those who learned using conventional methods.

The positive impact of CLT can be explained by the nature of its approach, which positions language as a tool for communication in real-life contexts. During lessons, students are given the opportunity to interact actively through activities such as self-introduction dialogues, pair work, and role-playing. These activities provide opportunities for hands-on practice that boost self-confidence, enrich vocabulary, improve pronunciation, and hone speaking fluency. Thus, students not only learn the theoretical aspects of language but are also able to apply them in meaningful communicative situations. These findings are consistent with the CLT principle that places communication as the primary goal of language learning and demonstrate that CLT is effective in supporting the optimal development of students' speaking skills.



Picture 4.19 Conclusion of test from control classes and the experiment classes

Based on the research findings

Students in the experimental group who were taught using the Communicative Language Teaching (CLT) method showed greater improvement in their English speaking skills compared to students in the control group. This improvement can be seen in the higher post-test scores after students participated in a series of communicative learning activities, such as pair work and role-playing during self-

introduction activities. The CLT method provides students with opportunities to actively use English in situations that resemble real-life communication. The improvement in students' speaking skills can be explained based on the following aspects:

Pronunciation

Improvements in pronunciation occur because students have the opportunity to practice speaking English directly during communication activities. Repeated interactions with teachers and classmates help them become more accustomed to articulating words and sentences with greater accuracy.

Fluency

Fluency improves as students actively engage in speaking activities that require sustained language use. Dialogue practice and pair work promote fluency and reduce hesitation when expressing ideas.

Vocabulary

Vocabulary mastery develops as students are exposed to relevant expressions and terms in real-life communication contexts. Repeated speaking practice provides opportunities to understand and apply new words more effectively.

Grammar

Progress in grammar is evident because students not only learn rules in theory but also apply them directly in communicative situations. This application reinforces their understanding of the proper use of sentence structures in conversation.

Comprehensibility

Improved comprehensibility is evident in students' ability to grasp information from their conversation partners and provide relevant responses. Active interaction helps students convey and receive messages more clearly, making communication more effective.

Overall, the progress made in these five aspects indicates that the Communicative Language Teaching (CLT) method has successfully created a communicative, interactive, and student-centered learning environment. Active participation in speaking activities provides students with greater opportunities to develop their English speaking skills in a practical and focused manner.

Comparison with the Control Group

The control group, which received conventional instruction, also showed an improvement in English speaking ability. However, this improvement was not as significant as that observed in the experimental group, which was taught using the Communicative Language Teaching (CLT) method. This difference in effectiveness is related to the nature of conventional instruction, which tends to be teacher-centered, thereby limiting students' opportunities to practice and communicate actively. In contrast, CLT places students in a more active role by providing more opportunities for language practice in real communicative contexts. Consequently, students in the experimental group demonstrated more significant improvements in pronunciation, fluency, vocabulary, grammar, and comprehensibility.

Alignment with Existing Research Theories

The findings of this study are consistent with the principles of Communicative Language Teaching (CLT), which emphasizes the function of language as a means of communication in real-life contexts. Through communicative activities such as self-introduction dialogues, pair work, and role-playing, students

gain practical opportunities to actively use English, thereby allowing their speaking skills to develop more effectively. These results also align with the view of Richards and Rodgers (2001) that language learning becomes more effective when students are directly involved in the communicative process. Thus, this study reinforces previous evidence that the application of CLT is effective in improving students' English speaking skills.

Implications for Learning

The results of this study offer several practical implications for English language learning, particularly in the development of students' speaking skills.

- a. Teachers can implement the Communicative Language Teaching (CLT) method as an alternative approach that can increase students' active participation in the learning process.
- b. Communicative activities such as self-introduction dialogues, pair work, and role-playing can be used to practice students' speaking skills in situations that resemble real-life communication.
- c. The application of CLT can create a more interactive and student-centered learning environment, thereby providing students with more opportunities to actively use English.
- d. The CLT method can also help improve pronunciation, fluency, vocabulary, grammar, and comprehension through meaningful communication activities.

Limitations of the Study

Although this study shows significant results, there are several limitations that need to be considered.

- a. The study was conducted at only one school, so the results cannot yet be generalized widely.
- b. The sample size used in the study was relatively small, consisting of 30 students divided into an experimental group and a control group.
- c. The treatment using the Communicative Language Teaching (CLT) method was administered over a relatively short period, so the long-term effects of this method cannot yet be thoroughly assessed.
- d. External factors, such as learning motivation, students' initial proficiency levels, and the learning environment outside the classroom, could not be fully controlled during the study.

Given these limitations, it is recommended that future research involve a larger sample size, be conducted at various educational levels, and employ a longer treatment period in order to obtain more comprehensive results regarding the effectiveness of the Communicative Language Teaching (CLT) method on students' English speaking skills.

CONCLUSION

Based on the findings and discussion of this study, it can be concluded that the Communicative Language Teaching (CLT) method has a significant effect on the English speaking skills of students at Daarul Muttaqien Islamic Junior High School, Central Lampung. The study was conducted to determine whether the implementation of CLT could improve students' speaking performance compared with conventional teaching methods. The findings provide clear evidence that

students who received CLT-based instruction achieved better speaking performance than those who were taught through conventional teacher-centered instruction.

Before the treatment was given, the speaking abilities of students in both the experimental and control groups were relatively low and had not reached the school's Minimum Passing Score (KKM) of 75. This condition was reflected in several difficulties experienced by the students, particularly in pronunciation, fluency, vocabulary, grammar, and comprehensibility. The students also had limited opportunities to practice English orally because classroom activities tended to focus on teacher explanations, written exercises, and memorization. These conditions demonstrate the importance of providing students with greater opportunities to use English actively and meaningfully.

After the implementation of CLT, the experimental group demonstrated greater improvement in speaking performance. The mean post-test score of the experimental group reached 75.05, while the control group obtained a mean score of 67.62. The difference between the two groups was statistically significant, as indicated by the Independent Samples t-Test, which produced a significance value of 0.002, lower than the 0.05 significance level. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. These findings confirm that the use of CLT contributed significantly to improving students' English speaking skills.

The effectiveness of CLT can be associated with its emphasis on communication and active student participation. Through self-introduction dialogues, pair work, role-playing, information-gap activities, short presentations, and teacher feedback, students were given opportunities to practice English in situations that resembled real-life communication. Such activities encouraged students to speak more frequently, interact with their classmates, express ideas, ask and answer questions, and respond to communicative situations. As a result, students were able to develop not only their knowledge of English but also their ability to use the language in meaningful interactions.

The improvement was also evident across the five assessed aspects of speaking. Repeated communication activities helped students improve their pronunciation and reduce hesitation, while continuous speaking practice supported greater fluency. Exposure to relevant expressions helped enrich students' vocabulary, and the direct application of grammatical structures in conversations strengthened their grammatical understanding. Furthermore, active interaction improved students' comprehensibility because they became better able to understand their conversation partners and convey their own messages clearly.

Although the control group also experienced some improvement, the progress was lower than that of the experimental group. This difference suggests that conventional teacher-centered instruction may provide fewer opportunities for students to actively practice speaking. In contrast, CLT creates a more interactive, communicative, and student-centered learning environment in which students become active participants in the learning process.

Therefore, CLT can be considered an effective alternative method for teaching English speaking skills, particularly when teachers provide meaningful opportunities for communication. However, the findings should be interpreted within the limitations of the study, including its implementation at only one school,

the relatively limited sample, the short treatment period, and the influence of external factors such as students' motivation and prior proficiency. Future researchers are encouraged to conduct studies with larger samples, longer treatment periods, and different educational settings to obtain broader evidence concerning the long-term effectiveness of CLT in developing students' English speaking abilities.

REFERENCES

- Ahmed, A. A. A., Hassan, I., Pallathadka, H., Keezhatta, M. S., Noorman Haryadi, R., Al Mashhadani, Z. I., ... & Rohi, A. (2022). MALL and EFL learners' speaking: Impacts of Duolingo and WhatsApp applications on speaking accuracy and fluency. *Education Research International*, 2022(1), 6716474.
- Aljarafi, G., Wahyuningsih, Y., & Maretha, C. (2022). *Contributing factors in the development of speaking skills*. Journal SIGEH. Vol. 2 (1).
- Ashila, Laila, Mega Febriani Sya, and Wafa Khilda Dalilah. "Penerapan Metode Community Language Teaching dalam Meningkatkan Kemampuan Bahasa Inggris Siswa." *Karimah Tauhid* 3.7 (2024): 8090-8099.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). Pearson Education.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. Pearson Education.
- Brown, H. D. (2004). *Language assessment: principles and classroom practices*. Pearson Education.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). Pearson Longman.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Pearson Education.
- Dalimunthe, L., & Haryadi, R. N. (2022). The effect of learning methods and vocabulary mastery on English speaking ability. *Lingua Educationist: International Journal of Language Education*, 1(1), 1-7.
- Elmiwati, Rismiati, & Noto, S. R. (2024). Improving students' speaking skill by applying communicative language teaching (CLT). *Journal Review Pendidikan dan Pengajaran*. Vol. 7 (2).
- Fauziyah, T. R. (2022). Improving speaking skill in narrative text using storytelling method. *Ideguru: Jurnal Karya Ilmiah Guru*, Vol. 7(2), 164-169.
- Febrianto, Eddi, and Soesiana Tri Eka Silver. "Pengaruh Model Communicative Language Teaching (CLT) Terhadap kemampuan Membaca dan Berbicara Bahasa Inggris Siswa Kelas VIII VIII UPTD SMPN 2 SOCAH." *Pendas: Jurnal Ilmiah Pendidikan Dasar* 9.3 (2024): 471-483.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education* (8th ed.). McGraw-Hill.
- Fuza Churil Khurotul Aini. "The Effectiveness of Communicative Language Teaching (CLT) Through Merdeka Curriculum in Students Speaking Skills." *Thesis Undergraduate* (2025)
- Haliwanda, U. (2021). The effect of using the communicative language teaching (CLT) approach in teaching speaking. *Elite Journal*. Vol. 8.

- Harahap, Fatma Dewani. "Penerapan Metode Role Play Pada Siswa Sekolah Dasar Sebagai Upaya Peningkatan Keterampilan Berbicara Bahasa Inggris." *Jurnal Pendidikan Indonesia: Teori, Penelitian, dan Inovasi* 4.6 (2024).
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Pearson Longman.
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Harlow: Pearson Longman.
- Haryadi, R. N. (2020). Pengaruh kebiasaan membaca terhadap kemampuan berbicara bahasa inggris sma negeri 99 jakarta. *Jurnal Manajemen Bisnis Dan Keuangan*, 1(2), 14-30.
- Haryadi, R. N., & Riyanto, S. (2023). Menavigasi tantangan linguistik: Pengalaman mahasiswa internasional di lingkungan bukan pemakai bahasa Inggris asli dan pentingnya pengembangan kemampuan berbicara. *Wistara: Jurnal Pendidikan Bahasa dan Sastra*, 4(2), 138-144.
- Hidayati, Siahaan, Andriani, & Putri (2024), The Enhancement of Students' Speaking Skills through Project-Based Learning in Non-Formal Education, *Journal of English Education and Teaching*, 8(3), 552-568.
- Hughes, A. (2003). *Testing for Language Teachers* (2nd ed.). Cambridge University Press.
- Kamus Besar Bahasa Indonesia, (Jakarta : Pusat Bahasa Departemen Pendidikan Nasional, 2008), 196.
- Kumala, D., Mutaufiq, A., & Supriatal, S. (2023). The Influence of Competence on Employee Performance at PT. Mandiri Primatama in Jakarta. *Implikasi: Jurnal Manajemen Sumber Daya Manusia*, 1(1), 17-21.
- Leong, L. M., & Ahmadi, S. M. (2017). *An Analysis of Factors Influencing Learners' English Speaking Skill. International Journal of Research in English Education*, 2(1), 34-41.
- Leong, L.-M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 2(1), 34-41.
- Lestari, M. B., & Margana, M. (2024). Communicative language teaching (CLT) implementation in Kurikulum Merdeka: A lesson from English teachers' voices. *JOLLT Journal of Languages and Language Teaching*, 12(4), 1657-1672.
- Littlewood, W. (1981). *Communicative Language Teaching: An Introduction*. Cambridge University Press.
- Manurung, A. K. R. (2021). Optimalisasi kemampuan berbicara pada anak usia dini. In *Bunga Rampai Usia Emas* (pp. 1-7).
- Marpaung, Agus Salim. "Penerapan CLT Terhadap Keterampilan Berbicara Siswa IAIDU Asahan." *Jurnal Pendidikan Sang Surya* 10.2 (2024): 550-561.
- Mulyana, D. (2004). *How Indonesians can contribute to the development of communication theories. Sosiohumaniora*, 6(2), 90-97.
- Nggawu, L. O., & Thao, N. T. P. (2023). The impact of Communicative Language Teaching (CLT) approach on students' speaking ability in a public Indonesian University: comparison between introverts and extrovert groups. *International Journal of Language Education*, 7(3).
- Nunan, D. (2003). *Practical English Language Teaching*. McGraw-Hill.

- Priasih, M. A. (2024). The effectiveness of communicative language teaching (CLT) method on students speaking skills in VII grade of SMP Negeri Baturraden, Banyumas Regency.
- Pristiwanti, D., Badariah, B. ., Hidayat, . S. ., & Dewi, R. S. . (2022). Pengertian pendidikan. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6), 7911–7915.
- Qoriah, D., & Farisya, G. (2022). Communicative Language Teaching (Clt) method combined with Total Physical Response (TPR) method on upgrading communication skill on english laboratory. *Journal Civics and Social Studies*, 6(2), 120–129.
- Rachma, E. P.I. (2022). Peningkatan keterampilan berbicara kuliah speaking for specific purpose dengan teknik English debate. *Damhil Education Journa l*, Vol. 2(1), 33.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.
- Sakkir, G., Zulfirman, Mahmud, N. & Ahmad, J. (2020). Improving speaking ability using English “shock day” approach. *International Journal of Humanities and Innovation (IJHI)*. Vol. 3 (2). 50-53. DOI:10.33750/ijhi.v3i2.77
- Santos, L. M. D. (2020b). The discussion of communicative language teaching approach in language classrooms. *Journal of Education and e-Learning Research*, 7(2), 104–109.
- Setyonegoro, A. (2013). Hakikat, alasan, dan tujuan berbicara (dasar pembangun kemampuan berbicara mahasiswa). *Pena: Jurnal Pendidikan Bahasa dan Sastra*. Vol. 2 (2). 67- 80.
- Thao, N. T. P. (2023). The Impact of Communicative Language Teaching (CLT) Approach on Students' Speaking Ability in a Public Indonesian University: Comparison between Introverts and Extrovert Groups. *International Journal of Language Education*, 7(3), 393-413.
- Usman, H. M., & Haryadi, R. N. (2023). The effect of transformational leadership and work motivation on teacher performance at Vocational High School Bina Mandiri Cileungsi. *International Journal of Sharia Business Management*, 2(1), 23-29.