



The Effect of Communicative Language Teaching (CLT) Method on Speaking Ability and Speaking Anxiety

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Abstract

This research aims to know the effect of the Communicative Language Teaching (CLT) method on the speaking ability and speaking anxiety of police brigadier students at the police state school of East Kalimantan Regional Police. The research has been conducted through true experimental research design. The result of this research revealed that the Communicative Language Teaching (CLT) method affected the speaking ability and speaking anxiety of the students at Police State School of East Kalimantan Regional Police in the academic year 2021/2022. The alternative hypothesis (H_a) of this study was accepted because the result of the analysis used MANOVA showed the p-value of speaking ability was less than 0,05, which is 0.000 and the value of speaking anxiety was $0.000 < 0,05$. It can be concluded that the CLT method significantly affected the students' speaking ability, and the CLT method also reduced students' speaking anxiety.

Keywords: *Communicative Language Teaching (CLT); Speaking ability; Speaking Anxiety.*

DOI : 10.24903/bej.v4i2.1061

Received : June 2022

Accepted : July 2022

Published : August 2022

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1. INTRODUCTION

English has become the essential language in the world. Almost all the people from many different countries use it to communicate. In Indonesia, English has become a compulsory subject from junior high school to university. The end of learning English is for the learners to use it as a means of communication, either by speech or writing. Therefore, the use of English for the students is compulsory because mastering English is a priority for many second or foreign language learners. Now we face industrial revolution 4.0. The industrial revolution is the current name that is given to the new trend of automation and manufacturing technology. Education 4.0 influences teaching and learning English by utilizing the Internet and technology as the source and media of learning (Hariharasudan & Kot, 2018; Merilia et al. 2019).

The educational context focuses on innovation and maximizes the use of information, the Internet, and technology (Ghavifekr & Rosdy, 2015; Nur et al., 2020). This new paradigm is currently promoted in many subjects, including English topics in terms of English foreign language students. The teachers' assignment focuses on developing students' skills and abilities; learner centered is the focus of education 4.0 to make the students become more active and improve their critical thinking toward the materials. Indonesian government makes English subject in educational curriculum, it is taught in school. This subject requires students to master four skills: reading, writing, listening and speaking.

The problems arose when the students should master these four English skills: first, students lack motivation in the class, and second, the students lack vocabulary. According to Alqahtani (2015), English students need to learn new vocabulary to understand the English language and third; students think too much about grammar, which causes them to get bored easily in the classroom.

CLT is categorized as a broad approach to foreign language teaching rather than a teaching method with an apparent and defined record of classroom practices (Banciu & Jireghie, 2012; Keristiana et al. 2019). As a movement, CLT grew apart from traditional methods of teaching that focus on grammar mastery through planned and structured activities that include memorizing dialogues, role plays, and project work (Bullock, 2011; Arbain & Nur, 2017). CLT is described as “activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not predictable” (Hiep, 2007).

Based on the curriculum in teaching speaking of Police school Brigadier Balikpapan, the students are expected to express the meaning in a transaction and monologue spoken text. Those monologues are descriptive, recount, and narrative to interact with surroundings, and to do the transaction activities, for example, inviting someone, accepting, and declining an offer, asking for and giving an opinion, praising and congratulating. (The Bridge English” published by Yudhistira, 2012). In reality, the students are not able to express their idea fluently.

In addition, the National Police Education and Training Institute (Lemdiklat) is a supporting element for implementing education and development under the National Police Chief with the task of planning, developing and administering Police education in the context of "Creating Professional, Modern and Reliable Tri Brata People (Promoters)". Based on the type of education Polri which includes professional, managerial (leadership), academic, and vocational education as well as managing the education component in the ranks of the National Police Education and Training Center (LEMDIKLAT POLRI, 2022). According to (Alhuqbani, 2014), police officers are dynamically motivated to study English. Police personnel believe that utilizing English is crucial in their higher academic studies and professional domains. They said that a person unable to communicate in English is illiterate and that knowing English helps them execute their work efficiently.

The research in this thesis aimed (1). To analyze whether CLT method affects speaking ability and speaking anxiety of the students at Police State School of East Kalimantan Regional Police in academic year 2021/2022 or not. (2). To analyze the effect of CLT on students speaking anxiety at Police State School of East Kalimantan Regional Police in the academic year 2021/2022. (3). To analyze the effect of CLT on students speaking ability at Police State School of East Kalimantan Regional Police academic year 2021/2022.

2. METHODOLOGY

This research is conducted using quantitative using true experimental research design which is based on data obtained from students using questionnaires and comparing the effectiveness of its implementation with that of the current course adopted (Chostelidou & Griva, 2014). Furthermore, two classes of college students are randomly assigned to investigate the effectiveness of the CLT method, and the teacher will experiment with four meeting of teaching.

The first class was a control group, and the other was an experimental group that acquires some treatment as part of the CLT method. The design of this research is experimental research. That examined the difference between two sets of data.

According to Gay et al. (2012), experimental research is the only type that can test hypotheses to establish cause-effect relations. In experimental research, the researcher manipulated at least one independent variable, controlled other relevant variables, and observes the effect on one or more dependent This design required two groups of students, namely the experimental group and the controlled group. The experimental group was given the treatment of CLT teaching during controlled group was without treatment of CLT teaching.

A population is an entire group of persons or subjects with certain common measurable characteristics. Aside from Gay et al. (2012), it says that a population is the community of which a research would like to generalize the findings of a report. The selection of participants is a convenience sampling because the participants are selected based on their availability at the time of the experiment, easy accessibility at Police State School of East Kalimantan Regional Police, and their willingness to volunteer in the current study (You et al., 2016).

An instrument is a tool used to collect data Gay et al. (2012); Speaking which served as research instruments, was employed to investigate the effect of using CLT in developing students' speaking ability. The speaking anxiety will use a questionnaire as the research instrument in this study, or considered a scale calculation (Creswell, 2013). In order to measure the degree of students' speaking anxiety level, this study will be used the adaptation and translation of Foreign Language

The classroom Anxiety Scale (FLCAS) was developed by (Javed et al., 2013). The data of this study will collect from the students' speaking scores for experimental and control groups. In terms of data analysis, the researcher used descriptive statistics and MANOVA to analyze data. The researcher selected the central tendency calculation for the analysis of the results. It is to overview numbers that represent a particular value in a distribution that has three points, that is an average score (the average), the average collection of scores (the average), or the most often score (the mode). Consequently, all results should be evaluated to determine an average score (the mean) of all participants' answers to the things on an instrument.

The researcher used to determine the score by mean. According to Creswell (2013), Mean is the most common metric used to characterize the participants' responses to item in instrument. A mean (M) is the aggregate of all data divided by data amount. To calculate the mean, you sum all the scores and divide the sum by the number of scores. For other predictive statistics the median plays a significant role in determining certain forms of ratings. The median gives us an average of scores for everyone.

To answer the speaking anxiety, FLCAS is the one of instrument to gain the data. It employs a Likert scale ranging from 1 to 5 or 5 to 1 point depending on whether the statement is positive or negative. There are two kinds of statements in this FLCAS, those are positive and negative statements. Positive statement point is ranging from 1-5 then the point for negative statement was ranging from 5-1.

3. FINDINGS

The researcher did some treatments for experimental group (X1) and controlled group (X2) in two different groups with 25 students per class. The researcher taught speaking ability by the Communicative Language Teaching (CLT) method to the experimental group and the control group without the Communicative Language Teaching (CLT) method.

This study's findings are divided into three phases: 1) The outcome of Manova's analysis to determine the mean difference of the CLT method between speaking ability and speaking anxiety in the experimental and control groups, 2). Manova's analysis results to know the CLT method's effect on speaking anxiety and 3). Manova's analysis result in order to determine the effect of CLT method on speaking ability.

The research hypothesis is that the Communicative Language Teaching (CLT) method affects students' speaking ability and speaking anxiety at the Police State School of East Kalimantan Regional Police in the academic year 2021/2022. The null hypothesis is written oppositely: In the academic year 2021/2022, the Communicative Language Teaching (CLT) method does not affect the students' speaking ability or speaking anxiety at the Police State School of East Kalimantan Regional Police.

3.1 The result of hypotheses test

To test hypotheses, Manova was used. The analysis of Pillai's Trace, Wilk's Lambda, Hotelling's trace and Roy's Larget Root were used based on the decision, if the significant value was $< 0,05$, H_0 was rejected and if the significant value was $> 0,05$, H_a was rejected The result Manova could be seen in table 3.1;

Table. 3.1. The result of manova test

		Multivariate Tests^a				
Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	,998	4756,223 ^b	2,000	22,000	,000
	Wilks' Lambda	,002	4756,223 ^b	2,000	22,000	,000
	Hotelling's Trace	432,384	4756,223 ^b	2,000	22,000	,000
	Roy's Largest Root	432,384	4756,223 ^b	2,000	22,000	,000
CLT	Pillai's Trace	,776	38,185 ^b	2,000	22,000	,000
	Wilks' Lambda	,224	38,185 ^b	2,000	22,000	,000
	Hotelling's Trace	3,471	38,185 ^b	2,000	22,000	,000
	Roy's Largest Root	3,471	38,185 ^b	2,000	22,000	,000

a. Design: Intercept + CLT

b. Exact statistic

Based on the table above, the significant value of F class test of Pillai's Trace, Wilk's Lambda, Hotelling's trace and Roy's Largest Root showed 0.000. It was less than 0,05. All of the significance values were significant. Thus, the null hypothesis was rejected. It meant that, the statement which stated "The Communicative Language Teaching (CLT) method does not affects speaking ability and speaking anxiety of the students at Police State School of East Kalimantan Regional Police in the academic year 2021/2022" was rejected. Henceforth, it could be concluded that The Communicative Language Teaching (CLT) method affects speaking ability and speaking anxiety of the students at Police State School of East Kalimantan Regional Police in the academic year 2021/2022.

3.2 The result of manova for speaking ability and speaking anxiety of experimental and control groups

The data analysis used in this research was Manova. Since it would like to find out the effect of the CLT method on speaking ability and speaking anxiety. Furthermore, to know the effect of CLT method on speaking ability and speaking anxiety in both experimental and control groups.

The analysis result of Tests of between Subject-Effects could be used. The result of the tests between Subject Effects was presented in Table 3.2:

Table 3.2. The result of manova analysis of speaking ability and speaking anxiety

Tests of Between-Subjects Effects							
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	
Corrected Model	Speaking ability	1093,391 ^a	1	1093,391	77,952	,000	
	Speaking Anxiety	944,246 ^b	1	944,246	44,504	,000	
Intercept	Speaking ability	116998,031	1	116998,031	8341,227	,000	
	Speaking Anxiety	205632,246	1	205632,246	9691,811	,000	
CLT	Speaking ability	1093,391	1	1093,391	77,952	,000	
	Speaking Anxiety	944,246	1	944,246	44,504	,000	
Error	Speaking ability	322,609	23	14,026			
	Speaking Anxiety	487,994	23	21,217			
Total	Speaking ability	117697,000	25				
	Speaking Anxiety	206279,000	25				
Corrected Total	Speaking ability	1416,000	24				
	Speaking Anxiety	1432,240	24				

a. R Squared = ,772 (Adjusted R Squared = ,762)

b. R Squared = ,659 (Adjusted R Squared = ,644)

The result of data analysis showed speaking ability and speaking anxiety give significant results, it can be seen that the significant value of 0,000. The value of 0.000, which means $p < 0.05$. Therefore, the speaking ability of students at Police State School of East Kalimantan Regional Police in academic year 2021/2022 significantly depended on which speaking ability they had practiced ($p < .0005$). Moreover, it can be seen that CLT method affects students' speaking ability. On other words, significant value students speaking anxiety was 0,000, and the data was smaller than 0, 05. Therefore, H_0 is rejected, and H_a is accepted. It means that the CLT method gives a significant effect on students speaking ability and speaking anxiety.

Furthermore, the results showed that F count $77.952 > F$ table value 4.279 , and $Sig.$ $0.000 < 0.05$, implying that all CLT Methods variables significantly affect Speaking ability. Furthermore, the fact that F count $44,504 > F$ table $4,279$ and $Sig.$ $0.000 < 0.05$ indicates that all CLT Methods variables significantly affect Speaking Anxiety. Furthermore, the data indicated that there is a difference in the mean of speaking ability between students taught using the CLT method and the control group. To put it another way, the CLT method significantly impacted speaking ability. However, the mean score for speaking anxiety differs between the experimental and control groups of students. The CLT method is said to have a significant effect on student speaking anxiety

4. DISCUSSION

CLT is based on real-world scenarios that necessitate communication. Students will be able to communicate with one another in the target language if this method is used in the classroom. The results demonstrated that the CLT method could improve students' speaking abilities. It suggested that CLT had an effect on the students' ability to speak. Furthermore, the CLT method intervention on speaking ability is the students could practice speaking more.

Furthermore, CLT techniques may allow students to confidently transfer their ideas without fear or hesitancy. CLT is also classified as a broad approach to foreign language teaching rather than a teaching method with a clear and defined record of classroom practices (Banciu & Jireghie, 2012). Meanwhile, as a result of the analysis, the CLT method provided significant role play for the students, who understood and knew what they would do but struggled to produce more utterances.

It could be because they did not have prior knowledge and still require more practice, limiting the students' ability to explore their ideas fluently. Finally, it can be concluded that the role-play technique had the greatest impact on the students' speaking ability in terms of aspects of speaking ability.

Then, as a problem-solving technique, the CLT method gave the best effect to the students in exploring and developing their ideas in producing words in speaking.

Based on the results, the CLT method provides benefits in learning English taught at the SPN Polda East Kalimantan to prepare human resources who are represented in international relations and support the international police.

In addition, CLT also strengthens the English language ability of SPN Polda East Kalimantan students to prepare themselves to face the Golden Indonesia in “Precise” POLRI services.

5. CONCLUSION

Based on the research findings, it can be concluded that the CLT method significantly affects the students in terms of speaking ability and speaking anxiety. Moreover, CLT has significant effect of students speaking ability because from the value of F count $77.952 > F$ table value of 4.279, and the value of Sig. $0.000 < 0.05$, and for the speaking anxiety, CLT method was give significant effect, it can be proved by from the value of F count $44,504 >$ value of F table 4,279, and the value of Sig. $0.000 < 0.05$. From these data, it also showed that CLT plays an important role in improving English language skills for POLRI personnel through learning English at SPN Polda East Kalimantan, therefore, it is necessary to have qualified teaching skills from teachers in applying the CLT method in teaching English. Therefore, the researcher can concluded that the CLT method gave a significant effect for the students on speaking ability and the CLT method also reduce students’ speaking anxiety

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