Communicative Language Teaching (CLT) Approach Towards Speaking Ability

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ABSTRACT

Communicative Language Teaching (CLT) is a way to deal with the educating of second and unknown dialects that emphasis on cooperation as both the methods and the last objective of learning a language. Targets are (1) to discover Effectiveness of CLT Approach in Improving Speaking Ability. (2) huge contrasts between students who are instructed by CLT and not. Quantitative research is a true design experiment. Design used was a pretest-posttest control group design. Population is eighth grader students in Junior High School 1 Tegal. Research uses cluster random sampling with two group design (experiment group and control group). Data was broke down utilizing a t-test, score of the t-test is 2.744. Score of t-table is at 5% level importance and on level of 62 is 1.670, t-test result is higher than t-table (2.744>1.670). t-test hypothesis is rejected, and t-table hypothesis is accepted. CLT improve speaking capability.

Keywords: CLT, Speaking

INTRODUCTION

Teaching and learning English comprises of four aptitudes. They are writing, speaking, reading and listening. As of late, speaking has assumed an inexorably vital job in second and unknown sdialect settings as a method for correspondence in day by day life. Speaking is a sort of either gainful or dynamic expertise. Despite the fact that those four abilities are similarly vital, speaking turns into the most critical device to impart that should be cultivated. Speaking is one of the English abilities which has an incredible job used to associate among individuals everywhere throughout the world. Talking is one of the sorts of forming in language, the sort that is quick, confounded, continuous and essential on the grounds that the language itself is an image to use by communicators to develop and pass on data.

The curriculum was always changed in the history of the education system. As mentioned by Savignon (1987) with an end goal to speak to the emotional, physical, and psychological features of second-language learning and to describe the different sorts of exercises that have their place in the present informative educational program. Also further stated Savignon (1987) that The parity of highlights will and ought to differ starting with one educational program then onto the next, contingent upon the specific setting of which it is a section. Where informative skill is an objective. In this era, all of Junior High School in Tegal still have implemented KTSP. In this curriculum, it focuses on students-centered where they must be active than their teacher.

Although the school has implemented KTSP, there is still the teacher uses lecture in the classroom. The teacher only explains the material and asks the students to answer the question in the book without knowing whether the students have understood. In this case, the students will be passive. The students think that speaking is a boring activity whereas they just read and answer the question. Even though the students have learned speaking from elementary to junior high school, they still have problems in speaking. There are some problems faced by students. First, they feel afraid to speak in English. Second, they get difficulties to find the vocabulary. Third, they get difficulties to understand unfamiliar words. Last, they are not used to speak English every day and have no motivation. To solve the problems of speaking above, the teacher needs to use a suitable approach.

There is plenty of methods for instructing speaking. One of them is utilizing Communication Language Teaching. That turns into the famous way to deal with be connected. The fundamental procedure of Communication Language Teaching (CLT) is having the understudies utilize the objective language to do an inventive errand, for example, role-playing, dramas, or songs to achieve the open objective of the educational programs. Moreover, open language exercises as amusements not simply cultivate the students' enthusiasm for a fun route in their learning procedure yet, in addition, can be utilized to new things and practice language structures to help the students' aficionado of language improvement. Also, they will be increasingly certain and be progressively persuaded to have a class of speaking.

CLT points extensively to apply the hypothetical viewpoint of the Communication Approach by making open capability the objective of language educating and by recognizing the relationship between communication and language. What this looks like in the classroom may rely upon how the fundamentals are translated and connected (Widdowson: 1990). Also, explain further about the importance of CLT supposedly

is not a British, European, or U.S. wonder, but instead a global exertion to react to the requirements of present-day language students in a wide range of settings of learning (Barnard et al., 2008).

Teaching four aptitudes, for example, writing, speaking, reading and listening become obligatory for the English educators to control the understudies to accomplish those capacities by showing them as fascinating as could reasonably be expected. In this manner, talking is an unquestionable requirement to be shown like different abilities. The extended, intelligent perspective on language conduct they offer exhibits various difficulties for instructors (Barnard, Richards, & Rodgers, 2008)

Instructing English as an unknown dialect in middle school is troublesome. Be that as it may, the teacher must make great systems to make the students spurred in learning English. Byrne in Syafaruddin (2001) expressed that the point of the educator who trains an unknown dialect is to set the student into a circumstance where the students effectively take an interest as an individual from the social network. Explained further, CLT puts the emphasis on the student. Student informative necessities to give a structure to explaining program objectives as far as utilitarian ability (Barnard et al., 2008). It's mean the teacher should create suitable techniques that related to the topic given. So the students fell enjoy and comfortable and also motivate in teaching and learning process. And also make them will be more active while learning English in the classroom.

Teaching activities in the classroom are aimed at achieving individual language use. In this needs teacher not only to create a warm and humanistic classroom atmosphere but also create an active speaker. The teachers are also the most effective factors that determine the success of the students speaking abilities, and also the teacher as the more powerful person in the classroom speaking activities. English teacher is normally transferring the language by using appropriate methods, techniques media, evaluation, classroom activities and so forth. Brown in alfira (1998) stated that the teaching of speaking is to give aptitude of speaking: fluency, and also communication. The interaction is focused on the idea of general correspondence. Along these lines, in the teaching of speaking, the instructor should support the students to take them in a real-life situation, so they can use English fluency and accuracy.

Teaching English for Junior High School students gives a big challenge for teachers, especially in speaking. Students expect to have the capacity to communicate in English fluently. It is not only the ability to getting the information of the speaker but also in producing well pronunciation. The teachers expect their students can speak English very well.

In fact, in teaching speaking at junior high school, speaking is difficult to be implemented by both teacher and students. Many teacher face difficulties to find the good techniques in teaching speaking and students are difficult to express their ideas so that the writer tries to use video to improve students' speaking ability to describe pet. Teaching speaking in Junior High School isn't simple work. Most of the students have difficulty with pronunciation. The teacher should work hard to solve their problems. The teacher should know how to motivate the students in speaking activity. It can be done by selecting an excellent and interesting approach. In this case, Communication Language Teaching (CLT) approach is one of an excellent and interesting approach to be applied. Key to a comprehension of informative language instructing is a comprehension of the term open ability (Savignon, 1987)

The issue of encouraging speaking is mind-boggling. It isn't just identified with the understudies' factor yet in addition about setting outside. In the inner angles, the issues happened are identified with the local language, age, presentation, intrinsic phonetic capacity, character and language sense of self, and inspiration and worry for good talking. The purposes of those issues are identified with the state of the students.

In the outer issue, encouraging speaking has challenge to make appropriate study hall hours, on the grounds that for the most part in the lesser or senior secondary school English exercise just four hours every week, so they do constrain time and they don't augment in their capacity in English, they don't have the maximal time to rehearse in the outside of the homeroom in light of the fact that the instructor should show reasonable with the schedule from the administration, recollecting that there is a last examination from the legislature. They don't have room schedule-wise to rehearse outside the classroom since they don't have a reasonable accomplice to talk in English and the reality, they 'talk in their local language.

Based on the problems above, it suggests to the teacher to choose the suitable method based on the problems that they found in their teaching. The writer takes research to the eighth graders. In light of the schedule of educational modules 2013, in the second semester, students learn role-playing and dramas. The writer teaches both of them because it was appropriate with the reading strategy the research. Speaking is a beneficial aptitude. This is a movement of delivering words or sentences orally. By that expertise, individuals can convey their thoughts, contemplated the world. Through talking, individuals have a simple method to speak with others

legitimately or by implication. It resembles what Brown and Yale (89: 14) express that talking express need demand, data, administration, and so forth.

There are many definitions of speaking. As indicated by Syafrudin (2001), talking is a functioning beneficial aptitude utilizes oral correspondence. Finocchiaro and Bonomo in Syafaruddin(2001) expressed that talking like at least one sound made by the person for purposing of correspondence. Near, Chaney in Alfira (1998) says that talking is the route toward structure and sharing significance. Along these lines, the understudy ought to have the ability to educate their thoughts concerning a few issues or a few things. The goal of talking is to improve understudies enlightening capacity. By telling their considerations, the understudies can improve their talking limit and addition to their conviction.

Donough and shaw (1993) state talking is the approaches to express thoughts and supposition, communicating and want to accomplish something, arranging or taking care of a specific issue, and keeping up social relationship and fellowship. Long and Richard (1982) says talking is an intricate arrangement of capacity that includes numerous parts, including elocutions, listening and language structure aptitude. Nolascco and Athur (1987) state that speaking is a conversation or interaction. Finochiro and Bonomo (1987) stated that speaking is a combination of several skills. And there are six points to done by the learner: (1) describing what he wants to say, (2) choosing the pattern,(3) choosing the worlds that fit to the meaning, (4) using correct arranges of sounds, (5) making sure what he wants to say inappropriate situation, (6) placing his tongue and lips in good position.

Mackey (in Magiono, 2007:13) characterizes talking as an oral articulation that includes not just the utilization of right examples of beat and sound yet, in addition, the correct request to pass on the correct significance. Chaney (1998:13) contends talking is the way toward structure and sharing significance using the verbal and non-verbal image, in an assortment of settings. That language is first spoken. It implies that talking is the essential ability and the most critical expertise of language like the announcement referenced by Tupan (1995:14). Also, Harmer (2007) states that talking is expertise which turns into a vital piece of day by day life, it is the line for individuals to make a social relationship as a person, so it should be created and practice autonomously in the language structure educational programs.

From the above definition, it very well may be closed unmistakably that talking is communicating thoughts, sentiments, or emotions to others by utilizing words or hints of enunciation so as to educate, to convince, and to engage that can be learned by utilizing some instructing learning strategies.

The teaching of speaking has a few standards, there are Nunan (2003: 54-56) (1) Be mindful of the contrasts between second language and unknown dialect learning settings. (An unknown dialect setting is one where the objective language isn't the language of correspondence in the general public, and after that, a second language setting is one where the objective language is the language of correspondence in the general public), (2) Give students practice with both familiarity and precision. (Precision is how much students" talk matches what people truly state when they use the goal language, and nature is how much speakers use the language quickly and obviously, with a couple of waverings of unnatural delays, false begins, and word seeks). (3) Provide open doors for understudies to talk by utilizing bunch work or pair work and restricting instructor talk, (4) Plan talking errands that includes an exchange/for importance. The exploration suggests that understudies make progress by bestowing in the target language since correspondence basically incorporates endeavoring to grasp and make you understood. (5) Design study hall exercises that include direction and practice in both value-based and collaboration of speaking.

Talking is an intelligent procedure of developing implying that includes creating, getting, and handling data. It is also defined as the capability to pronounce articulation and vocabulary to express, state and convey thought, idea, and feeling. While in the way toward educating and learning a language, the ability of speaking enables students to receive information from other through their conversation, after which they should understand the information, communicate their understanding and respond to it. As indicated by Brown (2004) in Kusumawardani (2013:9) In Dian Rahmatika (2015:29) there are five essential kinds of talking, as pursues: (1) Imitative, A continuum of sorts of talking execution is the capacity to just parrot back or emulate a word, expression, statement or even sentence which speaker got notification from the other speaker. Imitative evaluations could be planned by unit, helping starting understudies in learning fundamental themed vocabulary.

This is a case of talking material that understudies can present with the assistance of the instructor and conceivably perform for the class, (2) Intensive, The creation of short stretches of oral language intended to show ability in a restricted band of linguistic, express, lexical, or phonological relationship, (for example, prosodic components – sound – stress – beat – crossroads), (3) Responsive, The errands incorporate connection just as test cognizance which is normally done between two individuals. It tends to be done at the restricted dimension of short discussions, standard

welcome, casual discussion, solicitation, remarks or the structure collaboration like a meeting, television show, etc, (4) Interactive, The refinement among responsive and canny talking is in the length and complexity of the affiliation. It here and there incorporates various trades or potentially different members, (5) Extensive (monolog), Extensive oral generation assignments incorporate discourses, oral introductions, and narrating, amid which the open door for oral communication from crowd individuals are either significantly compelled (possibly to nonverbal responses) or limited all around.

Those five speaking types which involve imitative, intensive, responsive, interactive, and extensive need to be understood by the English teacher. While the latest one namely extensive speaking in employed in this research, where the students are assigned to have oral presentations as well as deliver a speech. Not to mention, responsive speaking is also used due to the fact that on one occasion the writer gets the students to make a conversation by doing role play. In addition, competence in speaking includes the ability to use appropriate speech for the circumstances and when deviating from the normal to convey.

Brown (2001) states that there are a few things, for example, elocution, vocabulary, familiarity, highlight, and punctuation ought to be ace to have the capacity to talk well. As a mind-boggling action, talking has vital perspectives in the accompanying (1) Accuracy, Accuracy in talking is the utilization of the right type of syntax, vocabulary, and elocution. Those three sections include together in making an exact expression, Spartt, and companions (2005:34). Elocution is an essential nature of language adapting, particularly in talking capacity. Harmer (2007) states elocution educating isn't just barely making the understudies can separate sounds and sound highlights, yet in addition can improve their talking capacity endlessly, for instance, center around sounds and make understudies aware of using weight while conveying sound.

Vocabulary is the foundation of a language. In another word, the requirement of students who have a good speaking ability in mastering vocabulary. Harmer (2007) says if the understudies have more vocabulary or if nothing else 1000 words, they can impart easily. They don't set aside a long effort to express what they are going to state; since they comprehend what words can depict their thoughts. Familiarity is critical in talking precision. If our discourse is overflowing with semantic slip-ups, your musings won't get transversely finished so successfully. Those three sections are imperative components to achieve the exactness in the exertion of having the capacity to talk well, (2) Fluency, Fluency expressed by Spartt and companions (2005:34) is talking at a typical speed decisively, redundancy and with smooth utilization of associated discourse. It manages how agreeable

understudies are the point at which they talk, how effectively the words turn out, regardless of whether there are extraordinary delays and holes in the understudy's talking. It is a parameter of understudy's talking capacity objective, (3) Accent, Accent of one speaker and others are not the same as one another. This is on the grounds that each individual has their own particular manner of saying words relies upon the way of life the speakers have.

Brown (2001) claims that instructional systems in CLT must engage understudies to partake in open joint effort with each other. Here comes the centrality of building up the idea of articulation, and arrangement of significance as supported by Savignon (1991; 1997). CLT thusly requires the joining of language use for huge purposes in unrehearsed settings, that is, the serious, genuine, and utilitarian usage of language into useful errands. Significant to this thought, Lee and VanPatten (1995) guarantee that phonetic contribution to which students should go to ought to be important and understandable. Through cooperation in informative occasions containing significant, bona fide, useful, and conceivable etymological info students can express, translate, and consult to mean with one another.

The last normal for classrooms of CLT as proposed by Brown (2001) is that the job of students is focal since they are offered chances to create self-governing learning dependent on their own learning styles and methodologies while the job of educators is fringe, that will be, that of facilitator and guide of students' exercises. The possibility of student centeredness has additionally been recognized by Savignon (2003) who proposes that CLT puts the attention on students as far as procedures as well as regarding objectives. The attention on students as far as procedure alludes to a similar idea of learning self-governance as proposed by Brown (2001), while the emphasis on students in association with objectives implies that students' informative needs should fill in as a system for explaining and distinguishing program targets.

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Procedure of Communication Language Teaching (CLT) Approach as follow (1) Presentation of a brief dialog or several mini-dialogs, (2) Oral practice of each

utterance of the dialog segment to be presented that day, (3) Question and answer based on the dialog topic, (4) Question and answer related to the student's personal experience, (5) Study one of the basic communicative expression in dialog, (6) Learner discovery of generalizations or rules underlying the functional expression, (7) Oral recognition, interpretative activities, (8) Oral production activities proceeding from guided to freer communication activities, (9) Duplicating of the exchange or modules on the off chance that they are not in the class content, (10) Sampling of the composed homework task, (11) Evaluation of learning.

There are some advantages of CLT (1) The interaction between students and teachers: Communicative teaching is becoming increasingly clear feature is the change in the way as the internship; students build up the subject, activity and become progressively imperative. Instructor student relationship is an intuitive, agreeable relationship, as opposed to the conventional training, the sort of ace hireling relationship, (2) To illuminate the fundamental learning and capacity to skillfully consolidate the advancement: Traditional study hall educating of English in the primary body of the cost of the home examination, just stressed the educators on the information of the methodical and trustworthiness, which is an instructor focused, knowledge-centered from the medieval "scholastic" teaching methods inherited One consequence of the neglect of student ability. The communicative teaching emphasizes the learner's cognitive ability and operational capabilities, which allow the students themselves to think about and express their views, thus trained in real life the ability to use language to communicate, (3) This technique increases the teacher-student relationship. It is an interactive relationship, (4) Communication Language Teaching (CLT) provides the opportunity for students to be aware of their abilities and exhibit them. The students in this way can learn the target language in an enjoyable way.

There certain detriments of CLT are (1) It is felt that there isn't sufficient accentuation on the rectification of articulation and language structure blunder. It is in light of the fact that an over the top measure of focus on significance to the inconvenience of structure, (2) CLT approach bases on commonality yet not precision in language structure and verbalization, (3) The CLT approach is unimaginable for widely appealing understudy and pushed understudies, yet for Beginners some controlled practice is required, (4) The watching limit of the instructor must be astoundingly incredible, (5) Grammar Teaching Practices utilize this strategy troublesome, (6) CLT approach centers around familiarity yet not exactness in sentence

structure and articulation, (7) The CLT approach is extraordinary for middle of the road understudy and propelled understudies, yet for Beginners some controlled practice is required, (8) The checking capacity of the educator must be excellent Grammar Teaching Practices make utilization of this methodology troublesome.

Speaking is a sort of either profitable or dynamic ability. Despite the fact that those four abilities are similarly vital, talking turns into the most vital instrument to convey that should be practiced. Speaking is one of the English aptitudes which has an extraordinary job used to socialize among people all over the world. Speaking is one of the sorts of forming in language, the sort that is quick, convoluted, continuous and essential on the grounds that the language itself is an image to use by communicators to build and pass on data. Tarigan (1990:3-4) portrays that speaking is a language capacity that is made in adolescent life, which is conveyed by listening mastery, and at that period talking skill is discovered.

In view of Competence Based Curriculum talking is one of the four essential capabilities that the understudies should increase well. It has a vital job in correspondence. Talking can discover in spoken cycle particularly in Joint Construction of Text organize (Department Pendidikan Nasional, 2004). In finishing talking, understudies face a couple of difficulties one of them is about language its self. Truth be told, most understudies get troubles to talk despite the fact that they have plenty of vocabularies and have kept in touch with them well. The issues are uneasy for understudies to submit mistakes.

Speaking is a beneficial aptitude. It couldn't be isolated from tuning in. When we talk we produce the substance and it should be vital. In the possibility of correspondence, we can find the speaker, the group of onlookers, the message, and the info. Talking couldn't be isolated from elocution as it urges students to learn English sounds. Harmer, (in Tarigan, 1990: 12) forms that when appearing or conveying ability, we can apply three imperative stages, those are (1) Introducing new dialect, (2) Practice, (3) Communicative activity.

The expression "Communication Language Teaching" (CLT) implies distinctive things to various instructors. To certain instructors, it basically implies a more prominent accentuation on the utilization of the objective language in the study hall, and specifically, a more prominent accentuation on ethical quality. To various teachers, correspondence includes the exchanging of darken information between examiners. Finally, a couple of teachers understand correspondence in the most around the world, anthropological terms, that is, as a social bond structure for making meaning. Notwithstanding their diverse implications of CLT, all the module instructors seem to advocate for an open technique. Communication Language Teaching (CLT) turns into a well-known way to deal with be connected. The fundamental

method of Communication Language Teaching (CLT) is having the understudies utilize the objective language to complete an imaginative errand, for example, diversions shows, melodies or pretending to accomplish the open objective of the educational programs.

METHOD

This examination utilized a quantitative methodology. The quantitative methodology is concerned with the collection of data and data analysis in numerical form using statistical techniques. In this approach, all subjects are measured, but only the experimental group then receive the treatment. To check the improvement of reading achievement, post-test applied to discover the students' speaking capacity after they were instructed using Communication Language Teaching (CLT). According to Khotari (2004:5), a quantitative approach can be further sub-classified into *experimental, inferential*, and *simulation approaches*.

This research is experimental research. According to suprapto (2013: 24) state that experimental research has a systematic and logic method to solve the problem. This research used a true experimental design. In true experimental design can be classified into two kinds, Posttest-Only Control Group Design and Pretest-Posttest Control Group Design. Experimental design used In this research. This research used the Posttest Control Group Design. According to Sugiyono (2012:112), in this design, there were two groups are taken by using the sampling technique. One group is called experimental group (with treatment) and another group is called a control group (without treatment). Subjects are partitioned into two: control group and experimental group. Instrument is checked in first by giving try out to the students in a different group. After the instrument is valid and reliable, the writer tests it to both groups, as a pre-test. After that pre-treatment, the treatment is given to the experimental group. Group of experimental is educated by utilizing Communication Language Teaching. Group of control is educated about speaking in the traditional way. Both groups had the same materials. The posttest is carried out after process of pretreatment and also treatment.

According to Margono (2004:118) says that the population is all the data that concern us in scope and time that we specify. The number of population in this research is eighth graders of SMP N 1 Tegal in the scholarly year 2018/2019. The number of eighth graders is 268 divided into 9 classes. Margono (2004:121) says that the sample is part of the population. Based on the population, there are taken two classes (8F and 8I) as a sample of research. Sample was broken down into 2 groups. First group is 32 students as an experimental group. The second is 32 students as a control group.

Research utilizes technique of random sampling to get sample. According to Sudjana (2009: 72-73) said that in the technique of taking the sample from the population, in order to get a representative sample, every subject of the population has the same opportunity become the member of the sample.

Refers to Sudjana (2009: 72-73) said that in the technique of taking the sample from the population, in order to get a representative sample, every subject of the population has the same opportunity become the member of the sample. Research utilizes technique of random sampling to get sample. Sudjana (2009: 23), he explained that the simple meaning of variable could be defined as the characteristic of individual, object, indication, event, which is measured by quantitative and qualitative. Variables in this research are (1) The independent variable is Communication language Teaching, (2) Variable of dependent is students'speaking capacity.

Suprapto (2013: 73) state that data collecting technique is the way we collect data such as data collecting technique in the questionnaire, Interview, and observation. Suprapto (2013: 75) states that there are some techniques to collect the data (1) Observation, and (2) Data Collecting Technique in Test. This research uses the "test" technique to know the effect of using CLT in students' Speaking capability. Data collected by using several steps (1) Giving a treatment to experiment and control group using Communication Language Teaching (CLT), (2) Giving a test to control and experiment group, Purpose of given test is to discover effect on students' speaking ability after using Communication Language Teaching (CLT) Approach. The data was collected through test used as parameter of the research. So as to prove validity and reliability of research instruments, the test to other students who do not belong to the experimental and control group was given.

Arikunto (2010:144), a legitimate instrument test is the point at which it can quantify what ought to be estimated. A test has legitimacy in the event that it has a connection between's the test results with criteria. Before the test carried out to control and experimental groups, it tried out to other students who do not belong to those groups to know its validity. Research used validity of internal know the test validity. It is held a trying test out to 32 students at seventh-grade students.

Data analyzed by committing several tests to measure mean, median, modus, standard deviation, variant, and t-test. According to Sudjana (2009:149), he stated that either one of the ways to examine two averages is used t-test.

RESULTS AND DISCUSSION

This research was conducted in six activities. The five activities were teaching-learning activities. The writer used the true experimental design posttest only. Sample of research took from second graders of SMP N 1 Tegal. The researcher took the sample randomly from the population. There are 64 students as sample. The first class consists of 32 students as group of experimental and the second group is 32 students for group of control. The Results of PostTest of Control Group are the average achievement of the students' posttest was 66.4. Based on the students' speaking ability, the score considered 'fair' level and didn't pass the passing grade. The researcher concluded that the students still experienced issues to communicate in English. For deviation standard, the result is 14.44.

The consequence of The Post Test of The Experiment Group, the average achievement of the students' posttest was 75.7. Based on the students' achievement table, the score considered a 'good' level and passed the passing grade. It tends to be inferred that the students' talking capacity by utilizing Communication Language Teaching (CLT) had a significant difference. For calculating deviation standard is 4.41. The variant test result is 19.36. As suggested by Best (1981), for subjects which require fixed calculation, for example, science and material science the 1 percent (0.1) alpha dimension of hugeness can be utilized. While for the mental and instructive cycles the 5 percent (0.5) alpha dimension of essentialness since this proposition managed the instructive circle.

Experiment has 32 students for group of experiment also 32 students for group of control. Along these lines, the quantity of the two groups was 64 students. Freedom of degree (df) was 32, which was acquired from the formula Ne+Nc-2=62. The basic incentive with the df 62 at 5 percent alpha dimension of significance is 1.670. The acquired t value is 2.744 so the t value is higher than the basic value (2.744 > 1.670). It is concluded that there was significant using Communication Language Teaching. The implementation of Communication Language Teaching Strategy in instructing addressing the eighth graders of SMP N 1 Tegal was conducted in 6 meeting involved treatment and post-test. The treatment, which consisted of 5 meetings, and in the treatment students get so many kinds of dialogs text. The post-test which consisted of 1 meeting. Researcher found that participants at group of experiment really looked excited with the used Communication Language teaching as a method to teach speaking.

The basic incentive with the df 62 at 5 percent alpha dimension of criticalness is 1,670. The acquired t value is 2.744 so the t value is higher than the basic value (2.744 > 1.670). It is

concluded that there was significant using Communication Language Teaching. This method also demonstrating that the students' score in the group of the experiment is superior to anything students' score in the group of control.

CONCLUSION

From result analyzing score of t-test is 2.744. While the score of t-table is at 5% level significance and on the degree of 62 is 1.670. Thus, the t-table is lower than the t-test (2.744>1.670). According to the result of data, it is obviously presumed that the t-test hypothesis is rejected, and the t-table hypothesis is acknowledged. That means there is a positive effect to improve students' speaking ability between students who are educated by utilizing Communication Language Teaching(CLT) also, the individuals who are not educated by utilizing Communication Language Teaching (CLT). The difference of t-test and t-table means a lot in determining the effectiveness of CLT implementation. According to the analysis, Communication Language Teaching (CLT) gives positive effect to improve speaking ability.

Teaching English for Junior High School students gives a big challenge for teachers, especially in speaking. Students expect to be able to speak English fluently. Teaching speaking requires an appropriate strategy which not only focuses on linguistic competence but also on communicative competence. Communication Language Teaching (CLT) which empowers students to develop their soft skill and hard skill is recommended to be applied in teaching, particularly in terms of speaking. While during the time spent educating and learning a language, ability of speaking enables students to accept information from other through their conversation, after which they should understand the information, communicate their understanding and respond to it. CLT is really recommended to use in all level of English learning. Teachers should respond positively in implementing related approach to get the most effective way in teaching speaking.

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