



The Effectiveness Of Communicative Language Teaching (Clt) Method To Improve Students' Speaking Ability To Eleven Grades Of Smk Wiratama 45.2 Wonosobo

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ABSTRACT

This study aims to determine the effectiveness of Communicative Language Teaching (CLT) method in teaching learning process and English speaking ability about "introduce my self" for eleven grades of SMK Wiratama 45.2 Wonosobo. This research use a experimental design with a population of all eleventh grades students of SMK Wiratama 45.2 Wonosobo , namely XI TKR , XI TKJ and XI APH. The samples of this study are XI TKR 2 and XI TKR 3. This research used pre-test and post-test to collect data. The results show that use of CLT method is effective to improve speaking ability. In experimental class, the average pre-test score was 52 and the average post-test score was 76. While in control class, the average pre-test score was 58 and the average post-test score was 68. Based on the resukts of the analysis, it can be concluded that the use of CLT method is effective to improve students' speaking ability for eleven grades in SMK Wiratama 45.2 Wonosobo. The implementation of the use of Communicative Language Teaching can be seen from the enthusiasm of students in applying this method on the Communicative Language Teaching is quite good. This can be inferred from the final results of the average post-test experimental class. to determine the significant differences between students who are taught by using Communicative Language Teaching method and those who are taught without using Communicative Language Teaching method.

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui keefektifan metode Communicative Language Teaching (CLT) dalam proses belajar mengajar dan kemampuan berbicara bahasa Inggris tentang "introduce my self" untuk siswa kelas XI SMK Wiratama 45.2 Wonosobo. Penelitian ini menggunakan desain eksperimen dengan populasi seluruh siswa kelas XI SMK Wiratama 45.2 Wonosobo, yaitu XI TKR, XI TKJ dan XI APH. Sampel dari penelitian ini adalah kelas XI TKR 2 dan XI TKR 3. Penelitian ini menggunakan pre-test dan post-test untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa penggunaan metode CLT efektif untuk meningkatkan kemampuan berbicara. Pada kelas eksperimen, rata-rata skor pre-test adalah 52 dan rata-rata skor post-test adalah 76. Sedangkan pada kelas kontrol, rata-rata skor pre-test adalah 58 dan rata-rata skor post-test adalah 68. Berdasarkan hasil analisis tersebut, dapat disimpulkan bahwa penggunaan metode CLT efektif untuk meningkatkan kemampuan berbicara siswa kelas XI di SMK Wiratama 45.2 Wonosobo.



Implementasi penggunaan metode Communicative Language Teaching dapat dilihat dari antusiasme siswa dalam menerapkan metode ini pada mata pelajaran Communicative Language Teaching yang cukup baik. Hal ini dapat disimpulkan dari hasil akhir rata-rata post-test kelas eksperimen. Untuk mengetahui perbedaan yang signifikan antara siswa yang diajar dengan menggunakan metode Communicative Language Teaching dengan siswa yang diajar tanpa menggunakan metode Communicative Language Teaching

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Introduction

In the era of globalization, English has become the dominant language of international communication and a crucial skill for academic and professional success. Countries such as Singapore, Malaysia, India, Denmark, and Pakistan have adopted English as a second language, highlighting its importance on a global scale. In Indonesia, English is taught as a foreign language at various levels of education, beginning in early childhood and extending through higher education. However, despite the widespread inclusion of English in the national curriculum, many Indonesian students, especially at the vocational school level (Sekolah Menengah Kejuruan/SMK), continue to struggle with one of its most essential components: speaking.

Speaking is widely recognized as the most challenging of the four language skills listening, speaking, reading, and writing because it requires real-time processing and production of language. It demands fluency, accuracy, confidence, and the ability to organize thoughts and deliver them coherently. Among SMK students, several factors contribute to their low speaking proficiency. These include a lack of vocabulary, poor pronunciation, limited exposure to spoken English, low motivation, and a fear of making mistakes in front of peers. Many students are also reluctant to speak due to feelings of shyness or anxiety, which are often exacerbated by unsupportive classroom environments.

Given these challenges, there is a pressing need for effective teaching strategies that can foster students' speaking skills in a supportive, communicative, and engaging way. One such approach is the Communicative Language Teaching (CLT) method. CLT emphasizes interaction as both the means and the ultimate goal of learning a language. It focuses on enabling students to communicate meaningfully and effectively through activities such as role-playing, information gap exercises, interviews, group discussions, and opinion-sharing. By immersing students in realistic communication contexts, CLT aims to improve their fluency, accuracy, and clarity in speaking English.



Several previous studies have demonstrated the effectiveness of the CLT approach. For example, Syahputra (2019) observed that although the implementation of CLT may face challenges, such as students' lack of confidence, the method significantly improves their classroom participation and speaking performance. Ulfah (2020) found that communicative classroom activities such as role plays and discussions successfully helped students become more active and expressive in using English. Sriwahyuningsih (2021) showed measurable improvements in students' speaking skills after applying CLT techniques, and Haliwanda (2021) provided empirical evidence that CLT is more effective than traditional methods like Grammar Translation Method (GTM) in enhancing students' oral proficiency.

Despite this growing body of evidence, many English teachers in Indonesia particularly at the vocational level have not consistently adopted the CLT method. This situation also exists in SMK Wiratama 45.2 Wonosobo, a vocational school that serves students from three different majors (Automotive Engineering, Computer Networking, and Hospitality). Based on interviews with English teachers and the researcher's own classroom experience, it was found that communicative practices were not regularly integrated into English instruction. Moreover, students at this school reported challenges related to confidence, vocabulary, fluency, and motivation when engaging in speaking tasks.

To address this gap, the present study investigates the implementation of Communicative Language Teaching as a method to improve the speaking ability of eleventh-grade students at SMK Wiratama 45.2 Wonosobo. This research aims to determine whether the CLT method significantly enhances students' speaking performance in terms of fluency, accuracy, and clarity. By conducting a controlled experimental study with pre-test and post-test design, the research provides empirical data on the effectiveness of CLT in a real classroom setting. It also seeks to offer practical recommendations for English teachers in vocational schools who aim to create a more engaging and communicative environment that encourages students to speak English with confidence.

The findings of this research are expected to contribute both theoretically and practically. Theoretically, they enrich the body of knowledge on the application of communicative approaches in EFL (English as a Foreign Language) contexts. Practically, the results may serve as a valuable reference for educators, curriculum developers, and policymakers in designing speaking-oriented English programs that meet the specific needs of vocational students preparing for national and international communication demands.

Methods

This study employed a quantitative experimental method to examine the effectiveness of the Communicative Language Teaching (CLT) method in improving students' speaking abilities. The research was conducted at SMK Wiratama 45.2 Wonosobo, a vocational high school with three departments: Automotive Engineering (TKR), Computer Networking (TKJ), and Hospitality (APH). The participants in this study were eleventh-grade students from the TKR department. Two classes were selected through purposive sampling, in coordination with English teachers at the school. Class XI TKR 3, consisting of 27 students, was designated as the experimental group, while class XI TKR 2, with 25 students, served as the control group.

The research design followed a pre-test and post-test control group model. Both classes were given an initial speaking test (pre-test) to assess their baseline speaking abilities. The



experimental group received treatment through CLT-based speaking activities over six sessions, while the control group followed conventional learning methods without any CLT intervention. After the treatment phase, both groups were administered a post-test using the same speaking assessment rubric to measure the impact of the treatment.

Table 1 Design pre-test and post-test experiment and control class

Group	Pre-Test	Treatment	Post-Test
E	X1	T1	X2
C	X1	T2	X2

The population in this study consisted of all eleventh-grade students at SMK Wiratama 45.2 Wonosobo. A purposive sampling technique was used in consultation with the school’s English teachers. Two intact classes were chosen: XI TKR 3 (n = 27) as the experimental class and XI TKR 2 (n = 25) as the control class.

Data were collected using three instruments: speaking tests (pre-test and post-test), classroom treatment sessions, and a student questionnaire. The speaking tests measured students’ performance in four main aspects fluency, accuracy, pronunciation, and intonation using a scoring rubric with a range from 0 to 100. In the experimental class, the CLT-based treatments involved communicative activities such as role plays, group discussions, interviews, and opinion sharing, focusing on the topic “Introducing Myself.” After the post-test, a structured questionnaire was distributed to the experimental group to explore their perceptions of and responses to the CLT method.

The data analysis process involved several statistical techniques using SPSS version 25. A normality test (Kolmogorov-Smirnov) was conducted to ensure that the data were normally distributed, while a homogeneity test was used to verify that the variances between groups were equal. To assess the significance of the difference between the performance of the experimental and control groups, an independent sample t-test was applied. In addition, the questionnaire responses were analyzed for validity and reliability to confirm the consistency and accuracy of student feedback. These analyses were used to determine whether the use of CLT had a statistically significant effect on students’ speaking performance compared to traditional teaching methods.

Finding Research

Data Results of Students

In this research, the data on the state of student used was the value of pre-test and post-test. Pre-test value was taken from student’s speaking skill. Pre-test value data was used to determine which class will be used as experimental class and control class with normally distributed, homogeneous or not. To determine the experimental class and control class normally distributed, homogeneous or not. Tested first by using homogeneity test and normality test. Post-test score data was taken from final student’s score. The following table shows the initial ability scores of students in the experimental class and control class.

Table 2. Data Result of Students

No	Experimental Class (XI TKR 3)	Control Class (XI TKR 2)
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	Pre-test	Post-test	Pre-test	Post-test
1	45	70	50	60
2	50	75	55	65
3	60	70	45	50
4	50	80	60	65
5	65	90	70	75
6	55	70	75	75
7	40	55	65	70
8	40	70	60	65
9	45	70	40	65
10	40	65	55	60
11	65	85	60	70
12	50	75	70	75
13	55	75	75	85
14	60	80	50	65
15	55	85	60	65
16	40	70	65	75
17	55	85	40	55
18	50	90	45	65
19	65	90	50	75
20	55	70	70	80
TOTAL	1040	1520	1160	1360
MEAN	52	76	58	68
MODUS	55	70	60	65
Minimum Score	40	70	40	50
Maxmimal Score	65	90	75	85

Based the table above, it could be seen that the experimental class consist of 20 students. The mean score of the pre-test was 52 and the mean score of post-test was 76. Than the minimum score of pre-test was 40 and the maximum score was 65, while the minimum score of post-test was 70 and the maximum score was 90. The control class consist of 20 students. The mean score of the pre-test was 58 and the mean score of post-test was 68. Than the minimum score of pre-test was 40 and the maximum score was 75 while the minimum score of post-test was 50 and the maximum score was 85.

After obtaining the data, the researcher analyzed the data. There was a speaking ability test for each students. In the test assessment, it was determined to range from 0-100 by taking into account the correct answer. Reseracher compred the data obtained from the experimental class and control class.

Table 3. Range Speaking test

No	Alphabet	Value
1	Very good (A)	85-100
2	Good (B)	65-84
3	Enough (C)	50-64



4	Bad (D)	0-49
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Analyse of student score

To determine of student score, the results of the tests are divided into 4 categories, namely vaery good, good, enough, and bad.

Table 4. Experimental class score

No	Alphabet	Frequency	
		Pre-test	Post-test
1	Very good (A)	0	6
2	Good (B)	3	13
3	Enough (C)	11	1
4	Bad (D)	6	0

In the pre-test, the frequency of score in very good was 0. This indicates that no students can achieved scores in range 85-100. In the good category, the frequency of student score was 3 students. In the enough category, the frequency of student was 11 students. In the bad category, the frequency of students was 6 students. While the results of post-test score, in the very good category, the frequency of student was 6 students. In the good category, the frequency of student score was 13 students. In enough category, the frequency of student score was 1 student. The classification of bad score, the frequency of student score is 0, which means there are no students who has score less than 50.

Table 5. Control class score

No	Alphabet	Frequency	
		Pre-test	Post-test
1	Very good (A)	0	1
2	Good (B)	7	15
3	Enough (C)	9	4
4	Bad (D)	4	0

In the pre-test, the frequency of score in very good was 0. This indicates that no students can achieved scoresin range 85-100. In the good category, the frequency of student score was 7 students. In the enough category, the frequency of student was 9 students. In the bad category, the frequency of students was 4 students. While the results of post-test score, in the very good category, the frequency of student was 1 student. In the good category, the frequency of student score was 15 students. In enough category, the frequency of student score was 4 students. The classification of bad score, the frequency of student score is 0, which means there are no students who has score less than 50.

Normality Test

The normality test is used to find out whether the data taken in Experimental class and Control class is normally distributed or not. The normal distribution is a symmetric distribution with the mean and the median are in the middle (Nuryaadi, et al., 2017). In carrying out the data



normality test, the Kolmogrov-Smirnov technique was used with the help of SPSS 29. The conclusion is that if Sig > 0.05 then the data is normally distributed, if Sig < 0.05 the the data is not normally distributed. The data called distributed if :

1. If sig > 0.05 the data was normally distributed
2. If sig < 0.05 the data was nor normally distributed
3. H0 = data was normally distributed
4. H1 = data was not normally distributed

Table 6. Normality test result

Tests of Normality							
	Experiment Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Value	Pre-test Experiment	,138	20	,200*	,917	20	,087
	Post-test Experiment	,188	20	,061	,920	20	,101

Tests of Normality							
	Control Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Value	Pre-test Control	,122	20	,200*	,948	20	,336
	Post test Control	,188	20	,062	,955	20	,454
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the table above, the data was able to said normally distributed if sig > 0.05. It can be described as follow:

- a. Pre- test experimental class
 - 1) Kolmogrov-Smirnov = 0,200 > 0,05 the data was accpeted. Therefore, the data was normally distributed.
 - 2) Shapiro-Wilk = 0,087 > 0,05 the data was accpeted. Therefore, the data was normally distributed.
- b. Post-test experimental class
 - 1) Kolmogrov-Smirnov = 0,061 > 0,05 the data was accpeted. Therefore, the data was normally distributed.
 - 2) Shapiro-Wilk = 0,101 > 0,05 the data was accpeted. Therefore, the data was normally distributed.
- c. Pre-test control class



- 1) Kolmogrov-Smirnov = 0,200 > 0,05. The data was accpeted. Therefore, the data was normally distributed.
- 2) Shapiro-Wilk = 0,336 > 0,05. The data was accpeted. Therefore, the data was normally distributed.
- d. Post test control class
 - 1) Kolmogrov-Smirnov = 0,06 > 0,05. The data was accpeted. Therefore, the data was normally distributed.
 - 2) Shapiro-Wilk = 0,454 > 0,05. The data was accpeted. Therefore, the data was normally distributed.

From the explanation above, the data was able to concluded that all of the data was normally distributed. Therefore the data was able to be research.

Homogeneity Test

Table 7. Homogeneity test result

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Value students	Based on Mean	,211	1	38	,649
	Based on Median	,098	1	38	,756
	Based on Median and with adjusted df	,098	1	36,735	,756
	Based on trimmed mean	,266	1	38	,609

In tested data sai homogeneous if the value of significance higher than 0,05 or sig > 0,05. From the table known that :

- a) Mean = 0,649 > 0,05. Therefore, the data was homogeneous
- b) Median = 0,756 > 0,05. Therefore, the data was homogeneous
- c) Median and with adjusted df = 0,756 > 0,05. Therefore, the data was homogeneous
- d) Trimmed mean = 0,609 > 0,05. Therefore, the data was homogeneous

From the data above know if the research data was homogeneous and was able to continue for next part.

T-test

Table 8. T-test result

Paired Samples Test (Experiment Class)							
	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower			



Pre-test	-24,00000	6,99624	1,56441	-27,27434	-20,72566		19	,000
Post-test						15,341		

Paired Samples Test (Control Class)								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test - Post-test	-10,00000	6,88247	1,53897	-13,22110	-6,77890	-6,498	19	,000

From the table above, the sig tailed 0,000. It meant that there were are differences on students' speaking by Communicative Language Teaching as a method because the significant less than 0,05. H_0 was rejected and H_1 was accepted. This meant that H_1 stated was significance different achievement improvement students' speaking ability of the 11 grades at SMK Wiratama 45.2 Wonosobo in speaking ability who was taught without and used Communicative Language Teaching as a method and and learned used Communicative Language Teaching as a method was accepted.

Validity and Reliability Test

Validity test is commonly used to measure the extent to which the accuracy and precision of a measuring instrument in performing its size function (Azwar, 1986). Ghazali (2009) states that the validity test is used to measure the validity or validity of a questionnaire.

Table 9. Validity test result

NO	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
1	0	0	0	1	1	0	0	1	1	0
2	1	1	1	0	0	0	0	0	1	1
3	1	1	1	0	0	0	0	1	1	1
4	1	1	0	0	0	0	1	1	1	1
5	0	0	0	0	0	1	0	0	0	0
6	1	1	0	0	0	0	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1
8	1	1	0	0	0	0	1	1	1	1
9	1	1	0	0	0	0	1	1	1	1
10	1	1	1	1	1	1	0	0	0	1
11	1	1	0	1	1	1	1	1	1	1
12	1	0	0	0	0	0	0	0	0	0
13	1	1	1	1	1	1	1	0	0	0
14	1	0	0	0	0	1	1	1	1	1



15	1	1	0	0	0	0	0	0	1	1
16	0	0	0	0	0	0	0	1	1	1
17	1	1	0	0	0	0	0	0	0	0
18	0	0	0	0	0	0	0	0	0	1
19	1	1	0	0	0	0	1	1	1	1
20	1	0	0	0	0	0	0	0	0	0
<i>r_{count}</i>	0,501 *	0,685 **	0,479 *	0,568 **	0,568 **	0,459 *	0,711 **	0,568 **	0,564 **	0,551 *
<i>r_{table}</i>	0,443	0,443	0,443	0,443	0,443	0,443	0,443	0,443	0,443	0,443
	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID

From the table above it can be seen that the majority of indicators/question items that make up each aspect have $R_{count} > R_{table}$, which means that in general the variable has been valid and worthy of use in further analysis.

Reability testing of the instrument using Cronbach Alpha Statistics. According to Sujarweni (2014), the questionnaire is said to be reliable and can be accepted if the Cronbach Alpha value $> 0,6$. The following are the results of the reability testing for the three aspects of this study:

Table 10. Reliable test result

Aspect	Total item	Cronbach Alpha	Score	Criteria
Question	10	0,766	0,6	Higher Reability

Table shows the result of reability tests on the research. It can be seen that each aspect has a Cronbach's alpha value $>$ standard value (0,6). With this it can be said that each item of the indicator/question is said to have high reability and is worthy of use in further analysis.

Discussion

Based on the results of the calculation of the data, the study was given a pre-test for the beginning of the study. Implementation of pre-test in experimental class and control class. The result from pre-test in experimental class and control class, many students received low scores on the pre-test. In the experimental class the average score was 52, the lowest score was 40 and the highest score was 65. In the control class the average score was 58, the lowest score was 40 and the highest score was 75.

After the students got pre-test, the researcher gave treatment for experimental class and control class. In experimental class, the researcher used Communicative Language Teaching as a method to taught speaking. In control class, the researcher without used Communicative Language Teaching as a method to taught speaking. The class was given by different treatment to know the difference how Communicative Language Teaching as a method was able to improve speaking ability for eleven grades at SMK Wiratama 45.2 Wonosobo. The results from the post-test, in experimental class the average score was 76, the lowest score was 70 and the highest score was 90. In the control class, the average score was 68, the lowest score was 50 and the highest score was 85.



In pre-test, the experimental class got the modus score was 55 and the control class was 60. This happened because students have low ability in speaking, especially in speaking English. In addition, they also lack interest in English, so they are less enthusiastic to learn English. Furthermore, students also feel less confident when they have to speak English. This was proved when the researcher asked each student to introduce themselves. The students still does not understand how to introduce themselves properly. Even though introducing yourself is a basic thing for someone. Besides that, in control class got the modus value was 60. The students had low English language skills, but their skills were better compared to the experimental class, that's why the control class score is higher than the experimental class.

Based on the parameter score, the results of the tests are divided into 4 categories, namely very good, good, enough, and bad. From the results of the study showed a significant change in student grades after using CLT. In the pre-test score, none of the students got a grade A, the average student got a grade C, namely 11 students, and 6 students in grade C. However, after being given treatment using CLT, the post-test results showed that there were 6 students in grade A, and the average student had changed from being in grade C to grade B with a total of 13 students. Even there were no more students in grade D. Even though using conventional methods, student grades still increased. But by using CLT, many student got significant changes in score and grades that were much better.

Normally pre-test in the experiment class, Kolmogorov Smirnov = 0,200 > 0,05 and Shapiro wilk = 0,087 > 0,05. The H₀ was accepted. Therefore, the data was normally distributed. Normally post-test in the experimental class, Kolmogorov Smirnov = 0,061 > 0,05 and Shapiro wilk = 0,101 > 0,05. The H₀ was accepted. Therefore, the data was normally distributed. Normally pre-test in control class Kolmogorov Smirnov = 0,200 > 0,05 and Shapiro wilk = 0,366 > 0,05. The H₀ was accepted. Therefore, the data was normally distributed. Normally post-test in control class, Kolmogorov Smirnov = 0,062 > 0,05 and Shapiro wilk = 0,454 > 0,05. The H₀ was accepted. Therefore, the data was normally distributed. Homogeneity mean = 0,649 > 0,05. Therefore, the data was homogeneous. Median and with adjusted df = 0,756 > 0,05. Therefore, the data was homogeneous. From the data if the research data was homogeneous and able to continue for next part.

From t-test, the sig.2 tailed got 0,000. It meant that there were differences on learning speaking by Communicative Language Teaching and without Communicative Language Teaching as a method because the significance less than 0,05. H₀ was rejected and H₁ was accepted. This meant that H₁ stated was significance different achievement improvement students' speaking ability of the 11 grades at SMK Wiratama 45.2 Wonosobo in speaking ability who was taught without and used Communicative Language Teaching as a method and and taught used Communicative Language Teaching as a method was accepted.

Based on the research methods presented in Chapter III, the researcher used a experimental reseach. In this study, the pre-test stage provides a speaking test. The pre-test was given to 20 students in the experimental class and control class before treatment. The experimental class was treated with Communicative Language Teaching method to improve speaking ability, and control class of research did not used Communicative Language Teaching method. This method is a method that research used to improve speaking ability of students in SMK Wiratama 45.2 Wonosobo.



Based on the results of research, there were significance differences in students' speaking ability before and after treatment. It can be concluded that the effectiveness of Communicative Language Teaching method to improve students' speaking ability to eleven grades of SMK Wiratama 45.2 Wonosobo can be used to improve the speaking ability of eleven grades of SMK Wiratama 45.2 Wonosobo.

Conclusion

Based on the analysis of data processing by researcher, it can be concluded the implementation of the use of Communicative Language Teaching can be seen from the enthusiasm of students in applying this method on the Communicative Language Teaching is quite good. This can be inferred from the final results of the average post-test experimental class. to determine the significant differences between students who are taught by using Communicative Language Teaching method and those who are taught without using Communicative Language Teaching method. From t-test, the sig tailed get 0,000. It means that that there are differences on learning vocabulary by Communicative Language Teaching and without Communicative Language Teaching as method because the significant less than 0,05. H_0 was rejected and H_1 was accepted. This means that H_1 states that significant differences achievement of speaking ability of the eleven grades at SMK Wiratama 45.2 Wonosobo in taught using Communicative Language Teaching and taught using Communicative Language Teaching as a method to improve speaking ability. The finally, it can be concluded that Communicative Language Teaching is effective to improving speaking in eleven grade at SMK Wiratama 45.2 Wonosobo. Contoh penulisan daftar Pustaka

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