



The Effectiveness of Communication Language Teaching in Developing Speaking Skills

Putri Mondhay Dheyanti¹, Naylah Dwi Pratiwi², Rahil Kayyisah Ashma³, Noeris Meiristiani⁴

^{1,2,3,4} Universitas Pancasakti Tegal

Email : mondayixora@gmail.com

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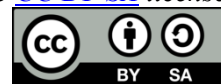
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ABSTRACT

This study investigates how effective Communicative Language Teaching (CLT) is in boosting students' English speaking proficiency. Through an analysis of ten chosen journal articles, the research consistently demonstrates that CLT notably improves speaking skills in diverse educational contexts. CLT promotes greater fluency, self-assurance, drive, and involvement among students, encouraging active participation and moving the classroom towards a learner-focused setting. Activities such as role-playing and group discussions create authentic learning situations, increasing students' enthusiasm for speaking English. While challenges like large class sizes and limited resources were identified, CLT is still a very effective and flexible method for developing communication skills. These findings highlight CLT's importance as a core approach for teaching English.

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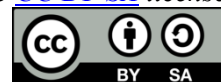
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ABSTRAK

Studi ini menyelidiki efektivitas Pengajaran Bahasa Komunikatif (CLT) dalam meningkatkan kemampuan berbicara bahasa Inggris siswa. Melalui analisis sepuluh artikel jurnal terpilih, penelitian ini secara konsisten menunjukkan bahwa CLT secara signifikan meningkatkan kemampuan berbicara di berbagai latar pendidikan. CLT menumbuhkan kelancaran, kepercayaan diri, motivasi, dan keterlibatan yang lebih besar pada siswa, mendorong partisipasi aktif dan menggeser ruang kelas ke lingkungan yang berpusat pada siswa. Aktivitas seperti bermain peran dan diskusi kelompok menciptakan skenario pembelajaran yang realistis, membuat siswa lebih antusias dalam berbicara bahasa Inggris. Meskipun tantangan seperti ukuran kelas yang besar dan fasilitas yang terbatas dicatat, CLT tetap menjadi pendekatan yang sangat efektif dan adaptif untuk mengembangkan kompetensi komunikatif. Temuan ini menggarisbawahi nilai CLT sebagai strategi utama untuk pengajaran bahasa Inggris.

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Corresponding Author:

Putri Mondhay Dheyanti

Universitas Pancasakti Tegal

E-mail: mondayixora@gmail.com

INTRODUCTION

In today's globalized world, the ability to communicate effectively in English has become increasingly important for students. To meet these demands, English language



teaching has shifted from traditional grammar-based instruction to more interactive, learner-centered approaches. One method that has gained widespread recognition is Communicative Language Teaching (CLT). CLT focuses on using language as a tool for real communication rather than simply learning grammar rules. It encourages students to speak, interact, and express ideas in practical and meaningful ways. Through activities such as role-playing, group discussions, and real-life simulations, CLT helps students build fluency, confidence, and engagement in the learning process. This approach aligns with the Communicative Competence Theory proposed by Richards and Schmidt (2013) and Littlewood (2007), which highlights that the primary goal of language learning is effective communication.

Research has shown that CLT not only improves students' speaking skills but also increases their motivation and participation in class. It promotes a student-centered environment where learners are active participants rather than passive recipients. In addition, CLT has proven adaptable across various educational levels and classroom contexts. This study aims to explore the effectiveness of CLT in developing students' English speaking skills. By reviewing and analyzing ten selected journal articles, this research identifies the common outcomes, benefits, and challenges associated with CLT. The findings are expected to provide educators with a better understanding of how CLT can be implemented to support speaking skill development in different learning settings.

RESEARCH METHOD

This study adopts a qualitative content analysis approach to examine the implementation and effectiveness of Communicative Language Teaching (CLT) in developing students' English speaking skills. The primary data sources for this research consist of nine peer-reviewed journal articles. These articles were carefully selected based on several criteria to ensure relevance, validity, and comprehensiveness.

All selected articles focus specifically on the topic of CLT and its influence on students' speaking abilities in English. The publication dates of the articles range from 2018 to 2025, ensuring that the content reflects recent practices, trends, and innovations in English language teaching. Additionally, the selection process considered the methodological diversity of the studies. The articles represent various research approaches, including experimental designs, classroom observations, teacher and student interviews, and literature reviews. This methodological variety offers a well-rounded and multifaceted understanding of how CLT is applied in different educational contexts.

The findings derived from these articles highlight several consistent outcomes regarding the use of CLT. Among them, CLT is found to improve students' fluency and confidence in speaking, enhance classroom engagement, and promote communication in real and meaningful contexts. It also shifts the classroom dynamic from teacher-centered to student-centered learning, encouraging learners to participate actively and independently in the learning process.

The theoretical framework guiding this study is based on the Communicative Competence Theory as described by Richards and Schmidt (2013) and Littlewood (2007). This theory emphasizes that the ultimate goal of language learning is to enable learners to communicate effectively, not merely to master grammatical rules. It underlines the



importance of functional language use and interaction in developing communicative competence.

To locate the reference materials, the researcher used targeted keywords such as Communicative Language Teaching, English speaking skills, CLT effectiveness, speaking fluency, and student-centered learning through academic databases including Google Scholar, ERIC, and ResearchGate. The combination of precise selection criteria and a clear theoretical lens ensures the methodological rigor and relevance of this study.

Table 1. The Use of CLT for English Speaking Skills Based on Selected Articles

No.	Author(s)	Study Design	Findings
1	Lely Khusnul Khowatim, Achmad Farid, & Muhammad Saifuddin (2022)	Experimental	CLT is effective in improving students' speaking skills.
2	Abdul Rauf (2019)	Experimental	CLT significantly improves students' speaking skill at SMKT Somba Opu.
3	Ma'rifaturrizqi Amalia Priasih (2024)	Experimental	CLT effectively enhances speaking skills among Grade VII students.
4	Nur Imam Fauzi, Ridwan (2025)	Experimental	CLT has a positive impact on English speaking skills.
5	Muhammad Aswad, Andi Mega Januarti Putri, Putu Wahyu Sudewi (2024)	Experimental	CLT enhances student learning outcomes, particularly speaking performance.
6	Winda Widyaningrum, Wita Wulandari (2024)	Observation	CLT application increases student activeness and interest in English learning.
7	Noha Abdelmageed Taha Abdelmageed & Mahmoud Ali Ahmed Omer (2020)	Teacher Interviews	Teachers perceive CLT as effective in developing students' speaking skills.
8	Surajwaran Mangaleswaran & Azlina Abdul Aziz (2019)	Experimental	CLT implementation positively impacts students' speaking skills.
9	Wafaa Abdullah Alamri (2018)	Literature Review	CLT and its alternative approaches provide opportunities to improve speaking skills in various teaching contexts.
10	Hysen Kasumi (2015)	Mixed Method (Observation & Experimental)	CLT improves student performance and motivation, with higher achievement seen in experimental groups compared to control groups.



RESULT AND DISCUSSION

An evaluation of ten selected research articles centered on Communicative Language Teaching (CLT) and English speaking skills reveals the following key outcomes:

General Effectiveness of CLT:

All ten studies consistently indicate that CLT plays a significant role in improving students' English speaking abilities. Notably, eight of the studies utilized experimental methods and demonstrated that learners taught through CLT achieved better speaking outcomes compared to those taught with more traditional approaches. This provides solid empirical support for CLT's effectiveness in enhancing oral communication.

Gains in Fluency, Engagement, and Motivation:

The reviewed studies show that CLT contributes not only to improved fluency but also fosters higher levels of motivation and student engagement. For example, research by Hysen Kasumi (2015) and Winda Widyaningrum & Wita Wulandari (2024) indicated that implementing CLT boosted student participation and enthusiasm for learning English, particularly in both rural and urban school environments.

Teachers' Supportive Views on CLT:

Studies involving teacher interviews, such as that by Abdelmageed & Omer (2020), revealed that educators generally regard CLT as a valuable tool for enhancing communicative competence. They emphasized the advantages of student-centered communication and using language in authentic, meaningful situations.

Consistency Across Various Educational Settings:

Regardless of differences in student grade levels, school locations, or learning environments, all ten studies reported similar improvements in speaking skills. This consistency suggests that CLT is flexible and effective across a wide range of teaching contexts.

Promotion of Learner Autonomy:

Many articles noted that CLT shifts the focus from teacher-led instruction to learner-driven communication. This change encourages student independence, peer collaboration, and more active classroom interaction, which supports the development of speaking skills.

Broader Impact Beyond Speaking:

Although speaking was the central focus, some research—particularly by Kasumi (2015)—found that CLT also helped improve students' listening, reading, and writing skills. This highlights CLT's broader contributions to language proficiency.

In summary, the research clearly affirms that CLT is effective in advancing English speaking skills while also fostering greater student motivation, engagement, and communicative competence. These findings underscore the value of integrating CLT into English language education at various levels.



Discussion

Findings and Conversation According to an analysis of the nine chosen articles, students' speaking abilities can be greatly enhanced by using the Communicative Language Teaching (CLT) method. A number of recurring motifs surfaced that align with the notion of Communicative Competence. First, CLT greatly increases pupils' speaking confidence and fluency. Students' confidence is increased when they get more comfortable speaking in English through exercises like role-playing and group discussions (Khusnul Khowatim et al., 2022; Fauzi & Ridwan, 2025). Second, because CLT stresses both the content and delivery of communication, it also aids in the development of appropriate pronunciation and intonation (Abdul Rauf, 2019). Third, this approach makes the classroom more engaging and fun. CLT promotes active student participation, which makes the learning process more dynamic and student-centered than standard lecture-based instruction (Priasih, 2024; Widyaningrum & Wulandari, 2024). Furthermore, as Richards and Schmidt (2013) argue, CLT supports the idea of authentic communication by making it easier to apply English in everyday situations. (Abdul Rauf, 2019). Third, this approach makes the classroom more engaging and fun. CLT promotes active student participation, which makes the learning process more dynamic and student-centered than standard lecture-based instruction (Priasih, 2024; Widyaningrum & Wulandari, 2024). Furthermore, as Richards and Schmidt (2013) argue, CLT supports the idea of authentic communication by making it easier to apply English in everyday situations. Notwithstanding its many benefits, there have been some reported implementation issues with CLT, including big class sizes and scarce resources. Overall results, however, show that CLT is still a popular and successful method for improving speaking abilities (Abdelmageed & Omer, 2020; Mangaleswaran & Aziz, 2019).

CONCLUSION

Based on the results of a literature review of nine scientific articles, it can be concluded that Communicative Language Teaching (CLT) is a highly effective approach in enhancing students' speaking skills in English. CLT not only strengthens students' linguistic aspects but also fosters confidence, fluency, and communication skills in real-life contexts. By emphasizing active participation, meaningful activities, and connections to daily life, CLT is a relevant approach to addressing the challenges of 21st-century education.

Therefore, the implementation of CLT is highly recommended as the primary strategy in English language instruction, both at the elementary and secondary levels. For optimal results, it is important for teachers and educational institutions to understand the fundamental principles of CLT and adapt them to the needs and characteristics of the learners.

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