



Promoting Students' English-Speaking Skill through Communicative Language Teaching (CLT) and Investigating Students' Voices

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Abstrak

Berbicara adalah keterampilan berbahasa Inggris yang penting, namun dapat menjadi masalah bagi banyak pelajar. Setiap guru bahasa Inggris harus menerapkan strategi pengajaran untuk mendukung tercapainya tujuan pembelajaran dalam kelas berbicara. Masalah berbicara dalam bahasa Inggris juga terjadi di MA Ma'arif NU Sains Al-Qur'an Sumbang. Oleh karena itu, para peneliti melakukan Penelitian Tindakan Kelas (PTK) menggunakan *Communicative Language Teaching (CLT)* untuk meningkatkan keterampilan berbicara siswa Kelas XI. Kelas tersebut dipilih sebab nilai siswa dalam keterampilan berbicara masih rendah. Selain itu, penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap CLT yang diterapkan dalam kelas berbicara. Penelitian Tindakan Kelas dilakukan melalui perencanaan, pelaksanaan, observasi, dan refleksi. Peningkatan keterampilan berbicara diukur melalui pre-test dan post-test dengan menghitung skor rerata. Lebih lanjut, opini siswa dieksplorasi melalui kuesioner, dan data dianalisis dengan menghitung persentase setiap item dalam angket. Hasil tes menunjukkan peningkatan yang signifikan dalam kemampuan berbicara siswa. Pada siklus 1, skor rata-rata meningkat dari 47,67 menjadi 85,11. Kemudian, pada siklus 2, keterampilan berbicara bahasa Inggris siswa meningkat dari 62,73 menjadi 85,5. Selain itu, berdasarkan survei, mayoritas siswa mengakui bahwa CLT menyenangkan dan bermanfaat dalam meningkatkan kemampuan berbicara dan kepercayaan diri mereka. Studi ini menunjukkan bahwa CLT berhasil meningkatkan keterampilan berbicara siswa, dan mendapat tanggapan positif dari para siswa.

Dengan demikian, hasil penelitian ini dapat dijadikan pertimbangan penggunaan CLT dalam meningkatkan keterampilan berbicara bahasa Inggris siswa.

Kata Kunci: kemampuan berbicara bahasa inggris; penelitian tindakan; pengajaran bahasa komunikatif; persepsi siswa,

Abstract

Speaking is an essential English skill, yet it can be troublesome for many learners. Every English teacher must implement teaching strategies to support the achievement of learning objectives in speaking classes. Speaking problems also appeared in MA Ma'arif NU Sains Al-Qur'an Sumbang. Therefore, the researchers conducted action research using Communicative Language Teaching (CLT) approach to boost the speaking skill of eleventh-grade students. This class was chosen because their speaking score was still low. Additionally, this investigation aims to explore students' perceptions of CLT implemented. The action research was conducted through planning, acting, observing, and reflecting. The enhancement of speaking skill was measured through pre-test and post-test by calculating the average scores. Moreover, the students' perceptions were explored through a questionnaire, and the data were analysed by calculating the percentage of each item. The test results demonstrated a notable increase in students' speaking ability. In cycle 1, the average scores increased from 47.67 to 85.11. Then, in Cycle 2, students' English-speaking skill increased from 62.73 to 85.5. Additionally, based on the survey, the majority of students admitted that CLT exercises were enjoyable and useful in improving their speaking ability and confidence. The study shows that CLT exercises are successful in enhancing students' speaking skill, and it receives positive opinions from the students.



Therefore, the findings of this study can be taken into account while utilising CLT to enhance students' English-speaking ability.

Keywords: *action research; communicative language teaching (clt), English-speaking skill, students' voices*

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Introduction

Communicative competence is a critical aspect of effective communication and interaction, encompassing various skills and abilities that enable individuals to convey their thoughts, ideas, and intentions clearly and appropriately in different contexts. According to Tarvin (2014), communicative competence can be defined as the ability to use language, or to communicate, in a culturally-appropriate manner in order to make meaning and accomplish social tasks with fluency and efficacy through extended interactions. This competence goes beyond mere language proficiency and is fundamental for success in both personal and professional spheres. Richards (2006) states competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It means that language is one of way to communicate or produce sentences.

Communicative competence plays a central role in education, particularly in fostering effective teaching and learning experiences. Noori (2018) mentioned that Hymes described communicative competence as the feature of competence which empowers learners to express and deduce communications and to exchange implications interpersonally inside particular settings. This concept encompasses various skills and abilities that enable educators and students to communicate clearly, listen actively, and engage in meaningful interactions within the educational context. Sercu in Jiang et al. (2022) defined communicative competence refers to a person's ability to act in a foreign language in a linguistically, socio-linguistically and pragmatically appropriate way. This competence manifests itself in two distinct yet interrelated forms: spoken and written communication.

Speaking is a fundamental aspect of human communication, and it serves as a primary means of expressing thoughts,

emotions, and ideas. In English, speaking is regarded as a crucial skill for language learners (Akhter, 2021; Kadnawi, 2021; Leong & Ahmadi, 2017; Setiadi & Simanjuntak, 2025; Sudarmo, 2021). Speaking is one of the four language skills which are interpreted as an expression of idea, opinion, or message with spoken language (Cahyono & Indah, 2012; Leong & Ahmadi, 2017). Moreover, Gilakjani (2016) points out that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language changing. Ali (2022) argues that communication and comprehension would be absent without effective and proficient speaking, and the alternative would most likely be misunderstanding and bewilderment. Therefore, in order to communicate effectively, eloquently, and clearly, English language learners need make sure to grasp speaking. In short, English-speaking skill is essential for daily life, and communication can be hampered without appropriate speaking ability.

Even though the importance of English-speaking skill is undoubtable, this skill is commonly considered as difficult to be mastered. Pollard in Kurniati et al. (2015) identifies speaking as one of the most formidable aspects for students to conquer. The complexity of mastering speaking skill is attributed to several factors. Among these challenges, students face a limited exposure to English, influenced by environmental factors. Kadnawi (2021) points out that due to their lack of experience, embarrassment, and fear of mispronouncing words, many students struggle with speaking. Thus, assisting the students to master English-speaking skill is mostly demanding.

Speaking problems also occurred in MA Ma'arif NU Sains Al-Qur'an Sumbang, Central Java, Indonesia. The English teacher highlighted that students exhibit hesitancy and fear in participating in English conversations, facing

limitations in vocabulary and struggling with pronunciation. Notably, the 11th-grade classes were particularly inactive in terms of speaking engagement. Therefore, the researchers chose the 11th-grade classes as the focus of the study, aiming to enhance speaking skill through Communicative Language Teaching (CLT).

One of the suggested solution to overcome speaking skill problems is the implementation of Communicative Language Teaching (CLT). Larsen-Freeman & Anderson (2011) assert that communicative language teaching (CLT) is recognized as the prevailing and extensively employed instructional method capable of achieving the desired goal of efficient communication. This approach places a strong emphasis on engaging students in authentic language use, where they learn not only the formal aspects of a language but also the practical skills needed to communicate in real-life situations. According to Harmer (2007), a significant aspect of Communicative Language Teaching (CLT) revolves around the core idea that when students engage in communication tasks that prioritize conveying meaning, the language itself, and its proficiency, will naturally develop. In summary, CLT has various benefits that can support the improvement of English-speaking ability.

After reviewing several studies on the application of Communicative Language Teaching (CLT), it is evident that this approach holds significant promise in enhancing students' speaking skill. There were studies conducted by Efrizal (2012) and Lumy (2018). These studies suggested that the implementation of CLT can effectively improve students' speaking achievements. Furthermore, there was completed by Rahman (2021). This research was conducted at the State Vocational High School Praya Tengah highlighting the application of CLT not only enhanced speaking skill but also transformed the classroom environment into an attractive, varied, and joyful space. Collectively, these findings underscore the positive impact of utilizing Communicative Language Teaching methods to foster a more engaging and effective leaning experience, particularly in the development of students' speaking proficiency.

For a number of reasons, this study is different from earlier research. First, the study examined students' perspectives in addition to enhancing speaking abilities. As the focal point of education, students' perspectives were deemed essential for research. Second, the evaluation of

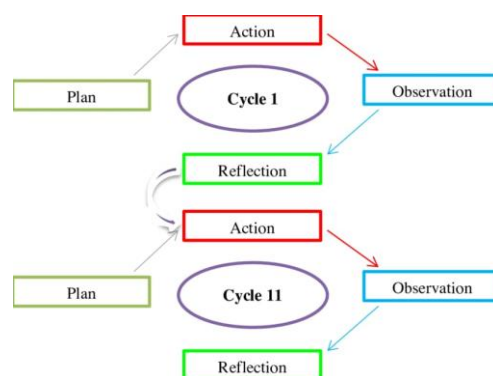
speaking abilities concentrated on a number of factors, including vocabulary, grammar, pronunciation, fluency, and comprehension. Third, there were role-playing and simulation employed as CLT approaches. This research seeks to contribute a contextualized perspective to the existing body of knowledge, offering insights that can be beneficial for English language educators facing similar challenges in different EFL settings.

Method

Research Design

This research employed Classroom Action Research (CAR) because the main objective is to enhance students' English-speaking skill. This necessity was underscored by the pre-test results of Cycle 1, which revealed a low baseline average score of 47.67, According to Wongwanich in Meesuk et al. (2020), teachers are tasked with conducting classroom action research concurrently with managing learning, as it serves as a crucial responsibility aimed at systematic self-development and the enhancement of students. Kemmis et al. (2014) explain that classroom action research provides a structured framework for implementing interventions, observing outcomes, and refining strategies based on continuous reflection. Here is the diagram of CAR used in this study:

Picture 1. Classroom Action Research Cycle



Research Participants

In this study, the participants involved were 20 students from 11th-grade at MA Ma'arif NU Sains Al-Qur'an Sumbang. Given the focus on fostering speaking skills through the implementation of Communicative Language Teaching (CLT), the inclusion of these students was essential to gauge the impact of the

intervention on their language proficiency and overall learning experience.

Data Collection

Furthermore, the data were gathered through spoken tests and questionnaire. According to Brown (2000), a test is a significant process or method created to prompt learners' performance, aiming to assess their achievement based on specific criteria. These assessments, meticulously crafted by the researcher, will align closely with the material covered in the school's syllabus. By anchoring the assessment questions in the syllabus, the researcher ensured relevance and coherence between the classroom content and the evaluation process.

Then, to explore students' voices, the researchers gave a closed-questionnaire to the students. In-depth feedback from students is pivotal for unravelling the experiential dimensions of CLT implementation. Hopkins (2004) asserts that utilizing questionnaires with targeted inquiries about various aspects of the classroom, curriculum, or teaching approach is a rapid and straightforward method to gather comprehensive and insightful information from students. The questionnaire covered inquiries about their engagement levels, the effectiveness of various CLT methods used, challenges faced, and perceived improvements in speaking skill.

Data Analysis

The data from the tests were examined using a rubric aligned with the linguistic elements evaluated, encompassing pronunciation, fluency, grammar, vocabulary, and comprehension usage. This rubric was customized to align with the specific objectives outlined in the school's syllabus. The computation of students' individual scores on the test employed a formula adapted from Brown (2004).

Formula:

$$SA = \frac{C+F+G+P+V}{\text{Max Score (25)}} \times 100$$

Note:

- SA = Speaking ability score
- C = Comprehension score
- F = Fluency score
- G = Grammar score
- P = Pronunciation score
- V = Vocabulary score

Then, the data from the questionnaire were analysed by calculating the percentage for each item. The questionnaire employed a Likert scale to measure students' responses, ranging from

strongly agree to strongly disagree. Through this approach, the researcher aimed to comprehend the students' perspectives on the impact of Communicative Language Teaching (CLT) interventions on their speaking skill. Arikunto (2014) mentions the following formula to calculate the percentage in order to determine the most prevalent perception among students.

$$P = FN \times 100\%$$

P = Percentage

F = Number of the students choosing the item

N = Total number of the students

Results and Discussion

Results

Students' English-Speaking Skill Cycle 1 (Action 1 of Cycle 1)

Planning

In this stage, the team discussed all the necessary things for Action 1. We prepared the lesson plan using CLT techniques to provide a cohesive and purposeful approach to language learning. Concurrently, the researchers prepared the instruments needed in this Action, including the observation sheet and pre-test questions for Cycle 1.

Acting and Observing

During this phase, the teacher facilitated the teaching and learning process by incorporating CLT activities into the classroom dynamics. The material focused on explanation texts about phenomena, and the chosen CLT technique for this cycle was role-play. Meanwhile, the researcher actively monitored the teaching and learning process during the implementation of CLT. Using a prepared observation sheet, the researchers recorded the teacher's role and the dynamics within the classroom.

Reflecting

In this phase, the team discussed the observation results conducted in Action 1. The teacher was given an opportunity to tell her feeling using role-play in her speaking class. We also reviewed the effectiveness of the role-play activity and areas where additional support was needed. The reflection helped in refining the strategies for the next action. Based on the observation notes, the teachers had already done all the things on the lesson plan started from giving apperception until giving feedback. We

also combined the results of speaking assessment. After the calculation, the average score of students' English-speaking skill only achieved 47.67. This score was quite low and far from the passing grade.

Cycle 1 (Action 2 of Cycle 1)

Planning

In this stage, the team discussed the lesson plan, observation sheet, and post-test questions employed in Action 2 Cycle 1. The first author as the team leader, drafted the lesson plan, then checked by the other team members.

Acting and Observing

This stage followed a similar structure to the previous meeting but emphasized more practice in the role-play activities. In the observation stage, the researchers actively monitored the teaching and learning process during the implementation of CLT. Using a prepared observation sheet, the researcher recorded the teacher's role and the dynamics within the classroom.

Reflecting

In this phase, the researchers and the teacher discussed Action 2 Cycle 1 based on the observations. Similar to the previous reflection process, the team gave the English teacher opportunity to share her feeling. Then, the observers gave some suggestions or comments based on the observation notes. We agreed that the teacher had already done all the staged written on the lesson plan. The teaching process was better, and the students joined the practice parts well.

In this stage, the team also discussed the results of the post-test. After analysing the data, the average score increase. The students' speaking skill surpassed the passing grade. It achieved 85.11. Even though the result of the post-test was satisfying and surpassed the success indicator of the study, the team agreed to continue the action research to Cycle 2. We wanted to ensure a continuous improvement approach to teaching and learning.

Cycle 2 (Action 1 of Cycle 2)

Planning

During the planning phase, the researchers and the teacher engaged in discussions to strategize the implementation of CLT in the 11th-

grade classroom. They collaboratively outlined the details of the CLT activities, ensuring alignment with the syllabus. The first author as the team leader formulated a lesson plan that integrated CLT techniques to provide a cohesive and purposeful approach to language learning. Concurrently, the researcher prepared the necessary instruments, including the observation sheet and pre-test questions.

Acting and Observing

During this session, the teacher facilitated the teaching and learning process by incorporating CLT activities into the classroom dynamics. The material focused on "Meaning Through Music," and the chosen CLT technique for this cycle was simulation. Meanwhile, the researcher actively monitored the teaching and learning process during the implementation of CLT. Using a prepared observation sheet, the researcher recorded the teacher's role and the dynamics within the classroom.

Reflecting

In this phase, the researchers and the teacher discussed the results of the observation in Action 1 of Cycle 2. The English teacher was asked to deliver her feeling, then, the observers gave comments related to the effectiveness of the simulation activities, student engagement, and areas needing improvement. The feedback was used to adjust and enhance the subsequent sessions.

In this stage, the average score of students' speaking pre-test achieved 62.73. It was better than, the pre-test of Cycle 1, but decreased from post-test of Cycle 1. This supported the researchers' decision to continue until Cycle 2.

Cycle 2 (Action 2 of Cycle 2)

Planning

In this planning phase, the researchers engaged in discussions to strategize the implementation of CLT. In addition, the team also prepared the necessary instruments, including the observation sheet, post-test questions, and the questionnaire, ensuring comprehensive data collection. The questionnaire was employed to explore students' voices of CPT implementation in their speaking class.

Acting and Observing

This session followed a similar structure to the previous meeting but emphasized more practice in simulation activities. During the observation stage, the researcher actively monitored the teaching and learning process during the implementation of CLT. Using a prepared observation sheet, the researcher recorded the teacher's role and the dynamics within the classroom.

Reflecting

In this phase, the researchers discussed Action 2 of Cycle 2 based on the researchers' observation. They reflected on the progress made, the effectiveness of the simulation activities, student participation, and overall improvements in speaking skills.

We also discussed the result of English-speaking post-test in Cycle 2. It could achieve 85.5, and it passed the passing grade. Thus, the team decided to stop the Cycle concluded that the implementation of CLT enhanced students' speaking ability.

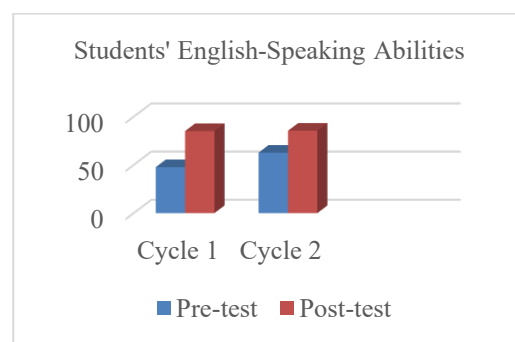
Speaking Test Results

At the beginning of cycle 1, the team did a spoken test, and the result revealed that the students' speaking skill was below the expected level, with an average score of 47.67. The benchmark for success was set at a minimum average score of 70, indicating that significant improvement was required. After the students received the CLT intervention, they were given a post-test to assess their progress. Similar to the pre-test, the students were assessed by the researchers. The oral assessments were scored using a rubric that evaluated pronunciation, fluency, grammar, vocabulary, and comprehension. The post-test results showed significant improvement, with an overall average score of 85.11. This indicates that the students' speaking ability had improved substantially.

In Cycle 2, the researchers employed a different technique and material compared to Cycle 1, necessitating a new pre-test to measure the students' speaking ability. The technique utilised in this cycle was simulation, and before its implementation, the team did a spoken pre-test. The average score of students' pre-tests achieved 62.73. Then, the simulation technique was applied for two meetings. At the end of the cycle, the team did a post-test. The final average score was 85.5.

The success in Cycle 2 highlights the effectiveness of using diverse CLT techniques tailored to the material and the students' needs. The improved scores suggest that simulations, which allow for a more interactive and immersive learning experience, can significantly enhance language proficiency. This finding underscores the importance of employing varied instructional strategies to address different learning contexts and goals. The development of students' English-speaking ability can be seen in the following chart:

Picture 2. The Development of Students' English-Speaking Abilities



Students' Perceptions

After completing two cycles of the Communicative Language Teaching (CLT) intervention, the researcher distributed a questionnaire to 20 students to gather their insights and experiences with communicative activities in the classroom. The questionnaire consisted of 12 questions adopted from Rezalou & Yagiz (2021). The options were ranging from "strongly agree" to "strongly disagree".

Tabel 1. The Questionnaire Results

No.	Items	SA	A	N	D	SD
1	Engaging in communicative activities creates a comfortable environment and fosters a sense of joy in learning English.	30%	50%	20%	0%	0%
2	Participating in communicative activities aids in the enhancement of my speaking skill.	30%	60%	5%	5%	0%
3	Involvement in communicative activities boosts my self-assurance	20%	40%	30%	10%	0%

No.	Items	SA	A	N	D	SD	No.	Items	SA	A	N	D	SD
4	in speaking English. I gain a clear understanding of the process involved in conducting communicative activities.	20%	65%	5%	0%	0%		applied both in the classroom and in daily life.					
5	Communicative activities actively promote learners' involvement in the classroom.	50%	45%	5%	0%	0%							
6	Engaging in communicative activities fosters positive relationships among learners and between learners and the teacher.	45%	50%	5%	0%	0%							
7	Participating in communicative activities sparks learners' needs and interests.	25%	25%	45%	5%	0%							
8	Through communicative activities, I come to realize the significance of English.	40%	30%	30%	0%	0%							
9	Involvement in communicative activities stimulates thinking and contributes to increased self-confidence.	25%	25%	45%	5%	0%							
10	Learning English naturally is facilitated through participation in communicative activities.	25%	50%	25%	0%	0%							
11	A preference for learning English through communicative activities is evident.	40%	55%	5%	0%	0%							
12	The knowledge acquired through communicative activities can be	35%	45%	20%	0%	0%							

From Tabel 1, we can see that the majority of students (80%) found that communicative activities created a comfortable and enjoyable learning environment. This indicates that the majority of students felt positive and engaged during these activities. 90% of students believed that communicative activities helped them to improve their speaking skill, suggesting these activities are highly effective for language enhancement. A majority of 60% of students felt that their self-confidence in speaking English increased, although 40% were either neutral or disagreed, indicating room for improvement in boosting confidence. A substantial 85% of students understood the process of communicative activities, showing the effectiveness of instruction and clarity in teaching methods. 95% of students felt that these activities encouraged active participation, highlighting the engaging nature of CLT. A vast majority of 95% believed that communicative activities helped them to build positive relationships, both peer-to-peer and between students and the teacher.

While half of the students (50%) felt that these activities were suitable for their needs and interests, the other half were neutral or disagreed, suggesting mixed feelings about the relevance or engagement of the activities. A majority of students (70%) recognized the importance of English through these activities, though a significant portion (30%) remained neutral. Half of the students (50%) felt that the activities stimulated thinking and build self-confidence, but the other half were neutral or disagreed, indicating varied impacts on different students. A majority of students (75%) believed that learning English occurs naturally through these activities, affirming the effectiveness of CLT in language acquisition. 95% of the students preferred learning English through communicative activities, showing strong support for this method. 80% of the students believed that the knowledge gained was applicable beyond the classroom, indicating practical benefits of these activities.

The data from the questionnaire indicate a generally positive reception towards the use of communicative activities in the classroom. The majority of students found these activities

beneficial for improving speaking skill, understanding English, building confidence, and fostering a comfortable learning environment. The results suggest that Communicative Language Teaching (CLT) techniques are effective and well-received by students, highlighting their potential for enhancing English language learning in the classroom.

Discussion

This study aims to foster the speaking skill of 11th-grade students through the implementation of Communicative Language Teaching (CLT) activities. The research was conducted over two cycles, with each cycle involving a series of pre-tests, interventions, and post-tests. The interventions in Cycle 1 used role-play with the material focusing on "Explanation Text", while Cycle 2 incorporated simulations with the material focusing on "Meaning Through Music." The successfulness of these interventions was evaluated using the spoken tests and the closed-questionnaire.

The results of the spoken tests revealed that CLT can be used to foster students' English-speaking skill. The usage of role-play and simulation encourages the students to speak more in their classes. Celce-Murcia & Larsen-Freeman (1999) point out that the focus on language fluency over mere grammatical accuracy is a key strength of CLT, and this approach encourages learners to use the language spontaneously and naturally in various contexts. Moreover, Larsen-Freeman & Anderson (2011) argue that CLT prioritizes the development of real-life communication skills. This approach encourages learners to engage in meaningful conversations, fostering language acquisition through authentic interactions. In essence, it incorporates real-life scenarios of native English speakers into classroom exercises like role-plays and simulations (Harmer, 2007). According to Lumy (2018), communicative language instruction gives students the chance to practise a variety of activities and encourages them to talk freely based on their own experiences and best understanding of English-speaking skills.

The implementation of role-play and simulation widens the opportunity of the students to gain their confidence to speak English in front of many people. This is in line with Providing the opportunity to practice can also support the enhancement of students' speaking skill. Efrizal (2012) finds that CLT makes the majority of the students were able to overcome their anxieties

and shyness when speaking in class, and both the frequency and proportion of students who were able to speak had improved. Mulyana & Anugrahgusti (2020) admit that the use of role play positively influences the enhancement of students' speaking skill. This method allows students to boost their confidence and experiment with various situations encountered in their daily lives. Ayuningtias et al. (2019) further support the idea that incorporating performance-based activities, such as role-playing, can be effective technical strategies in teaching and improving English speaking skill. Additionally, Joni (2020) suggests that using simulation techniques can actively engage students in the speaking learning process. Thus, role-paly and simulation are admitted to influence students' speaking skills positively.

Furthermore, the data of the questionnaire revealed strong positive responses from the students. For instance, 80% of the students agreed and strongly agreed that communicative activities created a comfortable and enjoyable learning environment. Rahman (2021) argues that it has been demonstrated that Communicative Language Teaching (CLT) improved the attractiveness, variety, and enjoyment of the teaching and learning process. Richards and Rodgers (2001) argue that CLT encourages the integration of cultural elements into language learning, fostering cultural awareness and sensitivity. Additionally, 90% of students believed these activities helped enhance their speaking skills, and 60% reported increased self-assurance in speaking English. Furthermore, 85% of the students gained a clear understanding of the processes involved in communicative activities, and 95% felt that these activities promoted learner involvement and fostered positive relationships among students and between students and teachers. Thamarana (2015) mentions that Communicative Language Teaching (CLT) serves as a motivation for students to enhance their independent English language proficiency, emphasizing fluency in the target language.

However, responses were mixed regarding whether communicative activities sparked learners' needs and interests, with 50% agreeing and 45% remaining neutral. Additionally, 70% of students realized the significance of English through these activities, and 50% felt that these activities stimulated thinking and increased self-confidence. Moreover, 75% of students agreed that learning English naturally was facilitated

through communicative activities, and 95% showed a preference for learning English through these methods. Consequently, learners gain confidence in their interactions with others and derive greater enjoyment from speaking, as indicated by Brown (2001). Lastly, 80% believed that the knowledge acquired through communicative activities could be applied both in the classroom and in daily life. According to Larsen-Freeman & Anderson (2011), CLT prioritizes the development of real-life communication skills

Conclusion

This study aimed to enhance the speaking ability of 11th-grade students through the implementation of Communicative Language Teaching (CLT) activities. The research, conducted over two cycles, utilized role-play and simulation techniques with materials focusing on "Explanation Text" and "Meaning Through Music," respectively. The result data from pre-tests and post-tests demonstrated significant improvements in students' speaking skill. In cycle 1, the average scores increased from 47.67 to 85.

Moreover, in cycle 2, the students' speaking score could be enhanced from 62.73 to 85.5. Additionally, the data of the questionnaire revealed positive perceptions of CLT activities. The majority of students agreed that these activities created a comfortable and enjoyable learning environment and enhanced their speaking skills and their confidence. Overall, the results indicate the successes of CLT activities in developing students' English-speaking abilities, and CLT obtained students' positive feedbacks.

The researchers suggest the next researchers to conduct more action research in speaking classes using different techniques in CLT. Further studies can also explore the impact of different types of communicative activities on various language skills, such as listening, reading, and writing. Moreover, the next studies can examine the effectiveness of CLT activities in diverse educational settings and with students of different age groups and proficiency levels, and even develop new and innovative CLT activities that incorporate technology and digital media to enhance engagement and learning outcomes.

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