Communicative Language Teaching (CLT) through Role Play and Task-Based Instruction

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Abstract
This research focuses on several aims, first whether Communicative Language Teaching (CLT) through Role Play and Task-Based Instruction best implemented in the English learning process in STIE Madani Balikpapan. Second, it aims to prove whether this method can improve students' English skills based on the TOEFL score. Third, it aims to find out students' perceptions about the implementation of Communicative Language Teaching (CLT). The sample is 37 students from two classes that took English Practice/TOEFL subject in academic year of 2019-2020. The result stated that Communicative Language Teaching (CLT) is best implemented through role-play and task-based instruction.CLT helps students to better achieve their TOEFL score since there is an increase between the pretest and the posttest. Through the use of this approach in class, students feel they have more interest in learning English, do not feel afraid in making mistake again because they know they are still learning, and it helps them better in communication. Communicative Language Teaching (CLT) is a better promising way of learning English since in which students are practicing English as if they are using it in real situations. An implementation of the CLT approach, whether in the classroom or outside the classroom is highly recommended by encouraging students to participate actively in each activity.

Keywords: Communicative Language Teaching (CLT); Roleplay; Task-Based Instruction; English language learning.

INTRODUCTION

Teaching and learning of English in the university are put as a compulsory subject (in Indonesia it is called MKU) which has a limited portion of time, especially for non-English major students. Students' English proficiency is very limited, even though they have already learned English since elementary school. It is very rare to see students that are able to

communicate fluently using English. English seems to be a difficult subject to learn even though it has been taught since elementary school. What is happening to the teaching and learning of English here? Who should be blamed for this: lecturer/teacher, government, or students themselves? What criteria should be used as a benchmark to whether the teaching and learning process is successful or not, especially for English? (Pradipto & Abraham, 2014; Priyambada, Mahendrawathi, & Yahya, 2017; Yusuf, Samsura, & Yuwono, 2018).

Definetely, there should be some elements that influence the learner and the lecturer in the teaching and learning of English. It is started with motivation, not only from the student/lecturer but also from the environment, such as family and friends. Also, it is influenced by teaching/learning strategy, teaching/learning media, and others. The motivation here is also as interest from the student/lecturer himself, and how they have support from family, friends, and relatives. The factor of the environmental stresses on from which environment surrounding him and how is his English ability according to his close friends. Teaching/learning strategy and teaching/learning media focus on what and how the lecturer used in his class activity.

Some methods can be taught and learned, and each method has its own advantage and disadvantage. A certain method may be fit in a certain place and user, but it will not fit in another place and user. It is interesting to find out this fact because the main point of the existence of many different methods of English learning and teaching is that lecturers and students still seek out the best method for them so that they will be successful in the process of learning and teaching English. (Calcagni & Lago, 2018; Martell, 2017; Vanlommel, Van Gasse, Vanhoof, & Petegem, 2018) suggests that lecturers basically do not need some new methods, but they need a teaching approach that can embrace works and effective techniques to create students' ability in communication. (Usmanova, Shindina, & Basharina, 2015; Yurovsky, 2018) points out also that the communicative approach is the base of covering 4 (four) skills in comprehending English, which is listening, speaking, reading, and writing.

Communicative Learning Technique (CLT) is one of the teaching approaches that is used widely by lecturers of English to help them most in the process of language teaching and learning. This kind of approach in somehow forces the users to involve in two-way aspects that are the learner and lecturers. The involvement is needed to make the class more active and that language teaching and learning can be delivered in the form of class activities.

CLT is one of the teaching and learning approaches that stress on the communication aspect authentically even at the beginning of the class started(Mustapha & Yahaya, 2013; Sarfraz, Mansoor, & Tariq, 2015). (Horwitz, 2008; Mowlaie & Rahimi, 2010; Woods & Çakır, 2011) also said that the lecturers that use the CLT approach tend to communicate with the target language and they will not accept students' answers if they use their first language (mother-tongue language). While indirect and natural method the lecturer only stresses the skill of listening and reading only. In Nita & Syafei (2012), CLT is used as the continuation method in teaching speaking skill. It is proven that this approach is learner-centered and that it emphasizes communication and real-life situations.

The successful of Communicative Language Teaching (CLT) is also shown from the research done by (Wahjuni S.IP, 2012) who conducted a teacher training program with the use of Communicative Language Teaching (CLT) in Pakistan. The result is that CLT enhances the learner's confidence and it gives satisfaction to teacher/lecturer in a way that they are successful in making their students use the foreign language in their conversation.

From these reviews of related literature on CLT provides proof of the usefulness in English language teaching, though in reality there are still problems that existed. Thus, a need arises to investigate the importance of applying CLT mostly in those non-native countries in which the traditional methodology is still being used in ELT.

Relation to the process of teaching and learning English in college, especially in STIE Madani Balikpapan, there are still students that cannot understand or even comprehend English correctly. Seen from the students passed the subject of English I, a glance at it we can conclude that the students have a problem with English, they cannot use English both in an oral and written way. From a glance sight that is done by the researcher, it can be concluded that students in STIE Madani are students that have no interest to study English. The reason they study and learn English is only that English is a compulsory subject that all students must take and learn it in order to be passed from college. It means that English becomes a temporary burden that they must follow to pass college. Other than that, the researcher seeks that students are more interested in an attractive class rather than a quiet class where they are asked to listen to the lecturer only. They like the class in which there are involvements between students and lecturers. They like the learning process in which they are given a paired-or group-activity where everyone is involved together. Besides that, from the experience of the researcher who taught English Practice, it seems that most of the students enjoy the activities in the class where they are signed to show and demonstrate

performances, like role-play or drama, presentation, even listening practice using video or audio media.

Additionally, to address the gap between the phenomena and the researcher's curiosity about the importance of CLT, then research problems are stated: (1). Can CLT help students in learning English that is determined by the TOEFL score?, (2). Can CLT through Role Play and Task-Based Instructions are best applied and help students in learning English?, and (3). What is the students' perception of using CLT in their English learning?

METHODOLOGY

In order to get this research to be done, I conducted action research that combined a descriptive qualitative method and quantitative method. It is a quantitative method because I used a simple statistic method mostly to find out whether CLT influences students' English skill that is determined by the TOEFL score. While it used a qualitative method to seek out whether CLT through Role Play and Tasks Based Instructions can help students in learning English and students' perception of CLT in their English learning process.

The sample from both classes are taught separately by the same lecturer who acts also as the researcher by using two different treatments for one semester, one class with only task-based instructions, the other class is by task-based instructions and role play. Both classes have the same task for their middle exam and final exam. Also, they both get the TOEFL pretest and post-test. A TOEFL pretest was used to evaluate the proficiency levels of the two classes in the subject of English before any treatment is conducted. A TOEFL post-test, the same in difficulty level with that of the pre-test, is conducted to measure the achievement of two classes after being treated the role play and task-based instructions. The purpose is to examine the difference, if any, in the achievement of both classes taught with different methodologies. The attitude of sample students from both classes towards learning the English language is measured from the time the pre-test and post-test are held. The purpose of this is to see whether any relative improvement in attitude exists, as a result of treatment. These steps are only done for the research question about the importance of whether CLT approach can enhance students' TOEFL scores. But for the rest of the research questions, there will be a descriptive explanation from the survey and interview process. The result of these activities will be carefully explained in a descriptive interpretation.

In gathering the data, some methods used in this research are survey study, interview, and documentation. The survey study is conducted mainly to investigate role-play

performances and task-based instructions. For the interview, there will be some interview sessions that focus on students' perceptions towards the implementation of CLT approach. It will enlighten the data collected from the survey study. Documentation is done by doing peer reading about related topics and other findings of the same topics from other researchers.

FINDINGS AND DISCUSSION

Findings

The importance of Communicative Language Teaching (CLT) in improving students' English skills through TOEFL score.

In this research, both classes were given the same pre-test and posttest but held at a different time. The treatment given to both classes was differentiated in 2 kinds of treatment. Class A will be given task-based instructions, while class B will have role-play and task-based instructions. Also, for these two classes, they will have to make a teaching report for their middle examination and a drama performance for the final examination. The aim of these treatments was to find out the effect of using the Communicative Language Teaching (CLT) approach on students learning English.

The results of the pre-test, post-test, and percentage of these tests from Class A and Class B most students did great in the posttest so that the score of it really increased higher than the pre-test score. See first the difference between the pre-test and the posttest from Class A.

Table 1. Complete Pre-test, Post-test, and Percentage of Class A

No	Student Name	Pretest Score	Post-test Score	Mean	Percentage (%)
1.	Nadya Dara Komanechi	453	470	461,5	3,75
2.	Sarah Restu Pratiwi	353	353	353	0,00
3.	Ade Indri Hariani	400	410	405	2,50
4.	Rahayuni Febrianti	370	376	373	1,62
5.	Cindi Agustina Saputri	393	353	373	-10,18
6.	Ifa Apriyani	440	460	450	4,55
7.	Eka Rahmadani	380	420	400	10,53
8.	Afifah Putri Zalfa	456	443	449,5	-2,85
9.	Anisha Nur Jasmine	416	430	423	3,37
10.	Sartika	360	406	383	12,78
11.	Siti Masyitah	340	346	343	1,76
	TOTAL	**4361**	**4467**	**4414**	**2,43**
	Mean	**396,45**	**406,09**	**401,27**	**2,43**

For class A, the mean score of posttests is higher than the mean score of the pre-test. The increasing percentage is 2.43%. It might be higher if all the students were present on the test since there were 4 students absent on the test day. A similar result can be seen from Class B in which the increasing percentage between the posttest and pre-test is 3.54%. For class B, there was only 1 student that was absent from the posttest. For the need for this research, the researcher then decided not to include students that follow only pretest or posttest only. Only students that followed the entire process will be concluded in this research.

Table 2. Complete Pre-test, Post-test, and Percentage of Class B

No.	Student Name	Pretest Score	Post-test Score	Mean	Percentage (%)
1	Agustina Kalua	383	410	396,5	7,05
2	Danu Herlly Santoso	316	390	353	23,42
3	Dwi Putri Sari	373	426	399,5	14,21
4	Fandi Hairul Azmi	433	446	439,5	3,00
5	Finadella Yeriska Purnomo	433	416	424,5	-3,93
6	Hamidatul Rasyidah	383	366	374,5	-4,44
7	Hestya Ningsih Palallo	376	366	371	-2,66
8	Humairoh	353	366	359,5	3,68
9	Intan Oktavia Nur Amalia	410	440	425	7,32
10	Irma Darma Yanti	403	393	398	-2,48
11	Mardiyanah	366	410	388	12,02
12	Meida Anisa	433	420	426,5	-3,00
13	Nirmalasari	363	400	381,5	10,19
14	Pandu Prakosa	413	446	429,5	7,99
15	Putry Novianingrum	360	380	370	5,56
16	Reny Putri Ardila	406	400	403	-1,48
17	Siti Aisah	406	466	436	14,78
18	Yuandini Oktavina L.	413	403	408	-2,42
19	Noor Halizah	376	376	376	0,00
20	Fennia Rahayu	416	363	389,5	-12,74
21	Sri Ariyani	410	393	401,5	-4,15
22	Wirda Wati	416	436	426	4,81
23	Eka Wahyuningsih	366	433	399,5	18,31
24	Nur Dianah	403	410	406,5	1,74
25	Aji Farouk Azeri	443	440	441,5	-0,68
26	Verra Yunita	366	386	376	5,46
	TOTAL	**10219**	**10581**	**10400**	3,54
	Mean	**393,04**	**406,96**	**400,00**	**3,54**

The results from Class B are showing differently from the results of Class A. The score of the posttest mainly increased compared to the pre-test. The highest percentage of posttests from Class B is 23.42% and there are 15 (fifteen) students that got a higher score compared to their pre-test score.

The importance of Implementing the Communicative Language Teaching (CLT) approach through the use of Role Play and Task-Based Instructions

At the beginning and end of the semester, students are given a TOEFL pre-test and posttest. After determining the sample and what treatment should be given to the sample, then the researcher started to make schedules meeting for these classes. Since the treatment will be somewhat different from each class, the researcher made 2 (two) schedules meeting to be informed to students. According to schedule meeting for Class A, there is only 1 (one) role-play performance at the end of the semester and it is assigned for the final examination. Out of these, students will have some task-based instructions that cover mostly about reading, writing, listening, and speaking.

Table 3. Implementation of CLT for Class A

Skill	Reading	Writing	Listening	Speaking
Activity	· Skimming · Extensive Reading	- Paraphrasing -Making words by Playing scrabble. -Revising common writing errors in public. -Movies resuming	-Video and Songs listening - Watching movies	-Presentation about common writing errors. -Discussion -Interview native speakers -Pronunciation through vocabulary games - Free performance
Duration	3 sessions @ 3 credits	4 sessions @ 3 credits	3 sessions @ 3credits	5 sessions @ 3 credits
Conclusion	Students enjoy reading familiar short stories. For longer and serious text, they do not really enjoy it since it contains many difficult and unfamiliar vocabularies.	Lack of comprehension to vocabulary, students are difficult to write various words	Students used to only listen to songs without really know the meaning. They were afraid to try listening various audio material to practice their skill in listening.	Since students were afraid of making mistakes, they tend to wait for their friends to start speaking. They are afraid to start communication first. Due to a lack of knowledge about pronunciation, many students are still difficult to pronounce simple and familiar words.
Review	Students need to read various books and texts to familiarize	Practice to remember more vocabularies by	Students need to practice listening various audio and	Practice makes perfect. Practice Vocabularies means practicing how

with vocabularies.	reading more texts.	video and try to understand the meaning.	to pronounce better.

Class B has speaking activities in terms of drama performances and other speaking activities more than Class A. It is followed by listening activities that have a duration of 4 (four) sessions of the entire semester. Instead of drama performances, Class B also has task-based instruction just like Class A. The rest activities for Class B are also the same like Class A. Researcher thought that since Class B contains also some working students, they can handle the drama and task-based instruction more than Class A which includes only fresh graduated students from high school.

Table 4. Implementation of CLT for Class B

Skill	Reading	Writing	Listening	Speaking
Activity	- Skimming - Extensive Reading	- Paraphrasing from texts -Revising common writing errors in public. -Movies resuming	-Video and songs listening -Watching movies -Listening games	-A presentation about common writing errors. -Drama performance -Interview native Speakers -Free performance
Duration	3 sessions @ 3 credits	3 sessions @ 3 credits	4 sessions @ credits	6 sessions 3 credits
Conclusion	Students are interested in familiar stories About music, traveling food and others they Used to read. For longer and serious text, they really need a dictionary to find meaning from difficult words.	Most students can write well using simple words and tenses.	Students are used to listening to English songs but many of them do not really know the meaning of the lyrics. For movies, they like to watch. Sometimes they can understand the speaker but for longer dialogues, it is difficult for them	Most students enjoy performing their own drama and are not afraid of making mistakes for dialog. Most students participate well in every speaking activity, though still there are 1-2 students that feel shy.
Review	Students need to read various books and texts to familiarize themselves with various vocabularies.	Learn more vocabularies to familiarize themselves with various words and practice using them through sentences	If interested in listening to music, try to learn new words and find the meaning of the lyrics. It is the same with movies.	More drama really Improve motivation, confidence, and bravery from students. If they make mistakes, they know that they will have corrections later and try not to make a mistake.

According to schedule meetings for Class A, there was only 1 (one) role-play performance at the end of the semester and assigned for the final examination. Out of this, students will have some task-based instructions that cover mostly about reading, writing,

listening, and speaking. Due to many activities related to speaking skills, the researcher concluded that Class B involved really great, not only for the individual task but also for the in-pair task and even a whole class. Through these dramas and tasks based instructions, most students showed us that they actually learn to motivate themselves and try hard to perform the best they can give. Maybe because Class B is already in the sixth semester, they already know each other better and do not feel shy about performing something in front of the class. Though in terms of TOEFL score it is not really different between Class A and Class B, the entire process really showed researchers that these students are trying hard to be better in English.

Student Perception about the Implementation of Communicative Language Teaching (CLT) approach in the English learning process

For the purpose of this research, the researcher also conducted an interview with some students in both classes. From the sample of respondents which is 37 students, there are only 11 (eleven) students from Class A and 20 (twenty) students from Class B. The rest of the sample were not interviewed because they were working or not in the same location when the interview was held. There are 14 questions being asked to these students and these questions are summed up until it became only 10 (ten) questions.

Table 5. Interview Questions Conclusion

No.	Questions	Answers
1.	Like and Dislike of English	Everyone likes English
2.	Enjoying Questions in different activities	Almost everyone enjoys listening to music, some enjoy watching the movie, but still depend on Indonesian subtitle
3.	The importance of learning English in this era	-As a supporting element to socialize -Helping in communicating and handling documents for foreign clients -Able to use technology since technology uses English - To be able to survive in the modern world, people should know English -It looks smart and popular if one knows and able to communicate using English.
4.	Whether English helps better at work	- It helps a lot at work. People with better English receive better work, and better work means a better salary. - It helps mostly for someone working in a foreign company especially in handling documents and communicating with others. - It improves self-confident at work if we know and able to communicate in English. - Helping family or friends with their work in English
	Whether English helps you	- Initiate someone to practice English, for example in social

No.	Questions	Answers
	better in daily life	media - It improves self-confident to find better work
5.	English as a compulsory subject	- Good to prepare the student with foreign language skill. After they graduate, they are ready to get better work because they already have skills in the language. - English is an international language. To prepare the student in the international world, they have to comprehend English. - To give more practice for students to practice their English for communication.
6.	English skill before/after following the TOEFL subject	- Students usually enjoy listening to music, watching movies, or reading the short story, but it is rather difficult when they have to speak using English. They are afraid to make a mistake or that people they are communicating with, do not understand to what they say. - Actually they already got English lesson in high school, but they are not having so much time to learn and practice more outside school time. - Because of fear of making mistake, students are not brave enough to try to learn English more. - Because of lower motivation of learning English and no one support them in learning more English, they still keep their lack of knowledge and confident of English. - Having time to learn English in an interesting way, slowly force students to be brave to practice their English, not only speaking, but also how to write, read, and listen better. - Having supported friends and environment, really improves their English skills. - Practice really makes improvement in learning English.
7.	Learning English through practice (with the application of CLT : drama, performance, project)	- It helps student courage in practicing their English skills. - It improves students confident mostly in speaking - It improves students' knowledge in English through real activity, inside and outside the class. - It improves their ability by being able to transfer their knowledge in English to people outside the campus - Students are happier in learning English because they can practice their English without fear in making mistakes.
8.	Influence of learning English better with CLT approach	- It really helps students to be brave and can initiate a communication with others. - Better in pronouncing words in English and comprehending the meaning. - Able to understand English songs with the meaning, not only to enjoy the song without knowing the meaning of the lyrics. - Encourage students not to be afraid in learning English and to start a communication with others. - Helping students to learn English more and more because English is fun subject to learn

No.	Questions	Answers
9.	Best way to learn English	- Practicing English in terms of activities in-and-out-side the class. - Giving more activities that require students to communicate using English. - Building supported environment and providing better material to encourage students in learning English. - Giving chance to students in choosing and apply their idea to practice English. - Practicing activities help so much more than the theory itself.
10.	Suggestion for improvement of TOEFL/ English Subject	- Giving practice more just like the name of the subject. - Giving students activities that force them to speak more. - Giving students activities that will make them using their English outside class. - Encourage students with lack of motivation in English by pairing them with other students with good English. - Taking students to practice their English outside the class with lecturer supervision. - Giving a seasonal class by inviting native speaker to class.

From answers being given in the interview process, I can conclude that every student like English and most of them actually enjoy having activities related to English, for example listening to English songs by their popular singers, watching movies at the cinema or only from the television at home, reading books with English, even though for simple used of English, or even sending text messages in social media. Everyone thinks that having English skills can make a person more popular or looks smart. Also, for having language skill it can help them to find works better. Better work means a better salary.

Discussions

The importance of Communicative Language Teaching (CLT) in improving students' English skills through the TOEFL score.

The main difference is only the score of the posttest of Class A which increased 2.43% from that of the pre-test score. We can see that the lower pre-test and posttest from Class A is 340 and 346. It is not quite improved. The highest score of pre-test and posttest from Class A are 456 and 470. It is quite increased after they have the treatment. There are 8 (eight) students out of 11 (eleven) students who get the increasing score from the pretest to posttest. Although the percentage is only 2.43% it shows us there is an influence. If we see the score from each student, we can see that the score is increasing between the pre-test and the posttest. Overall this table proved that the approach of CLT influenced students in increasing students' TOEFL score.

Table 2 showed us that students of Class B got a higher score for the posttest after being given the treatments. From 26 students, almost half of them got a higher score for their posttest. The highest percentage of the posttest score is even 23.42% increasing. That is increasing so much than the pre-test score. Then it can be said that CLT really helps students to increase and improve their skills of English and it showed from their increasing score of posttests. It did influence the learning process since there was an increasing percentage between the pre-test and the posttest score from both classes. Even though both classes received different treatments but the result of this research that Communicative Language Teaching (CLT) can improve students' score of TOEFL is similar to the research conducted by Martono (2013) who investigated the effectiveness of Communicative Language Teaching (CLT) to enhance TOEFL score for STIEPARI students in Semarang. It said that by applying this approach of CLT, it is possible to use the Communicative Language Teaching (CLT) method to enhance students' motivation in the TOEFL score. As the goal of the CLT method is to give the students chances to discover what they need and ask for the need in English, teaching TOEFL subject with this communicative approach could encourage students to acquire test knowledge in a meaningful way.

The importance of Implementing the Communicative Language Teaching (CLT) approach through the use of Role Play and Task-Based Instructions

The result showed us about the schedule plan for every week's activity that consists of 4 (four) skills that are trying to be practiced here. The pre-test, posttest, the middle and final examination are not written here because they function as an indicator to measure students' achievement about the subject. Class A will only have the task-based instruction for the entire semester. It means that every session of the meeting, they are assigned to do exactly what the lecturer asked them. Sometimes the lecturer prepared the material, but sometimes they will prepare their own material to be done in class for the next meeting. So, for example, material for next week meeting is about reading, they are already told to bring the material from home, but if the material is prepared by the lecturer, they are still told to prepare about the material and maybe to bring supporting tool to help them for the activity, such as dictionary.

We can see the main focus of this research is speaking skills because it is the main objective of CLT approach that is communication. But it does not mean that CLT neglects other skills. Even to make the communication runs well, every aspect of English skills is required here. For example, we can see activity in writing skill for paraphrasing, one cannot do the paraphrasing without having to read first. Paraphrasing, one of the writing activities is

pairing with reading activity. Another example is in listening skills, people usually take notes when they listen to unfamiliar words, and then look up from the dictionary to find the exact meaning. So, from these activities, I concluded that these activities are related to one another. To comprehend one skill, we should learn and get help from other skills.

This result is supported by Ratih & Hanafi (2016) who found out that applying the approach of CLT can improve students' speaking ability. There was a significant effect of using the Communicative Language Teaching (CLT) approach on the students' speaking ability. They said that by using CLT approach, specifically in the form of role-playing and speaking performance, students seem to enjoy communication activities because they can engage in conversation pool to practice their English and improve communication. So, it can be concluded that the students' speaking score is increasing after they are taught by using CLT mostly in terms of role-playing and task-based instructions.

The result that CLT approach better helps the student in learning English through role-playing is also similar to research conducted by Krebt (2017). He investigated the impact of role-playing as a classroom technique on Iraqi EFL students' speaking skills on Iraqi EFL students at the college level. The result of his research stated that accordingly, the students under the experimental group seemed to succeed because of getting involved and practice in role-play techniques such as group work and peer. It can be inferred that if the class is framed as a community to work together supporting each other, it will have the opportunity to work for the same aims. This builds students' ability to interact with and understand each other, the best basis for all learning. Furthermore, the results confirm that role-play techniques provide a kind of interesting environment for the students to flourish in such an environment leads to better attention in learning and stimulate them to participate in role-play techniques. In role-play techniques, students take a new identity and learn to use a FL for everyday interaction.

Arham, Yassi, & Arafah (2016) also conducted research investigating students' interest to speak English in the nursing classroom. The students who studied through role-playing show significant improvement in their speaking performance on the post-test. Roleplay is an appropriate strategy to be implemented in the vocational class. English teachers should design it to meet students' level such as children's class, adult class or vocational class or general class. Roleplay materials should be contextual with students' real life. The role that the students' act should be familiar with the students. Roleplay activities can be provided in the classroom or outside the classroom. The tools or facilities in role-playing are considered effective to build communication.

Student Perception about the Implementation of Communicative Language Teaching (CLT) approach in the English learning process

In terms of learning English, everyone thinks that the approach of CLT used for English Practice/TOEFL subject is already suitable since they think they have all the practices they have to follow. They think the way the approach of CLT being applied through role-play, performances by individual or group and all the tasks given for them, are more than enough to help them practice their English, mostly their skill of speaking. They feel motivated in learning English because they think English is fun if it is learned in an interesting way or approach. Some of the students feel that they are able to initiate a conversation even the simple one with others. The rest of the students feel that this approach motivates them to learn English more in the future since they think it is important to have language skills to find a better job. Getting a better job means a better salary. People with English skill will not only look smart but also popular. People will have more benefit than loss if they have English skill. With this approach of CLT, students agree that it helps them better in learning English because they can apply their use of English directly as if in real-life situations.

This is the same as what happened in the research done by Martono (2013) that the learning materials from this approach of Communicative Language Teaching (CLT) can motivate students in learning English better. They taught that the materials, foremost the role play and speaking performance are directly enhance them to be brave in starting communication with their own friend in class. It then results that students are eager to learn English more with this direct and fun way since it interacts with their interest more than the traditional way in which the lecturer becomes the center.

This result is somewhat similar to what Manalullaili (2015) found in her research that a communicative approach is a better approach to teach the English language, especially for the second language learner. The communicative approach is developed and increased by promoting authentic communication and natural language. The teachers have applied CLT since they realize that many students do not achieve communicative competence. In addition, many teachers consider that CLT focuses on communicative language for four English skills. CLT is different from the other methods, for example; direct method and natural approach. Two of the characteristics are CLT emphasizes fluency and accuracy in using language and the teachers are as facilitators and guidance in the classroom. There are many important factors leading to its emergence in English language teaching such as; promoting social interaction, creating authentic language, making communicative language teaching in teaching four English skills and building learner-centered instruction.

CONCLUSION

In general, this study revealed that CLT approach influenced students' English skills and it is determined by the increasing score from pretest and posttest TOEFL of both classes. Also, it revealed that CLT approach through the use of Role Play and Task-Based Instructions is the best way for students to learn English which enhance students mainly to communicate more, not only in the individual assignment but also in pair and whole class assignment.

Roleplay performance and tasks-based instruction help students to learn English without feeling stressed to remember grammar. Students practice grammar by making words that suited in real situations and learn not to feel afraid of making a mistake in learning English. The point of CLT which is to make someone brave to start communication with others, either direct or indirect communication, can be fulfilled by the use of role-playing and task-based instructions.

Another important point of CLT approach is the way students perceived this approach as a promising way for them to learn English. Most students agreed and thought that this approach really helped them to practice English more because they learned in an interesting and fun way that it motivated them to learn more. The approach really suited to real situations and students found that this approach motivated them to start communication.

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