

**“THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE  
TEACHING (CLT) APPROACH IN IMPROVING STUDENTS'  
SPEAKING SKILLS USING A HYBRID LEARNING METHOD (A CASE  
STUDY)”**



**A THESIS**

*Submitted to the Faculty of Cultural Sciences Hasanuddin University in Partial*

*Fulfillment of the Requirement to Obtain Sarjana Degree in English*

*Department*

**BY:**

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**THESIS**

**THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING (CLT) APPROACH IN IMPROVING STUDENTS' SPEAKING SKILLS USING A HYBRID LEARNING METHOD (A CASE STUDY)**

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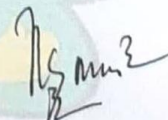
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**AGREEMENT**

On Friday, 13<sup>th</sup> January 2023, the Board of Thesis Examination has kindly approved a thesis by Muhammad Abiel Gibran (F041181319) entitled “**The Effectiveness Of Communicative Language Teaching (CLT) Approach In Improving Students' Speaking Skills Using A Hybrid Learning Method (A Case Study)**” submitted in fulfillment one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 16<sup>th</sup> November 2023

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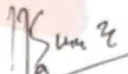
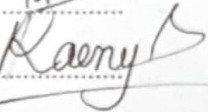
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Makassar, 19<sup>th</sup> January 2023



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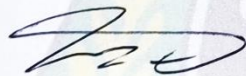
With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No.531/UN.4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Muhammad Abiel Gibran (F041181319) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

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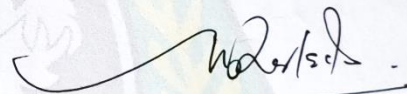
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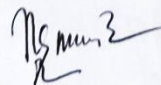
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Makassar, 19 January 2023

The Researcher,



Muhammad Abiel Gibran



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## **ABSTRACT**

**Muhammad Abiel Gibran**, 2023, The Effectiveness of Communicative Language Teaching (CLT) Approach In Improving Students' Speaking Skills Using A Hybrid Learning Method: A Case Study at SMA 3 BANTAENG (supervised by Ria Rosdiana Jubhari and Marleiny Radjuni).

The research aimed to find out how effective is the Communicative Language Teaching (CLT) Approach in improving students' speaking skills using hybrid teaching methods. This research was conducted at SMA 3 BANTAENG. This research emphasized the improvement of students' speaking skills in terms of accuracy and fluency

Researchers used qualitative and quantitative research methods using one class of the twelfth class as a sample. Data was collected by providing observation, pre-test, treatment and post-test consisting of 6 meetings. The sample in this study were students of class XII IPA 1 SMA 3 BANTAENG, totaling 24 students.

The results showed that after students were given the Communicative Language Teaching approach with the hybrid method, students' speaking skills in terms of accuracy and fluency showed an improvement. This can be seen from the percentage increase in students who reached 92.77% in accuracy and 81.64% in fluency. Based on the research results, it can be concluded that the application of the Communicative language teaching approach using the hybrid method is effective in improving the speaking skills of class XII IPA 1 students at SMA 3 BANTAENG.

Keywords: Communicative Language Teaching (CLT) approach, Accuracy, Fluency

## ABSTRAK

**Muhammad Abiel Gibran, 2023, Keefektifan Pendekatan Communicative Language Teaching (CLT) Dalam Meningkatkan Keterampilan Berbicara Siswa Menggunakan Metode Pembelajaran Hybrid: Studi Kasus di SMA 3 BANTAENG (dibimbing oleh Ria Rosdiana Jubhari dan Marleiny Radjuni).**

Penelitian ini bertujuan untuk mengetahui seberapa efektif Pendekatan Communicative Language Teaching (CLT) dalam meningkatkan keterampilan berbicara siswa dengan menggunakan metode hybrid teaching. Penelitian ini dilakukan di SMA 3 BANTAENG. Penelitian ini menekankan peningkatan keterampilan berbicara siswa dalam hal akurasi dan kefasihan

Peneliti menggunakan metode penelitian kualitatif dan kuantitatif dengan menggunakan satu kelas dari kelas duabelas sebagai sampel. Pengumpulan data dilakukan dengan memberikan observasi, pre-test, treatment dan post-test yang terdiri dari 6 kali pertemuan. Sampel dalam penelitian ini adalah siswa kelas XII IPA 1 SMA 3 BANTAENG yang berjumlah 24 siswa.

Hasil penelitian menunjukkan bahwa setelah siswa diberi pendekatan Pengajaran Bahasa Komunikatif dengan metode hybrid, keterampilan berbicara siswa dalam hal akurasi dan kefasihan menunjukkan peningkatan. Hal ini terlihat dari peningkatan persentase siswa yang mencapai 92,77% dalam akurasi dan 81,64% dalam kefasihan. Berdasarkan hasil penelitian dapat disimpulkan bahwa penerapan pendekatan pengajaran bahasa Komunikatif dengan metode hybrid efektif dalam meningkatkan keterampilan berbicara siswa kelas XII IPA 1 SMA 3 BANTAENG.

Kata Kunci: Pendekatan Communicative Language Teaching (CLT), Akurasi, Kefasihan

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher discusses the introduction, which consists of background, identification of the problem, the scope of the problem, the objective of the problem, the significance of the research, and the sequence of writing.

#### **A. Background**

In learning English, there are four language skills that people must know. They are speaking, listening, reading, and writing. Reading and listening are receptive skills, while speaking and writing are productive skills. These four skills are always the target of the final learning objectives. In other words, the four language skills result from a long learning process; they are applying the knowledge of the language that the learners get during the process.

Speaking as one of the productive skills is one of the abilities considered by the teacher as an essential skill in communication and language. So, many language teachers are more concerned with helping their students develop their ability to use a foreign language orally. For example, there are students who do not have enough competent skills in a language, such as not being able to develop conversation. In this case, the language teacher acts as a communication teacher to facilitate students. In addition, speaking is a method of communicating with others, sharing ideas and opinions, providing information or desires, and establishing oral social relationships and friendships. Speaking also occurs when there is a speaker and a listener. According to Gert and Hans (2008: 207), speaking is speech or utterance to

have the intention to be recognized by the speaker, and the receiver processes the statements to recognize their intention.

Regarding teaching speaking, it is a challenge for English teachers, unlike teaching other skills such as writing, reading and listening. For example, teachers must encourage students to practice their speaking skills; other than that, they must also be able to motivate and stimulate the students to be confident to start speaking. However, students sometimes find it difficult to express their ideas orally. According to Brown and Yule (1999: 14), speaking depends on the complexity of the information to be communicated; however, speaker sometimes finds it difficult to clarify what they want to say.

Learning to speak clearly is more complicated than learning to understand the spoken language since speaking is an active form of language while listening is more passive, so a higher level of understanding is required to speak a language effectively. One who wants to talk to another sometimes faces some trouble. The students cannot produce their ideas, arguments, or feelings communicatively. In fact, despite having studied English for several years, some students who graduated from junior high school, high school, and even English department college face this difficulty. Many students get nervous before an exam they know will be difficult, and most get nervous when they have to prepare to speak in public.

Teachers play an essential role in the development of student's speaking abilities. Teachers should motivate their students to speak in public because, as Rivers (1968) stated, teachers, need to give students ample opportunity to



practice their speaking skills. That means that much practice is required because that can help the students overcome the speaking problem faced by the students who learn a foreign language.

The researcher realized that speaking skills had become the most challenging issue most people face when learning a new language. A student who believes that nothing should be said in English until it is said correctly will most likely avoid speaking most of the time. Some students, understandably, prefer to keep silent during English lessons because they are hesitant to speak English. They are afraid of saying the wrong thing or appearing stupid, so they do not say anything.

Communicative language teaching begins with a theory of language as communication. The goal of language teaching is to develop communicative competence (Richard and Rodger, 1999: 69). The purpose of using communicative competencies is to make language use contextual and appropriate.

SMA Negeri 3 Bantaeng is one of the schools in Bantaeng, South Sulawesi Province. Due to the COVID-19 pandemic, the implementation of learning at SMA Negeri 3 Bantaeng has changed and will continue to change following regional developments. In early March 2021, the school implemented distance learning to stop the spread of the coronavirus in the school environment.

In this case, the researcher has made previous observations to find out how the teaching and learning process is carried out in class XII at SMA Negeri

3 Bantaeng. Based on observations, twelfth-grade teachers teach English online using WhatsApp, and the assignments are collected at school once every two weeks while providing material for the next lesson. This causes a lack of teacher-student interaction and a lack of student enthusiasm during learning due to monotonous activities. If this obstacle is ignored, it will result in a low understanding of students toward the material and learning outcomes obtained.

Based on the explanation above, the researcher intends to find out whether the Communicative language teaching approach can be effective in improving students' speaking skills, especially in terms of accuracy and fluency in speaking, if it is done using a hybrid method. This is considered relevant considering that we are currently in a transition period from online learning to offline learning, along with the decline in the number of Covid-19 cases. In addition, this is considered to be an answer to the development of the digital era where technology is widely used in educational institutions. In this era of digitalization, the teaching and learning process can not only be done in the classroom. The teaching and learning process can occur anywhere and anytime, not limited by space and time. This learning method can be done by combining online and offline direct learning. From the description above, the researcher is interested in research in the thesis entitled “The effectiveness of Communicative Language Teaching (CLT) approach in improving students' speaking skills using a hybrid learning method (a case study at SMA 3 Bantaeng)”

## **B. Identification of The Problem**

In doing this research, the student faces some problems in terms of students' academic achievement in speaking skills. They are:

- 1.** Students have lack of vocabulary. As a result, they appear to feel nervous when they speak
- 2.** Students have bad fluency and accuracy when they speak English. As a result, students are afraid to make mistakes when they speak English.
- 3.** The approach used by the teacher is not effective in teaching speaking

## **C. Scope of The Problem**

From the identification of the problems above, it can be seen that there are several problems related to the teaching and learning process. Researchers scope it into two, as explained below:

- 1.** This research focus on increasing students' fluency and accuracy in speaking by using a more effective approach to improve the students' speaking skills.
- 2.** This research focus on how the student's perception about the approach in improving their speaking skills.

#### **D. Research Question**

1. How effective is the Communicative Language Teaching (CLT) Approach in improving students' speaking skills in terms of fluency and accuracy using hybrid teaching methods?
2. What are students' perceptions about the use of the Communicative Language Teaching (CLT) approach using a hybrid teaching method in improving their speaking skills?

#### **E. Objective of Research**

1. To find out how effective is the Communicative Language Teaching (CLT) Approach in improving students' speaking skills in terms of fluency and accuracy using hybrid teaching methods.
2. To find out the perceptions of the students about the use of the Communicative Language Teaching (CLT) approach in improving their speaking skills using hybrid teaching method.

#### **F. Significance of Research**

Some benefits can be gained from this research as follows:

##### **1. For Teacher**

- a. To get the more practical choice to combine the English aspect in students' speaking ability.
- b. The teacher can use this approach to teach speaking and help students improve their speaking skills and face their speaking problems.

- c. The teacher can use the combination of this approach and the teaching style to teach the student.
- d. The hybrid teaching method can overcome students' lack of enthusiasm in learning due to monotonous activities.

## **2. For Student**

- a. It is helpful for students to be able to solve their speaking accuracy and fluency.
- b. The Communicative Language Teaching (CLT) approach can make the students more effortless and active in speaking.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Previous related research findings**

There are several previous studies that are relevant to the topic being studied. First, Wulandari (2014), in his research 'Improving Students' Speaking through Communicative Language Teaching Games', was conducted in SMPN 1 Prambanan. This research was divided into two cycles. This research's sample consisted of 24 students from VIII A Class. This research included both qualitative and quantitative data. The researcher used an interview in the qualitative data and a pre-test and post-test in the quantitative data to obtain student scores. This research's quantitative data findings revealed that students' scores. The results of this research in qualitative data showed that students were more motivated to learn to speak. There was a difference in quantitative data between pre-test and post-test, and students' speaking ability was improved.

Munjayanah (2004), in her research "the implementation of communicative language teaching speaking at lia Surakarta: ethnography." This research was conducted at LIA Surakarta. The research sample is the Conversation class 2 of LIA Surakarta. The researcher used observation and interviews to collect the data and used descriptive qualitative techniques to analyze the data. This research found that Strategy selection from the teacher can affect the improvement of students' speaking skills.

Efrizal (2012), in his research "Improving Students' Speaking through Communicative Language Teaching Method at Mts Jaalhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia." This thesis discusses How does communicative language teaching method improve students' speaking achievement of the first-year students at Mts Ja-alhaq Sentot Ali Basa Islamic boarding school.' This research used a pre-experimental design with one group, and the sample was the VII A Class, which consisted of 25 students. In this research, he used four-cycle steps to show the improvement of students' speaking skills, and the data was interpreted using percentage analysis. The data showed that students' speaking achievement improved with each cycle of communicative language teaching.

Vongxay (2013), in his research "the implementation of communicative language teaching (CLT) in an English department in an LAO higher educational Institution: A case research." This research was conducted at the LAO higher education department in Laos. The sample in this research is ten teachers from one language department in a Lao tertiary education institution. The researcher found that this approach motivated passive students with low English proficiency to improve their communication skills and improved their interactions in the classroom. The communicative language teaching method can improve the students' speaking skills and classroom communication. This approach is very helpful for students because it provides opportunities for students to communicate and interact with their friends and teachers in class.

Muslem (2014), in his research on 'the use of communication language teaching in speaking' at SMAN 1 Peureulak in Banda Aceh. The sample for her research was three teachers from an eight-teacher staff at SMPN 1 Peureulak who taught XI IPA 1, XI IPA 2, and XI IPA 5. She interviewed some teachers who used CLT in their classrooms as part of her research. She gathered information through observation, interviews, and documentation. The data showed that they provided materials that focused on communication functions using this approach. The material focused on meaningful tasks rather than language forms such as grammar and vocabulary; students were more motivated to learn English.

Based on the previous related research findings above, all the previous research and this research are concerned about the speaking ability improvement using a communicative language teaching approach. The difference between this research and previous research is how this approach applied in the field. Previous researchers applied a communicative approach with the offline method, while what the researchers tried to do was apply the CLT approach using the hybrid teaching method.

## **B. Theoretical Background**

This present research has two main topics that also become this research variable they are:

### **1. Speaking**

Speaking is a way to communicate with other people about ideas, thoughts, messages orally. Speaking is a productive skill in which the speaker produces and uses language by expressing a sequence of ideas while also attempting to convey the ideas or message. In this case, there is a message-delivery process known as the encoding process. Simultaneously, there is a process of comprehending the first speaker's message. According to Ladouse (in Nunan, 1991:23), speaking is the ability to express oneself in the situation, the activity to report acts or situations in precise words, or the ability to converse or express a sequence of ideas fluently. Bryne (1979:8) stated that oral communication is two-way between speaker and listener (or listeners) and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding). Furthermore, Tarigan (1990: 8) said that speaking is a way to communicate that affects our daily lives. It means that speaking as a way of communication significantly influences our individual life.

In the speaking process, one tries to communicate with and send out their message to the others. In this case, the communication needs at least two people, a speaker who produces a message and a listener who receives the message. Therefore, in speaking process, especially in dialogue, needs

at least two people because we cannot do it individually. One becomes a speaker who produces information, and the other becomes a listener who receives information. Transactional dialogue is suitable for measuring students' speaking achievements since transactional dialogue refers to a situation where the focus is on what is said or done. The message and understanding oneself clearly and accurately is the central focus, rather than the participants and how they interact socially.

People do activities to get what they want and need in their daily lives, and so does speaking. This aims relatively intended to get effortless in communication because the easiest way to communicate is by speaking. According to Richard and Renandya (2002:201), speaking is used for many different purposes. When we use casual conversation, for example, our purposes may be to make social contact with people, establish rapport, or engage in the harmless chitchat that occupies much of our time with friends. Speaking can also be used in deep conversations such as discussions to seek or express opinions to persuade someone about something. Not only can give an idea but also describe things to complain about people's behavior, make a polite request, or entertain people with jokes and anecdotes. Besides, speaking is also used to make a promise or a threat, deliver a warning, rebuke, congratulate, or apology. In conclusion, speaking is very substantial for our social life.

### **a. Speaking Element**

Speaking practice should begin at a young age for students to get used to it, as many students with low self-confidence have good arguments or opinions but are hesitant to speak. Furthermore, students who are learning a foreign language that is not their first or mother tongue will be hesitant to talk because they are concerned about their word accuracy, sentence fluency, and whether or not other people understand them.

#### **1) Fluency**

Fluency can be defined as the ability to speak communicatively, accurately, and fluently. Fluency usually refers to the ability to express oral language freely and without interruption. If the teacher wants to check students' fluency during the teaching and learning process, they allow students to express themselves freely and without interruption. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These fillers indicate that the speaker does not have to spend much time looking for the language items required to express the message. Therefore, fluency is defined as the extent to which the speaker speaks the language quickly and confidently, with few expectations or unnatural pauses, false starts, word searches, etc.

One of the issues CLT focused on was its fluency. According to Richard (2006), fluency is one of the goals in CLT. In the classroom activities, CLT provides some activities to help students improve their fluency.

## **2) Accuracy**

Accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation, and vocabulary. Accuracy is often compared to fluency when we talk about a learner's level of speaking. Accuracy in speaking means someone can produce correct sentences in pronunciation. Grammar and word choice can be understood.

Accuracy is really important in speaking because accuracy includes pronunciation, vocabulary, and grammar. When the accuracy is incorrect, it affects the meaning. Accuracy can also have an impact on fluency.

Richard (2006) state accuracy and fluency influence each other. Furthermore, he states that CLT activities are recommended to use by teachers to make a better accuracy in fluency activities.

There are three components of accuracy: Pronunciation, vocabulary, and grammar.

**a) Pronunciation**

Pronunciation is a fundamental skill in language learning, especially in speaking ability. It was about how people said, articulated, assimilated, intonated, and stressed words. Full pronunciation ability can obstruct communication and prevent us from making meaningful utterances.

**b) Grammar**

Maybin and Joan (2010:11) Stated that grammar is used to Broad sense in linguistics: first, it refers to aspects of the structure of language (Either language as a faculty or the structure of a particular language -e.g., The grammar of English). Second, it refers to a specific approach to the research of linguistic structure. Grammar is defined as a systematic method of accounting for and predicting an ideal speaker's or hearer's language knowledge. This is accomplished by applying a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language.

Moreover, Greenbaum and Nelson (2002: 1) stated that grammar refers to the set of rules that allow us to combine words in our language into larger units.



### **c) Vocabulary**

Vocabulary is a fundamental component of language learning. Vocabulary refers to the appropriate diction or the most important thing in a language, mainly when speaking; additionally, knowing many vocabularies will make it easier to express our ideas, feelings, and thoughts orally and in writing. The vocabulary used in spoken language is typically familiar every day. The vocabulary used in spoken language or speaking must be very familiar and used in everyday conversation to understand the spoken discourse. Students must be familiar with words, their meanings, how they are spelled, and how they are pronounced.

## **2. Communicative Language Teaching (CLT)**

### **a. Principle of CLT**

Communicative Language Teaching can be defined as a set of principles concerning the goals of language teaching, how students learn a language, the types of classroom activities that best facilitate learning, and the roles of teachers and students in the classroom (Richard, 2006).

CLT refers to a set of beliefs that includes reconsidering which aspects of language to teach and a shift in emphasis on how to teach. The "what to teach" component of the communicative approach emphasized the importance of language function rather than focusing

solely on grammar and vocabulary. One guiding principle was to teach students how to use these language forms correctly in various contexts and for a variety of purposes (Harmer, 1998: 84).

The use of CLT emphasizes language used to get students to use the language in real-life situations. CLT emphasizes how students can communicate with others and learn the language, according to Richard (2006). It implies that there must be a link between classroom learning and real-life situations in which students use language.

Although CLT focuses on language use, it does not mean that grammar and vocabulary are not important. According to Savignon (2002), communication cannot occur without structure or grammar, a set of shared assumptions about how language works, and participants' willingness to cooperate in the negotiation of meaning. Their well-researched and widely cited paper propose components of communicative competence. Furthermore, her research did not suggest that teachers abandon grammar instruction. Instead, replacing language laboratory structure drills with meaning-focused self-expression was a more effective way to develop communicative ability while maintaining morphosyntactic accuracy.

Furthermore, Belchamber (2007) stated that while CLT implies that lessons are more student-centered, it does not mean that they are unstructured. The teacher does play an essential role in the process, which is to set up activities that encourage communication. By

implication, CLT entails providing students with vocabulary, structures, functions, and strategies for successful interaction.

#### **b. The goal of Communicative Language Teaching**

Communicative language teaching is closely related to communicative competence; as stated by Richard (2006), he stated that the goal of CLT is to teach communicative competence. Communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions.
- Knowing how to vary our use of language according to the setting and the participants.
- Knowing how to produce and understand different types of texts.
- Knowing how to maintain communication despite having limitations in one's language knowledge.

#### **c. CLTs' Activities**

Many other activity types have been used in CLT to help students relate to their real-life experiences. These activities as follows

##### **1) Information Gap Activities**

The concept of the information gap is an important part of communication in CLT. This relates to the reality that most people communicate in real life to obtain the knowledge they do not already

have. This is referred to as an information gap. Students are more likely to engage in authentic communication in the classroom if they use their linguistic and communicative skills to gain information rather than just practicing language forms.

## **2) Opinion-sharing Activities**

Students compare values, opinions, or beliefs in activities like a ranking task. They list qualities in order of priority that they might consider when choosing a date or spouse.

Opinion sharing is a content-based practice that aims to improve students' conversational skills while discussing topics that interest them. Opinion sharing is an excellent technique to encourage introverted students to open up and share their thoughts. If students have strong opinions about a topic, they will speak up and share them.

## **3) Jigsaw Activities**

These are also based on the principle of information gaps. The class is usually divided into groups, with each group having a part of the information needed to complete an activity. To complete the puzzle, the students must put the pieces together. They must use their language skills to communicate meaningfully and therefore engage in meaningful communication practice as a result of this.

#### **4) Presentation and Discussion**

Presentation and discussion can build a relationship between the group and the audience. We can communicate with one another and discuss something during a presentation or a discussion. A discussion is a conversation between two or more people about a topic, usually to share ideas or achieve a conclusion, or a conversation of this nature. Many teachers claim that their students "have nothing to say"; they complain, for example, that they "have no opinions" and are "unwilling to discuss anything." The way some teachers approach the discussion as an activity is part of the problem.

### **3. Hybrid Learning**

According to (Hubbard, 2013), hybrid / blended learning is a combination of conventional direct meeting and integration of technology in e-learning form. Hybrid learning emphasizes the traditional learning process's requirements as well as the significance of revamping the learning model by integrating technologies. Hybrid learning is a style of learning method that combines both direct face-to-face learning and online learning. In practice, there are times when students and educators meet face-to-face in class and there are times when doing distance learning. (Bryan & Volchenkova, 2016) stated that a hybrid learning system will enable a mix of face-to-face and computer-mediated experiences.