

TEACHING SPEAKING APPROACH BY USING COMMUNICATIVE LANGUAGE TEACHING IN NURUL HUDA ISLAMIC BOARDING SCHOOL TANAH MERAH

Fauzi Abdullah Faiz¹, Eka Agustina², Muhamad Muklas³

¹ Universitas Nurul Huda. E-mail: fauziabdullahfaiz2001@gmail.com

² Universitas Nurul Huda. E-mail: ekaagustina@unuha.ac.id

³ Universitas Nurul Huda. E-mail: muklas@unuha.ac.id

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A B S T R A C T

This study aims to describe the implementation of the teaching speaking approach using Communicative Language Teaching (CLT) at Nurul Huda Islamic Boarding School Tanah Merah. Speaking is one of the essential skills in learning English, particularly in Islamic boarding schools where students are encouraged to actively use English in daily communication. However, many students still face difficulties in expressing ideas fluently and confidently. Therefore, an appropriate teaching approach is needed to enhance students' speaking ability. This research employed a qualitative descriptive design. The data were collected through classroom observations, interviews with the English teacher and students, and documentation. The findings show that the implementation of Communicative Language Teaching emphasizes student-centered learning through various communicative activities such as role-plays, group discussions, dialogues, language games, and daily conversation practices. The teacher acts as a facilitator who provides opportunities for students to interact and use English meaningfully in real-life contexts. The results indicate that the use of CLT improves students' speaking fluency, confidence, vocabulary mastery, and participation in classroom activities. Students become more active and motivated to communicate in English both inside and outside the classroom. In conclusion, the Communicative Language Teaching approach is effective in enhancing students' speaking skills at Nurul Huda Islamic Boarding School Tanah Merah.

INTRODUCTION

English is one of the languages in the world plays an important role in many various fields, as many people try and strive to master this language, so that can easily grasp the information and communicate to each other. In English language teaching, we recognize the four of skills, those are: listening, speaking, reading and writing. All those skills are very important for those who want to master the English. (Harmer, 2007 in (Amik et al., 2018).

English speaking ability is very important for people interaction where people almost speak everywhere and every day through English. In this global era, many

people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. As one of international language, English is also being taught in Indonesia both in religious or non-religious institution although Indonesia does not guarantee legitimately English as a second language. However, numerous Indonesian schools officially teach English, including pesantren (Amiruddin, 2019). As institution of education, some Islamic boarding schools have a program of learning English as the way of communication in its daily conversation.

Historically, pesantren is an Islamic educational institution that teaches students through classical Islamic books (Fadhilah, 2011) Now, many Islamic boarding schools have been teaching modern lessons, including foreign languages such as English (Tahir, 2015). In Indonesia, certain Islamic boarding schools have established dedicated facilities to support students who are interested in enhancing their English proficiency. Many of these schools have undergone changes in their perspectives, recognizing English as a highly significant subject to excel in. In addition to facilitating the dissemination of Islamic teachings globally, English proficiency serves as a pathway for students to stay attuned to global knowledge advancements. Emphasizing the importance of mastering English for effective communication, there is a recognized need to enhance English Language Teaching methods so that students can effectively convey Islamic messages to various global audiences.

According to (A. Reza, 2014), speaking is one of four language skills which are very important to be mastered by students in order to be good communicator and the ability to speak English fluently because speaking is the most important thing in communicate with other people. In real-life situations, people will judge the learners' English skills based on their speaking ability (Kuning, 2019). That is why speaking also become one of the skill targets of the students who have to use it in their daily life in Islamic boarding school.

Basically, speaking is an ability that is not easy to learn because it isn't simplest getting to know to explicit mind in English however additionally the way pronounces it, the way to make it fluently and the way to speak English in the right style. (Latifah, n.d.) Speaking skill is a skill to talk a speech articulation or to speak for expressing an idea.

Teaching speaking is always connected with the communication with the students who always interact with their teachers moreover the students and the teacher of Islamic boarding school who are stay 24 hours in it. By having good method in teaching, students are able to have different outcomes. According to (Kusrini R, 2021) speaking is the most difficult skill to master especially for EFL students. So that to teach speaking skill has to use the relevant method for the students. However, speaking is an important skill must be thought for the students who learn EFL, the students' enthusiasm is one of the factors which is needed to have an impact on students' speaking habit. (Insan, 2019) states that the supporting factor of students' language skills include: 1) Figures from the leaders and leaders of the Islamic boarding school as role models for their students. 2) The quality of qualified foreign language teachers. 3) A supportive Islamic boarding school environment. 4) The students' enthusiasm in learning.

But as the matter of fact some Islamic boarding schools have not been able to be success to have English environment. One of the problems is the students have low ability to speak English, the students have limitations in speaking English, and the students feel that English is very difficult and problems become also from proper

language environments (Pathan, 2014). learners often experience anxiety and fear when speaking English. This can occur when they are required to speak in front of others or engage in conversations with friends, leading them to feel hesitant even if they have memorized vocabulary beforehand. Additionally, a significant issue that educators must address is that many language learners are reluctant to practice speaking and encounter difficulties during practice sessions.

In this case, Nurul Huda 2 Islamic boarding school is one of Islamic boarding school which has an English program must be followed by all of the students in it, Nurul Huda 2 Islamic boarding school obligates its students to speak English in their daily conversation. Based on the researcher's experience in the teaching process, the students have problems in practicing their English. English becomes a challenging for them, it can be reported that many students feel shy and do not have courage in speaking English. According to (Imam Munajat 2024) as language coordinator states that since the past few years, Nurul Huda 2 Islamic boarding has problems in creating a language environment within it, this is because of the students have problems with self-confidence in speaking English in their daily communication, they feel shy to speak and do not have courage to practice the English that has been taught, it also causes of monotonic in the learning and teaching process. (Syahfutra, 2019) states that obstacles such as lack of teachers' competence, lack of educational facilities and method, and lack of learning preparation can have an impact on students' competence. The process of English teaching learning needs good attention such as preparation, and teaching method in order to have good result for the English students especially in speaking skill.

By following the problems of speaking in Islamic boarding school Nurul Huda 2 above the researcher believes that communicative language teaching approach (CLT) as the teaching method can be solution of those problems, within CLT is communicative activities, and Stern (Ochoa et al, 2016). There are many ways to help the students to encourage their speaking skill, one of the ways is through communicative language teaching (CLT) method. CLT is the approaching method in which the students are asked to use the language for communication in real situation and for successful oral communication students need a thorough in-depth instruction and practice (zivkovic. S, 2014). By using communicative approach in teaching speaking hopefully could effect in the teaching learning process for the students speaking competence.

Based on the explanation above the researcher believes that communicative language teaching (CLT) is the way of teaching speaking for the students who have problems above. The researcher was interested in the theme of Communicative Language Teaching (CLT) as the approach and method in teaching speaking. So that the researcher conducted research in Nurul Huda 2 Islamic Boarding School Tanah Merah. Therefore, the tittle of this study is "The Effect of Using Communicative Language Teaching (CLT) Approach in Teaching Speaking."

RESEARCH METHODS

According to (Sugiyono, 2018) explains that the research method is a systematic manner of acquiring statistics for sure purposes and uses. Moreover, research method is the primary method utilized by researchers to achieve goals and decide answers to the problems posed. In other hand, research method is a scientific method or a way how to get valid data in research, the present data is supported through real proof based at the effects of observations (S Arikunto, 2019).

This research employed a quantitative method design. It works with numerical data that can be collected and analysed statistically (Creswell, 2014). In this research the researcher applied pre-experimental design (one group pre-test and post-test). According to (Creswell, 2014), experimental research is an experiment to test how independent variables influence the dependent variable. This design of the research involves one group that is pre-test (O1), expose to treatment (X) and post-test (O2). It means this design does not need control class to find the result. It aimed to know whether there were significant differences before and after using communicative language teaching (CLT) approach and to know whether by using communicative language teaching (CLT) approach can improve speaking skill.

RESULTS AND DISCUSSION

Findings

In this part shows the result of the data which has been analysed statically, it comprised of students' scores from pre-test and post-test, classification of students' scores from pre-test and post-test, the mean score and standard deviation of the students' score in pre and post-test of the students of Nurul Huda 2 Islamic Boarding School Tanah Merah academic year 2024/2025.

The Result of Students' Speaking in Pre-Test and Post-Test

In this part the researcher has given a pre-test before giving treatment by using Communicative Language Teaching for 20 students as the sample of the research, the researcher determined the students' speaking score and mean score completely in pre-test and post-test consist of grammar, vocabulary, fluency comprehensions and pronunciation presented in the following table as follows:

Table 1
The Score of Students' Speaking Skill in Pre-Test

No	Respon dents	Five Aspects of Speaking Assessments					Score of Test	Mean Score
		Pronunci ation	Gramm ar	Vocabu lary	Fluency	Compreh ension		
1	RD 1	70	67	65	70	75	69	69
2	RD 2	75	70	67	70	75	71	71
3	RD 3	65	70	67	65	70	68	68
4	RD 4	67	70	70	60	65	67	67
5	RD 5	65	65	67	65	65	65	65
6	RD 6	67	66	65	65	68	66	66
7	RD 7	65	67	65	65	67	66	66
8	RD 8	65	67	66	65	65	66	66
9	RD 9	67	67	65	61	65	65	65
10	RD 10	70	68	68	70	70	69	69
11	RD 11	65	60	62	60	60	64	64
12	RD 12	60	65	60	62	60	66	66
13	RD 13	60	62	62	60	65	61	61
14	RD 14	60	65	60	60	62	63	63
15	RD 15	60	60	60	59	60	64	64
16	RD 16	65	62	62	60	60	65	65
17	RD 17	60	62	62	64	65	65	65
18	RD 18	62	65	65	62	65	64	64
19	RD 19	60	62	62	60	63	64	64
20	RD 20	64	65	64	64	65	67	67
TOTAL							1315	65,75

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Table 2
The score of student’s speaking skill in Post-test

No	Respon dents	Five Aspects of Speaking Assessments					Score of Test	Mean Score
		Pronunci ation	Gramm ar	Vocabula ry	Fluency	Compreh ension		
1	RD 1	70	67	65	70	75	76	76
2	RD 2	75	70	67	70	75	77	77
3	RD 3	65	70	67	65	70	73	73
4	RD 4	67	70	70	60	65	74	74
5	RD 5	65	65	67	65	65	73	73
6	RD 6	67	66	65	65	68	74	74
7	RD 7	65	67	65	65	67	74	74
8	RD 8	65	67	66	65	65	75	75
9	RD 9	67	67	65	61	65	72	72
10	RD 10	70	68	68	70	70	76	76
11	RD 11	65	60	62	60	60	73	73
12	RD 12	60	65	60	62	60	73	73
13	RD 13	60	62	62	60	65	69	69
14	RD 14	60	65	60	60	62	69	69
15	RD 15	60	60	60	59	60	68	68
16	RD 16	65	62	62	60	60	70	70
17	RD 17	60	62	62	64	65	70	70
18	RD 18	62	65	65	62	65	69	69
19	RD 19	60	62	62	60	63	69	69
20	RD 20	64	65	64	64	65	69	69
TOTAL							1443	72,15

Frequency of Students’ Speaking Score in Pre-Test

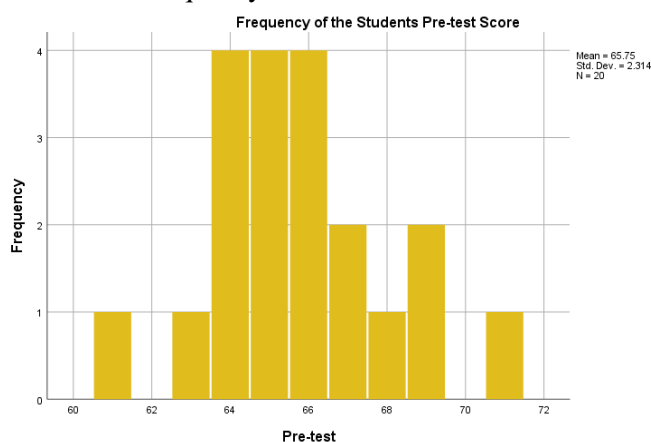
In this part of the research, the researcher did the pre-test for the students to determine their speaking skill before giving communicative language teaching approach as the treatment. The researcher gave post-test after the treatment was done. In this research, there are 20 samples with the frequency data that can be seen on the table below:

Table 3
Frequency of the Students Pre-test Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61	1	5.0	5.0	5.0
	63	1	5.0	5.0	10.0
	64	4	20.0	20.0	30.0
	65	4	20.0	20.0	50.0
	66	4	20.0	20.0	70.0
	67	2	10.0	10.0	80.0
	68	1	5.0	5.0	85.0
	69	2	10.0	10.0	95.0
	71	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

In addition, the frequency of this pre score is described in the following chart:

Chart 1
Frequency of the Students Pre-test Score



The table 3 and the chart 1 showed the frequency of the students with mode of pre-test score was 64, median was 65,50, the minimum score was 61 and the maximum score was 71, and mean of the score was 65,75. The interpreted student's pre-test score into distribution table as presented in the table below:

Table 4
Distribution of Students Pre-test Score

Score Interval	Category	Score	
		Frequency	Percentage (%)
86-100	Excellent	0	0,00%
71-85	Good	1	5,00%
56-70	Enough	19	95,00%
41-55	Poor	0	0,00%
< 41	Very poor	0	0,00%
Total		20	100%

The table of distribution above showed that indicated the score of students' speaking score taken by the researcher in percentage. It showed there was no students got excellent, poor and very poor category (0%). Majority of the students (19 students or 95%) enough score category. While there was only 1 (5%) student who got good category.

Frequency of Students' Speaking Score in Post-test

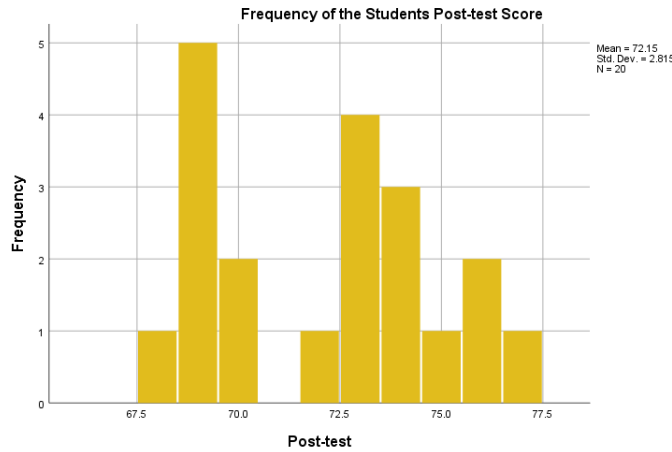
This part is the frequency of students score post-test after the researcher did treatment for the students, the data was explained by the following table:

Table 5
Frequency of the Students Post-test Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	1	5.0	5.0	5.0
	69	5	25.0	25.0	30.0
	70	2	10.0	10.0	40.0
	72	1	5.0	5.0	45.0
	73	4	20.0	20.0	65.0
	74	3	15.0	15.0	80.0
	75	1	5.0	5.0	85.0
	76	2	10.0	10.0	95.0

	77	1	5.0	5.0	100.0
Total		20	100.0	100.0	

Chart 2
Frequency of the Students Post-test Score



The table 5 and the chart 2 showed the frequency of the student score in post-test. It showed that the mode score was 69 median was 73, the minimum score was 68 and the maximum score was 77, and mean of the score was 72,15. The interpreted student’s pre-test score into distribution table as presented in the table below:

Table 6
Distribution of Students Post-test Score

Score Interval	Category	Score	
		Frequency	Percentage (%)
86-100	Excellent	0	0,00%
71-85	Good	7	35,00%
56-70	Enough	13	65,00%
41-55	Poor	0	0,00%
< 41	Very poor	0	0,00%
Total		20	100%

The table 6 described the distribution of the students in post-test. It could be seen that the score of the student’s speaking was significantly upgraded even there was no student got the highest score criteria (0% excellent score criteria), other than that, there was no student got poor and very poor criteria (0% student), majority there were 13 (65%) students got enough score criteria and 7 (35%) students got in the level of good criteria.

The following table below is descriptive statistic of pre-test and post-test to find more information about number of the research sample, range, minimum score, maximum score, mean, standard deviation, variance, and skewness.

Table 7
Descriptive Statistics of Student’s Pre-Test and Post Test

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance	Skewness	
					Statistic	Std. Error			Statistic	Std. Error
Pre -test	20	10	61	71	65.75	.517	2.314	5.355	.366	.512
Post-test	20	9	68	77	72.15	.629	2.815	7.924	.066	.512

Valid (listwise)	N	20									
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The table above described the number of the research sample which consist of 20 students in pre-test and post-test, the range of pre-test and post-test were 10 to 9, the minimum score were 61 in pre-test and 68 in its post-test, whereas the maximum score were 71 in pre-test and 77 in its post-test.

Statistical Analysis

Tests of Normality

Before analysing the data, researchers carried out a data normality test to determine the normality of the data, in this research, the researcher used One-Sample Kolmogorov-Smirnov Test that could be analysed and explained in the following table:

Table 8

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Predicted Value
N		20
Normal Parameters ^{a,b}	Mean	72.1500000
	Std. Deviation	2.17768356
Most Extreme Differences	Absolute	.157
	Positive	.157
	Negative	-.125
Test Statistic		.157
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Analysing of Paired Samples T-test

The paired sample t-test method is part of the comparative hypothesis test or comparative test. The paired sample t test aims to determine whether there is a significant difference in the average of two samples (two groups) that are paired or related. In this part of analysing, the researcher compared the results of the student pre-test and post-test score. The calculation results using SPSS 25 are in the table 21:

Table 9

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test	65.75	20	2.314	.517
	Post test	72.15	20	2.815	.629

The table 2 above is paired samples statistics of pre-test and post-test. It indicated that standard deviation in pre-test were 2.31 and 2.81 in post -test.

Based on the standard error mean in pre-test was 0.51 and 0.62 in post-test. the table also shew the students' mean score in pre-test and post-test are quite different, the mean score in pre-test was 65.75 and 72.15 in the post-test.

Table 10

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	20	.774	.000

The table 10 above shows the results of the student's correlation test or the relationship between the two (pre-test and post-test variables). It showed that the correlation coefficient (Correlation) value is 0.00. Because the value of Sig. 0.774 > probability 0.05, it can be concluded that there is no relationship between the Pre-test

variable and the Post-test variable. Then in this last part is a paired sample t-test where the answer to the question is found, namely whether there is a significant difference between students before being treated using Communicative Language Teaching (CLT) as a teaching approach and after being treated using Communicative Language Teaching (CLT) in Speaking for daily communication (Asking and Giving Opinion) with pair work activities, in the table 23 below:

Table 11
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Post-test	-6.400	1.789	.400	-7.237	-5.563	-16.000	19	.000

Based on table 4 paired sample t-test, it is known that the t-obtain=16.000 is higher than t-table=1.729 and Sig value. (one-tailed) of 0.000<0.05. Therefore, the researcher concludes that the alternative hypothesis (Ha) of this research is accepted and the null hypothesis (Ho) of this study is rejected. That is, there is a significant difference in the implementing of using Communicative Language Teaching (CLT) approach in speaking for daily communication asking and giving opinion.

To make it easier in describing the result of the students' speaking score in pre-test and post-test, the researcher minimized by the table below:

Tests	n	Descriptive Statistics	Paired Samples Test		
			t	df	Sig.(-tailed)
		<i>M (Std.D)</i>			
Pre-test	20	65.75 (2.3)	-16.000	19	0.00*
Post-test	20	72.15 (2.8)			

Interpretation

Based on the researcher that had been conducted during the researcher did his research by using Communicative Language Teaching (CLT) with pair work activity especially for daily communication asking and giving opinion, the students could be motivated and enthusiast in the learning process and also interest to learn because they could speak freedom with their pairs. The researcher also found the solution for the students' speaking problems as already mentioned in the background of the study such feel shy and do not have courage in speaking English. In addition, it was proved that teaching and learning by using communicative language teaching (CLT) could help the students to learn speaking for daily communication.

The test in this research was given to the students of Nurul Huda 2 Islamic Boarding Scholl Tanah Merah especially in Sunan Gunung Jati dormitory in academic year 2024/2025. After this research completed, the researcher found that:

1. The students are encouraged to speak up more.
2. The students enjoyed speaking orally because communicative language teaching (CLT) was interested as teaching approach.
3. The students can learn speaking confidently with their pairs so they can increase their own thoughts in their communication.

Then based on the results of the data analysed by the researcher using SPSS 25, it could be interpreted that teaching Speaking for daily communication used Communicative Language Teaching (CLT) as teaching approach and method were

significant increase. Based on the score of t-obtained gathered from SPSS 25, it described that t-obtained was higher than t-table ($16.000 > 1.729$) at the significance level $\alpha = 0.05$ in one tailed test with df was $(n-1) = (20-1) = 19$. Therefore, Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_a) was accepted. It could be interpreted that Communicative Language Teaching (CLT) as teaching approach and method can increase students' speaking skills on speaking daily communication asking and giving opinion in Islamic Boarding Scholl Tanah Merah especially in Sunan Gunung Jati dormitory in academic year 2024/2025.

CONCLUSION

Based on the data analysis described by the previous chapter, the researcher concluded that there were any significant differences between students who are taught before Communicative Language Teaching (CLT) and students who are taught after using Communicative Language Teaching (CLT) to increase students speaking skills especially on their speaking for daily communication in Islamic Boarding Scholl Tanah Merah especially in Sunan Gunung Jati dormitory. It was recommended by the result of the Paired Sample t-test of the pre-test and post-test score gave the value of t-obtained was 16.000 and the value of Sig (one-tailed) was 0.000. It meant that the value of t-obtained was higher than t-table= 1.789 with df was $(n-1) = (20) = 19$, and value of Sig (one-tailed) was less than the value of Significance level ($\alpha = 0.05$). So, the Null Hypothesis was rejected and Alternative Hypothesis (H_a) was accepted. It can be concluded there was any significant differences between students who are taught before using Communicative Language Teaching (CLT) and students who are taught after using Communicative Language Teaching (CLT) to increase students speaking skills. From the data statement above, the students do not feel shy to speak because Communicative Language Teaching (CLT) helps and encourage in the process of teaching and learning speaking.

Suggestions

The success in teaching and learning did not depend on the lesson and media only, but more important is how the teacher presents the lesson using approach and method especially using Communicative Language Teaching (CLT) to manage the classroom lively and enjoyable, the method also helps the teachers and giving many opportunities for the students to be active in the teaching learning process. So that in the last chapter of this research, the researcher would like give some suggestions for the teachers, students and also the next other researchers.

The English teachers

1. Upgrade teaching methods for teaching English especially in teaching speaking because teaching foreign language need good approaches and methods to get the maximal of teaching and learning purpose
2. The teacher have to try using Communicative Language Teaching (CLT) as teaching approach because it has many methods in it that can increase the student's speaking skill and encourage them to learn English enjoyingly.

The students

1. The students must pay intention to the teacher and be active in the classroom especially in speaking practice in order to be able to have good in communication.
2. The students have to practice to speak more to be able to use the language well.

The other researchers

The other researcher who will conduct the same research about speaking hopefully this research can help and conduct better research for the next.

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