

CHAPTER II

LITERATURE REVIEW

A. Speaking

1. Definition of Speaking

According to Sato and Crane (2023) speaking is understood not only as producing sentences but as co-constructing interaction with others. Interactional competence includes turn taking, topic management, repair strategies, back-channeling, and the ability to sustain and negotiate meaning collaboratively. Relevance to EFL learners' speaking proficiency depends on how effectively they manage interactional resources during real conversational exchanges, especially in paired or group speaking tasks. Sato and Crane (2023) state that EFL students' speaking skills in the context of interaction is highly influenced by the extent to which they are able to use interactional resources effectively in real communication situations. Speaking ability is not solely assessed by the accuracy of language structures or richness of vocabulary, but also by students' ability to maintain the continuity of conversation as well as to jointly construct and negotiate meaning with their interlocutors. (Sato, K., & Crane, P. 2023)

Tran dan Duong (2018) explained that speaking skills are a key element in communicative competence that not only include mastery of language, but also pragmatic ability and cross-cultural understanding. They assert that good speaking skills requires students to combine accuracy in the use of grammar and vocabulary with the ability to use language appropriately in particular social and cultural contexts. Thus, speaking is not only understood as the ability to form correct sentences, but as the process of conveying meaning accurately, being socially acceptable, relevant to the situation, and sensitive to cultural differences. In the context of learning English as a foreign language (EFL), Tran and Duong (2018) also emphasized that learners face challenges when using English as a global language to communicate with individuals from various cultural backgrounds. Speaking is part of communicative competence a combination of linguistic, pragmatic, and intercultural knowledge. In EFL contexts, learners must speak English not only “correctly” (grammar or vocabulary) but also “appropriately” (pragmatically and culturally). Developing speaking ability requires instruction that integrates cultural awareness, pragmatic norms, and meaningful communication in globally diverse contexts. (Tran, T. Q., & Duong, T. M. 2018)

According to Zhang, M. (2024) speaking performance is strongly shaped by learners' affective states Willingness to Communicate (WTC), motivation, engagement, anxiety and by situational conditions such as task type, classroom climate, and use of technology. Successful speaking instruction must consider not only linguistic competence but also psychological readiness and environmental support. Zhang (2024) explained that affective factors are closely related to situational conditions in the learning environment. Students' speaking ability can increase or decrease depending on various elements, such as support from the teacher, classroom climate, interaction with peers, and the type of tasks given. Communicative, meaningful, collaborative speaking tasks with an appropriate level of challenge tend to increase student engagement and encourage their willingness to speak. Conversely, a positive and supportive classroom atmosphere can help students feel safer and reduce anxiety, including concerns about assessment or making mistakes. In addition, the use of technology, such as digital platforms and interactive media, can help reduce affective barriers, provide alternative practice spaces, and increase students' confidence in developing speaking skills. (Zhang, M. 2024)

According to Hamburabbi et al. (2023), speaking skills include several interrelated key elements, such as

fluency, pronunciation accuracy, the use of appropriate vocabulary and grammar, and the ability to interact with others. Mastery of vocabulary and grammar enables the speaker to construct clear and meaningful utterances, while fluency helps them deliver messages smoothly and with confidence. In addition, interactional competence plays a role in helping the speaker respond to their interlocutor, ask questions, and maintain the continuity of the conversation, while correct pronunciation ensures the message can be well understood. Overall, the integration of these elements forms the basis for the creation of effective oral communication. Speaking skills refer to a person's to express ideas, feelings, information, and opinion clearly through spoken language. Speaking is a productive skill in oral communication that involves the use of appropriate vocabulary and grammar, fluency, pronunciation, and interaction with others. Through speaking skills, individuals can communicate meaning, participate in conversations, respond to questions, and interact effectively in social, academic, and professional situations. (Hamburabbi, *et al*, 2023)

Based on the four definitions of speaking discussed above, the researcher choose Sato and Crane (2023) as the main theoretical basis for this study. Sato and Crane (2023) presented the most comprehensive understanding of

speaking and align it with a research focus that views speaking as an interactive process. They do not define speaking merely as the ability to produce grammatically correct sentences, but as a collaborative process of constructing meaning through interaction. The definition includes key elements such as turn taking in speaking, topic management, repair strategies, provision of supportive responses, as well as the ability to maintain and negotiate meaning in real communication situations. Therefore, speaking is understood as a communication skill that develops through social interaction, particularly in pair or group activities, which is highly relevant to the context of learning English as a foreign language (EFL).

2. Aspects of Speaking

In analyzing the speech process, scholars generally recognize five major components of speaking performance. These components help determine how effectively a speaker can produce spoken language in communication. The components are as follows:

a. Accuracy (Pronunciation)

According to Adromi *et al*, (2023), pronunciation refers to the speaker's ability to produce sounds, stress patterns, intonation, and rhythm correctly so that the listener can understand the utterances. Good pronunciation plays a crucial role in ensuring

comprehensibility and preventing misunderstanding. Recent studies highlight that pronunciation remains a significant challenge for EFL learners and requires focused training. Adromi et al. (2023) also emphasized that pronunciation plays an important role in speaking accuracy, because even the smallest pronunciation errors can cause confusion or misunderstanding, especially in everyday communication situations. English as a foreign language (EFL) learners often experience difficulties in pronouncing sounds that are not present in their first language, including mastery of English rhythm and intonation patterns. Those obstacles can impede the smoothness of communication, even though learners already have sufficient mastery of vocabulary and grammar. Therefore, accurate pronunciation is an important element in effective oral communication and cannot be viewed merely as a technical skill. (Adromi, A., *et al*, 2023)

b. Fluency

Fluency is the skills to speak smoothly, naturally, and continuously without unnecessary pauses, fillers, or hesitation. Fluent speech indicated that the speaker can produce language spontaneously and maintain the flow of communication. Studies after 2019 show that

fluency remains one of the primary criteria used to evaluate speaking performance among EFL students. Fluency in speaking reflects the ability to use language automatically, so that the speaker can focus more on conveying meaning and the process of interaction rather than on word choice or the construction of grammatical structures. When learners have reached a good level of fluency, they tend to be able to maintain the continuity of conversation, respond quickly, and adjust their utterances to the needs of the ongoing communication. Conversely, the appearance of excessive pauses, repetition, and hesitation can impede the flow of communication and reduce the listener's understanding, even though the speaker has appropriate mastery of vocabulary and grammar. (Wang, W., *et al*, 2024)

c. Comprehension (Comprehensibility)

According to Adromi et al. (2023), comprehension or intelligibility in speaking refers to the speaker's ability to deliver utterances that can be clearly understood by the listener, as well as the ability to capture and understand the interlocutor's responses during the interaction process. Intelligibility plays an important role in oral communication because the success of communication greatly depends on mutual

understanding between the speaker and the listener. Although a person is able to produce sentences that are grammatically correct, communication still does not run effectively if the message conveyed cannot be understood by the listener. This refers to how well the speaker can make statements that are understandable to the listener, and how well the speaker understands the listener. In verbal communication, the ability to understand and produce understandable statements is very important. (Adromi, A., *et al*, 2023)

3. Challenges of Speaking in EFL Classrooms

a. Linguistic limitations

According to Abrar et al (2024), many EFL students face difficulties due to limited vocabulary, poor pronunciation, or inaccurate grammar making it difficult for them to express ideas, form sentences, or speak fluently. These linguistic factors are fundamental without a minimum command of vocabulary and structure, speaking proficiency is difficult to achieve. Abrar et al. (2024), limited mastery of vocabulary causes students to experience difficulty in expressing ideas accurately and fluently, so they often repeat themselves, pause briefly, or switch to using their mother tongue when speaking. In addition, weaknesses in grammatical aspects, such as

errors in the use of tenses and the construction of sentence structures, create doubt and fear of making mistakes, which ultimately reduce student involvement in oral communication. Pronunciation problems also become a significant obstacle because the inability to produce sounds, word stress, and English intonation correctly can make the message being conveyed difficult for the interlocutor to understand. Therefore, Abrar et al. (2024) assert that vocabulary, grammar, and pronunciation are three very essential linguistic components, and without a minimal mastery of these three aspects, the development of English speaking ability as a foreign language will be difficult to achieve optimally. (Abrar, M. *et al*, 2024).

b. Psychological factors

According to Laila et al. (2023), many students feel embarrassed, afraid of making mistakes, or anxious when they have to speak in front of the class causing them to be reluctant to speak, remain silent, or choose to use their native language. This lack of confidence and anxiety reduces students' active participation in speaking activities. Laila et al. (2023) revealed that many students experience feelings of shame when asked to speak in front of others, especially when they realize limitations in vocabulary mastery,

pronunciation, or grammar. Worries about the evaluations that will be given by the teacher and classmates often worsen this psychological condition. As a result, students tend to choose to remain silent rather than express their opinions verbally. In addition, low self-confidence is also a significant factor that triggers the fear of speaking, especially in students who feel pressured. Lack of confidence in speaking ability causes students to doubt themselves, thereby inhibiting their active participation in class discussions. (Laila, F. N. *et al*, 2023)

c. Low motivation and negative attitudes toward speaking English

According to Lestari *et al.* (2023), some students lack motivation to speak in a foreign language, perhaps because they find the material too difficult, feel that speaking is unimportant, or because the learning environment/teachers place more emphasis on written rather than spoken language. The combination of low motivation and psychological factors causes slow or stagnant progress in speaking. Lestari *et al.* (2023) explained that a number of students view speaking skills as a less prioritized aspect compared to other language skills, such as reading and writing. This perception is generally influenced by a learning

context that is more focused on written assignments, written-based evaluations, and assessments of vocabulary and grammar mastery. The impact is that speaking practice activities often do not receive adequate attention. In addition, negative attitudes toward using spoken English can develop as a result of ineffective learning strategies, for example monotonous learning activities, limited classroom interaction, and a lack of constructive feedback from teachers. The combination of low motivation and psychological factors, such as anxiety and low self-confidence, can also have a significant influence on students' speaking ability. (Lestari, R. I. H. *et al*, 2023)

4. Strategies for Improving Speaking Proficiency

Speaking proficiency can be improved through various strategies that emphasize communicative practice, the use of technology, and affective support. The most recommended strategy is Task Based Language Teaching (TBLT) because it provides learners with opportunities to use language in real contexts such as role-play, problem-solving discussions, and presentations, thereby improving fluency, speaking confidence, and meaning negotiation skills. In addition, structured peer feedback through video or audio recordings has been proven effective in increasing students' metacognitive

awareness of fluency, accuracy, and pronunciation. Technology also plays an important role, especially through Mobile-Assisted Language Learning (MALL), which allows learners to practice independently using voice recording applications, asynchronous video platforms, and voice recognition features to monitor their speaking progress. Furthermore, pronunciation and fluency exercises such as shadowing, drilling, and connected speech exercises help improve comprehension and speaking rhythm. Affective factors such as self-efficacy and reduced speaking anxiety also need to be considered as they greatly influence students' courage to speak. (Mihaylova, M. *et al*, 2022).

According to Peungcharoenkun (2024), who proved the effectiveness of peer feedback in improving oral performance, as well as various TBLT studies from 2020 to 2024, which consistently showed an improvement in speaking skills through communicative tasks. Peungcharoenkun (2024) stated that the process of mutually giving and receiving feedback among students contributes to increased language awareness as well as self-reflection abilities. Through activities responding to peers' speaking performances, students not only learn from the mistakes made by others, but also evaluate their own speaking abilities. This activity encourages students'

active participation in learning and fosters a sense of responsibility for the development of speaking skills. Furthermore, Peungcharoenkun (2024) explained that peer feedback can reduce anxiety levels in speaking because students practice in a supportive and collaborative atmosphere. Peer interaction creates a safe learning environment, so students feel more confident to speak, are willing to take linguistic risks, and improve speaking fluency without worrying about negative judgment.

B. Communicative Language Teaching (CLT)

1. Definition of Communicative Language Teaching

According to Qasserras (2023), CLT is teaching method a set pedagogical principles grounded in interaction, meaning negotiation, task-based learning, and learner-centered instruction. The review emphasizes that the core of CLT lies in developing communicative competence through authentic practice and structured social interaction. It also notes that effective CLT implementation depends on adequate task frequency, appropriate scaffolding, and teacher readiness. The study is valuable for defining the operational components of Communicative Language Teaching. Qasserras (2023), Communicative Language Teaching (CLT) should be understood not merely as a collection of teaching methods,

but as a set of pedagogical principles that emphasize authentic language interaction, negotiation of meaning, task-based learning, and a learner-centered approach. In this framework, language learning is not only limited to mastery of grammar or sentence structure, but is more directed toward students' ability to communicate effectively in various social contexts, which is known as communicative competence. Qasserras also explained that the core of CLT is to provide students with opportunities to engage in real and meaningful language practice, and experience structured social interactions, in which they actively participate in negotiating meaning, strive to understand their interlocutor's message, and convey their intentions in authentic conversations. This process not only involves speaking skills, but also listening, responding appropriately, and using language in interconnected communicative contexts. (Qasserras, L. 2023)

According to Ya-Yu Cloudia Ho (2020), CLT is a teaching method that focuses on using language for genuine communication. Classroom activities are created to reflect real-life interactions such as role-plays, situational tasks, and authentic conversations so that students can develop their communicative competence, including their ability to express meaning, speak fluently, and use language appropriately in social contexts. Ya-Yu

Cloudia Ho (2020), CLT is a language teaching method that emphasizes the use of language as a means of communication in real situations, not merely studying language rules or structures separately. From this perspective, the main goal of language learning is to develop students' communication abilities, including the ability to convey meaning, speak fluently, and use language appropriately according to the social context and various communication situations. Ho (2020) emphasizes that the implementation of CLT not only helps students improve structural accuracy in speaking, but also increases their confidence in using English in daily life. In practice, classroom activities are designed to mimic language interactions that occur in the real world, involving students in activities that allow them to communicate authentically, such as role-plays, situation simulations, real conversations, pair or group discussions, as well as tasks that require negotiation of meaning between students. These activities are intended so that students can practice the ability to convey messages, understand their interlocutors, respond appropriately, and adjust the language used to the purpose of communication. This method also positions the teacher as a facilitator who supports the interaction process among students, so that

learning is more centered on real communication practice.
(Ya-Yu Cloudia Ho, 2020)

According to Wendi The (2021), Communicative Language Teaching (CLT) is used to refer to “communicative competence” in language teaching. There are several significant phases to the development of CLT. Students are commonly taught deductively, so grammar rules are given explicitly via the Audio lingual practices such as memorization, guided speaking, etc. Communicative Language Teaching focuses more on communicative competence. Here, meaningful interaction is emphasized as learners would learn based on tasks or activities deemed authentic (Teh, W. 2021).

Based on the three definitions of CLT discussed above, the researcher choose Qasserras (2023) as the main theoretical basis for this study. Qasserras explained Communicative Language Teaching clearly by focusing on interaction, meaning negotiation, and authentic communication activities, as well as the effectiveness of it's implementation in learning. This theory is relevant because it describes how repeated communicative activities, sufficient scaffolding, and well structure interaction can help develop students' communicative competence. Therefore, Qasserras' theory is considered

appropriate for measuring the influence of frequent CLT use on students' speaking skills.

2. The Effect of CLT on Speaking

Various recent studies show that the application of CLT can improve students' speaking skills, in terms of fluency, accuracy, and confidence. For example, (Umar Haliwanda, 2025) It was found that the use of CLT greatly enhanced students' speaking fluency, accuracy, and clarity in vocational school settings. Similar improvements are also relevant in junior high school contexts. Umar Haliwanda (2025) stated that the implementation of Communicative Language Teaching (CLT) has a significant impact on improving students' speaking ability, particularly in the aspects of fluency, accuracy, and clarity of utterance in vocational schools. Through communicative activities such as role play, discussions, and task-based interactions, students gain broad opportunities to practice speaking skills in contexts that approximate real communication situations.

According to (Mallapiang, 2021) reported that seventh-grade classes taught with CLT experienced improvements in speaking accuracy and fluency compared to before CLT was implemented. However, the implementation of CLT shifts the focus of learning from an emphasis on error correction toward a communication

oriented approach, thereby creating a more supportive learning environment. This approach encourages students to participate more actively in speaking activities, which ultimately impacts an improvement in language fluency. Over a certain period of time, practices carried out continuously in a communicative context also contribute to increased accuracy, because students learn to use grammatical structures and vocabulary more correctly during the interaction process.

3. Implementation of CLT in Local and Global Contexts

a. Local context (Indonesia)

Teachers implement CLT by emphasized communicative competence through speaking activities, discussions, role-plays, school-based tasks, and materials tailored to local values/culture. Field studies show that teachers choose materials/activities that facilitate real interaction and act as facilitators rather than traditional teachers. Azizah et al. (2022) stated that the implementation of Communicative Language Teaching (CLT) in English language learning in Indonesia focuses on developing students' communicative abilities through speaking activities that are contextual and related to their daily experiences. Teachers implement the CLT method by involving students in various communicative activities, such as

group discussions, role plays, paired dialogues, as well as school-based tasks that encourage the use of English as a means of communication, not merely as an object of grammar instruction. The theory also explained that in the context of Indonesia, teachers often adjust learning materials and activities to align with students' cultural values and social conditions. Learning materials do not always come from international textbooks, but are modified according to students' cultural backgrounds, daily experiences, and school environments. This method helps students understand the use of English more authentically and increases the relevance of speaking skills instruction. (Azizah, S. N. *et al*, 2022).

b. Global context

CLT continues to focus on meaningful interaction: communicative tasks, simulations, TBLT (task-based), with an emphasis on oral and pragmatic skills. Asrul and Dahlan (2022) explained that the implementation of Communicative Language Teaching (CLT) in various global contexts remains grounded in the idea that language learning functions as a means of communication. The CLT method consistently emphasized meaningful interaction as the primary strategy in the development of language proficiency,

particularly speaking skills. Asrul and Dahlan (2022) also revealed that CLT practice at the international level is often combined with the Task-Based Language Teaching (TBLT) approach. Through this approach, students are involved in completing tasks that require the use of English as the primary means of communication. The tasks are contextual, have clear objectives, and are results-oriented, thus providing students the opportunity to use the language authentically. The integration of TBLT into CLT further strengthens the learning focus on oral language use in real contexts, especially in the development of speaking skills. (Asrul, A., & Dahlan, S. 2022)

4. Challenges in CLT Implementation

a. Teacher readiness & competence (pedagogy and assessment)

Many teachers understand CLT theory but have difficulty designing communicative tasks, managing classroom interaction, and validity assessing communicative ability (performance rubrics, speaking tests). Field studies also indicate a need for more practical professional development (training). In its implementation, there are still many teachers who are not yet accustomed to designing speaking activities that are fully communicative, such as role play, open

discussion, or problem-solving tasks that require authentic language use. As a result, activities claimed to be the application of CLT are often only semi-communicative or still oriented toward practicing language structures. (Qasserras, L. 2023).

In addition, managing interaction in a CLT-based classroom requires teachers' ability to organize group work, ensure the involvement of all students, and create a classroom environment conducive to active communication, which is not always easy to do. This challenge is increasingly complex because CLT emphasized performance-based assessment, such as speaking tests, the use of assessment rubrics, and observation of interaction. Many teachers experience difficulties in designing rubrics that are able to measure communicative aspects, such as fluency, clarity of meaning, communication strategies, and the use of language appropriate to the context. Therefore, various field studies emphasized the need for practical and continuous professional development, which not only focuses on understanding CLT theory, but also provides example of real implementation, the design of communicative tasks, and relevant techniques for assessing speaking skills. (Zhou, D., & Li, Q. 2025)

b. Large class sizes & distribution of speaking opportunities

Overcrowded classes limit each student's speaking opportunities and make it difficult to observe individual performance this reduces the effectiveness of CLT activities such as discussions and role-plays. CLT activities, such as group discussions and role-plays, often do not run optimally because teachers face limitations in providing feedback to all students. As a result, active participation is dominated by only certain students, while other students tend to be passive or depend on more active peers. This condition ultimately reduces the effectiveness of communicative activities and hinders the comprehensive and equitable development of students' speaking skills. (Polrodi, S., & Gilakjani, A. P. 2021)

c. Learning culture & student attitudes (passivity or fear of error)

In certain EFL contexts, students are accustomed to teacher-centered learning and are afraid of making mistakes, making them reluctant to speak spontaneously; this reduces the benefits of communicative activities. Besides teacher factors and classroom conditions, learning culture and student attitudes also become challenges in the implementation

of CLT, especially in the context of teaching English as a foreign language. In many learning situations, students are accustomed to a teacher-centered approach, where the instructor acts as the primary source of knowledge, while students tend to be passive recipients. This learning pattern causes students to be less trained to speak spontaneously and actively in class activities. In addition, many students experience anxiety when they have to speak because they are afraid of making mistakes, whether in pronunciation, grammar, or word choice. That anxiety is often influenced by previous learning experiences that emphasized excessive error correction and formal assessment. As a result, students become reluctant to speak without thorough preparation, a condition that does not align with the principles of CLT which emphasized natural, meaning-focused communication. This passive attitude and fear of making mistakes significantly reduce the effectiveness of communicative activities, because students are not optimally engaged in meaningful interaction. (Laila, F. N. *et al*, 2023)

d. Limitations of appropriate materials or textbooks

Teaching materials are often not designed for local communicative activities; teachers need to modify or create their own materials. Sutarman et al. (2024) stated

that most available English teaching materials have not been fully developed to support communication activities appropriate to the context, particularly in local learning environments. Textbooks generally place more emphasis on grammar exercises and mastery of vocabulary separately, rather than presenting authentic speaking tasks that are directly related to students' life experiences. Due to those limitations, teachers often have to modify existing materials or even prepare their own teaching materials to align with the principles of CLT. However, not all teachers have sufficient time, resources, or training to develop learning materials optimally. This condition has the potential to hinder the sustainable and effective implementation of CLT in the classroom. Therefore, Sutarman et al. (2024) emphasized the importance of developing teaching materials that are more adaptive, contextual, and able to facilitate authentic communicative interactions in accordance with the needs of learners. (Sutarman, S. et al, 2024)

5. Activities in Communicative Language Teaching

Communicative Language Teaching emphasized the use of language as a means of interaction through various activities that encourage the creation of meaningful communication, the process of negotiating meaning, and

the use of language authentically. A number of studies show that the application of CLT is effective in improving students' speaking ability, both in terms of fluency, accuracy of language use, and their level of confidence in communicating.

a. Role play

One of the activities most frequently used in the CLT method is role play. Through this activity, students are directed to act out certain situations, such as conversations in shopping places, job interviews, or discussions about daily activities. The activity gives students the opportunity to use language according to the social context as well as the communication goals to be achieved. Various studies show that role play contributes to improvements in students' fluency and confidence in speaking, because students not only practice linguistic aspects such as grammar, but also learn to adjust language use to the roles and situations they face. (Namaziandost. et al, 2019)

b. Information Gap Activities

Information gap activities are a type of learning activity in which each student holds different information, so they must interact with one another to complete the information they do not yet have. This activity encourages the use of language naturally with

the main focus on conveying meaning, not solely on the form or structure of the language. Owen et al. (2019) state that information gap activities have been shown to be effective in improving students' speaking fluency and accuracy, because students are motivated to communicate actively in order to achieve the established communicative goals.

c. Group Discussion

Group discussion is one of the activities in CLT that allows students to express opinions, exchange ideas, and respond to others' viewpoints. This activity encourages the process of negotiating meaning as well as the use of language in social contexts. According to Asrul and Dahlan (2022), group discussions in CLT also play a role in improving students' speaking ability, especially in terms of fluency and the ability to express ideas orally. In addition, this activity can also foster students' self-confidence because they are involved in collaborative communication.

d. Problem Solving

Problem solving is an activity in which students are faced with situations or tasks that require cooperation to find the right solution. This activity encourages students to use language functionally to convey ideas. Characteristics and objectives of problem solving in

CLT such as students work together in small groups to find answers or solutions, the problems given are usually relevant to everyday life, for example planning a trip, making a schedule, or resolving a fictional conflict, this activity trains critical thinking skills, because students need to analyze the situation, consider alternatives, and determine the best solution, this activity strengthens collaboration and communication, because students must discuss ideas, ask for clarification, and negotiate shared meaning, and the language used is contextual, so students learn to express suggestions, agreement, or refusal politely and appropriately.

e. Debate

Debate is an activity in which students discuss an issue from various perspectives with the aim of presenting arguments or convincing others. In the CLT method, debate is used to develop speaking skills, critical thinking, and responding appropriately to opponents' opinions. The characteristics and objectives of debate in CLT include, among others, participants being divided into two groups, namely the supporting team (pro) and the opposing team (contra), each of which must formulate arguments logically, strengthen them with evidence or examples, and prepare responses to the opponent's arguments. This activity trains

persuasive speaking skills, active listening, and giving responses and improving arguments politely. In addition, debates can also increase students' self-confidence because they must present arguments in front of their classmates. This activity also helps students learn the structure of formal language, including the use of linking words, expressions of agreement or disagreement, and phrases to clarify or reinforce opinions.

6. The Role of The Teacher and Students in CLT

a. The Role of the Teacher in CLT

In the CLT method, the role of the teacher differs from traditional methods. The teacher not only functions as a one-way presenter of material, but also acts as a facilitator, motivator, and guide in the students' learning process.

- 1) Learning Facilitator, the teacher arranges situations and activities that encourage students to actively communicate, such as discussions, role-playing, problem solving, or simulations. After giving initial instructions, the teacher provides opportunities for students to interact and use the language independently.
- 2) Classroom Manager, who Supports Interaction The teacher creates a comfortable learning environment

so that students feel free to communicate without fear of being wrong. This includes arranging work groups, selecting tasks that are challenging yet realistic, and monitoring interactions among students.

- 3) Provider of Feedback and Guide, the teacher helps students correct mistakes constructively, gives suggestions, and encourages all students to participate actively. The teacher not only focuses on correcting language structure, but also helps students convey meaning effectively.
- 4) Reference Source and Language, model The teacher can also act as an active participant in learning, for example by joining tasks or providing examples of proper language use, so that students obtain correct communication models they can imitate. (Zhou, D., & Li, Q. 2025).

b. The Role of the Students' in CLT

In CLT, students take on a more active role compared to traditional teaching methods. They are not merely passive listeners, but are also directly involved in communication, interpreting meaning, and collaborating with their peers.

- 1) Managers and Negotiators of Their Own Learning, students are expected to manage their own learning

processes, including choosing learning methods, responding to activities, and interacting with peers in groups or pairs.

- 2) Active Interaction in Language Tasks, students are required to ask questions, answer, provide explanations, and share ideas with peers or teachers. These activities help improve speaking and listening skills in real communication contexts.
- 3) Learning Collaboratively, students work together in small groups or pairs to complete tasks, give feedback, and build shared understanding. In this way, they gain learning not only from the teacher but also from classmates.
- 4) Developing Independent Learning, CLT encourages students to actively seek information, assess their own language needs, and continue learning outside the classroom by utilizing various additional learning resources. (Zhou, D., & Li, Q. 2025).

C. Previous Study

Previous studies have mostly focused on whether or not the CLT used in learning has an effect on improving students' speaking skills. Mulyanah, Ishak, and Dewi (2018) examined the impact of Communicative Language Teaching (CLT) on students' speaking skills in a Junior High School. Using a quasi-

experimental design with experimental and control groups, this study found that students' taught using CLT showed significant improvement in speaking skills compared to those taught using traditional methods. Pre-test and post-test results showed higher scores for the experimental group, proving that CLT can improve active communication. This research supports the idea that CLT significantly improves speaking skills in a middle context. Similar to the focus of the current study on seventh-grade students.

The current study objective was to investigate how Communicative Language Teaching (CLT) activities affected the speaking skills of EFL students' at the University of Jeddah. To address the main research issue, the current study used a quasi-experimental design. According to the study results, the experimental group outperformed the control group. (Al-Garni, S. A., *et al*, 2019)

Khowatim, Farid, and Saifuddin (2022) explored how certain CLT, such as role play and pair work, influenced students' speaking skills by employing a pre-test and post-test format within an experimental group. The findings revealed that the speaking scores of the experimental group improved significantly in contrast to the control group. This research adds more concrete evidence that CLT can successfully boost students' speaking skills in secondary education.

This quantitative study aims to determine the effect of CLT on seventh grade students' speaking skills. Using one group pre-test and post-test design, the findings showed that there was a significant increase in students' speaking scores after CLT treatment, indicating that CLT helps students' speak more effectively than before. This research is very comparable to the current study because it also focuses specifically on seventh grade at Junior High School students', confirming that CLT has a positive effect on speaking skills in a similar educational context. . (Dwi Nur Hadiyansah WS & Nuril Qomariyah, 2024).

A study by Candadila and Puspitasari (2025) shows that CLT not only significantly improves Junior High School students' speaking skills over the traditional Audio Lingual method but also increases their motivation to learn. The results indicate that CLT sparks students' involvement and confidence in oral communication, leading to better development of their speaking skills.

The differences between the previous studies and this research can be seen in several important points. Most of the earlier studies focused on the general use of the Communicative Language Teaching (CLT) in different schools and education levels. In contrast, this research focuses on SMP Negeri 4 Kota Bengkulu to find out how CLT improves students' speaking skills in a local setting. Many students' in this school still feel nervous, shy, and lack confidence when speaking

English because teaching often focuses only on grammar. This study also gives a more complete evaluation by measuring five parts of speaking such as fluency, pronunciation, vocabulary, grammar, and interaction skills. The results from previous studies already showed that CLT can improve students' speaking skills in different contexts. Based on those findings, this study aims to confirm that CLT can also help seventh-grade students at SMP Negeri 4 Kota Bengkulu to speak English more confidently and effectively.

D. Theoretical Framework

The following was a theoretical framework arranged in simpler language in accordance with the research title "The Effect of Communicative Language Teaching Method Toward The Speaking Skills of Seventh-Grade Students' At SMP Negeri 4 Kota Bengkulu". The study has two main variables:

1. Variable X (Independent Variable) is the effect of Communicative Language Teaching (CLT) as a teaching method in the learning process for students. The main focus of this study is to observe the extent to which the use of the CLT effects the improvement of students' speaking skills.
2. Variable Y (Dependent Variable) is the improvement in the speaking skills of seventh grade students. The purpose of this study is to determine the extent to which the CLT can help students improve their speaking skills and whether

there are positive changes in their learning outcomes after using this method.

One common problem often found in junior high school education, especially among seventh-grade students, is the low ability to communicate accurately in English. This condition is caused by a lack of implementation of interactive teaching methods that can support the independent development of speaking skills. As a result, students often experience difficulties with pronunciation, fluency, and confidence when using English.

The communicative method to learning is known to have a significant effect on language ability, especially speaking skills. According to H. Douglas Brown, speaking skills include the use of linguistic and nonlinguistic strategies, understanding context, grammar, vocabulary, and intonation so that communication can take place well in various situations. Speaking ability also helps students convey messages effectively (Brown, 2004). Therefore, the author seeks to improve students' speaking ability through the implementation of the CLT teaching method. This method supports the learning process by providing rapid, personalized feedback and creating an interactive atmosphere that can encourage the development of students' speaking skills.

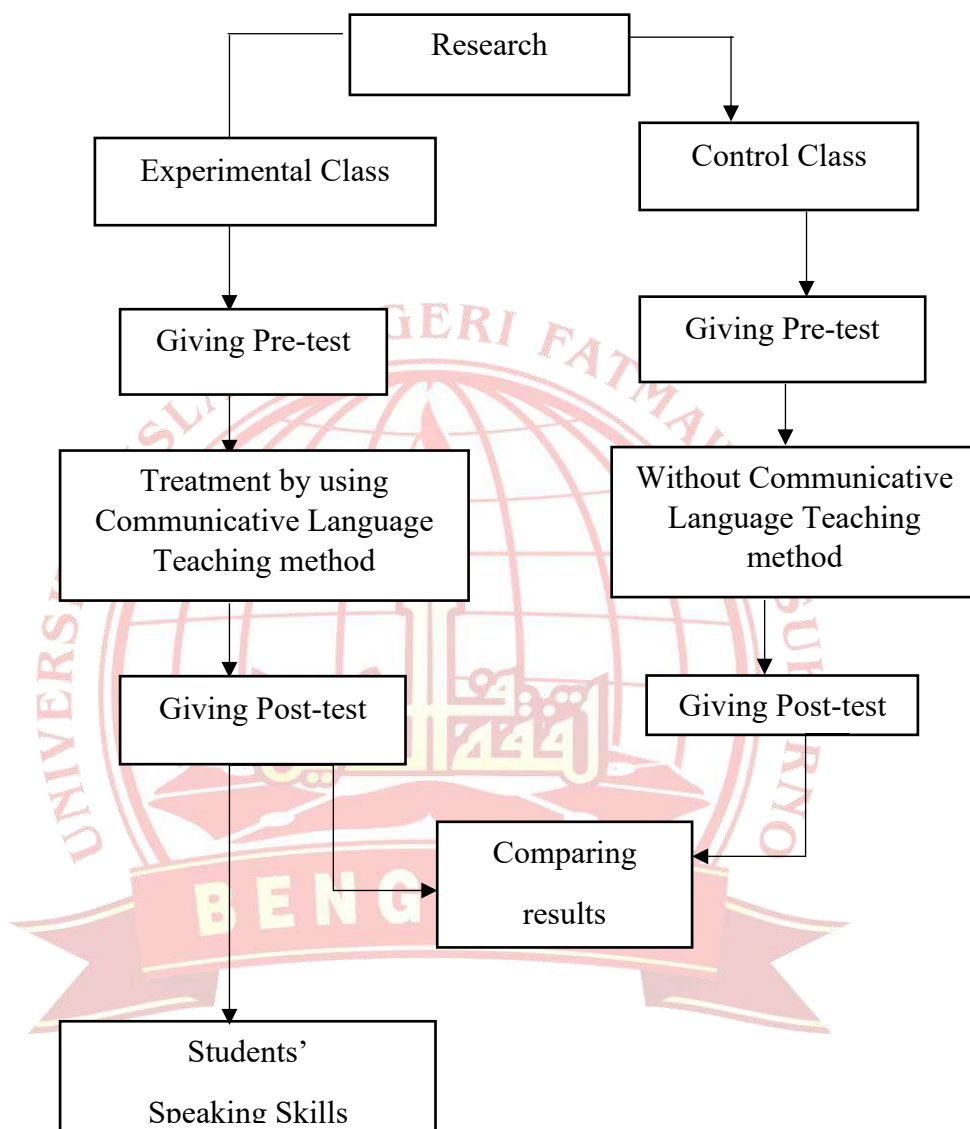


Diagram 2.1 Conceptual Framework (Designed by the researcher)

E. Hypothesis

Based on the identified research problem, the researcher formulates the following hypotheses:

1. Null Hypothesis (Ho): There is no significant effect of using the Communicative Language Teaching on improving the speaking skills of seventh-grade students at SMP Negeri 4 Kota Bengkulu.
2. Alternative Hypothesis (Ha): There is a significant effect of using the Communicative Language Teaching on improving the speaking skills of seventh-grade students at SMP Negeri 4 Kota Bengkulu.

