

# THE EFFECT OF COMMUNICATIVE LANGUAGE TEACHING (CLT) METHOD ON ENGLISH COMPREHENSION FOR STUDENTS AT THE FIFTH GRADE OF SD KARTIKA X-3

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## Abstract:

This study involves the students at the fifth grade of SD Kartika X-3 as the subject of the research. And the writer teaches them through Information Gap, games, Pair Work, et cetera. A pre and post test was administered. The data was analyzed by using t-test. The result shows that students' English comprehension had improved by using Communicative Language Teaching (CLT) method at the coefficient  $t_{counted} = 2265 > t_{table} = 1667$  with the significance of level in 0.05 and the degree freedom is 32 ( $df = n - 1$ ). The students' responses toward the post-test given prove that Communicative Language Teaching (CLT) method is effective to improve students' English comprehension ability.

Key words: Communicative Language Teaching, Communication, Comprehension.

## Background of the Study

Everybody has learned a mother tongue since childhood. The process occurs naturally and properly in communicating in this society. Communication is a part of human's daily activities. Through communication, people share ideas and thought ; with others. In that way, active interaction among people can take place. In line with the more sophisticated world, people are demanded to be able to communicate not only in one's own mother tongue but also in a English language worldwide. Obviously English is difficult due to the limited exposure of the individual to the language.

On the other hand as an international language, English is used to communicate the information in science and technology. Moreover, English is also very important ~ in education and business world. English has been the first foreign language taught formally in Indonesia for years. With regard to the new curriculum, students of elementary schools starting from the fourth grade have an opportunity to learn English in school. Thus, English becomes a compulsory subject, from elementary school to university. School as formal institution not only has a role to expand academic ability, but also other abilities such as social skill and emotion. In the process of learning teaching English at school the students must be given opportunities of experience so they can have self-confidence in facing the competitions and so they can have a chance to win the competitions.

The indicators of the learning process of these competition standards and basic competency that the students are able to: 1) Show how to do something, 2) Give orders and inquire informations, and 3) Give instructions to do something.

In learning English sometimes the students are bored with certain teaching atmosphere. There are various approaches **and methods** used in teaching language skills: one of them is Communicative Approach. Communicative Approach assumes that students are able to acquire written or oral language when they are highly motivated.

Communicative Language Teaching (CLT) or the "communicative approach" is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. This approach aims to enable students to read and appreciate foreign language. The "communicative method in the teaching of foreign languages" emphasizes learning a language through genuine communication.

By introducing CLT, teachers are able to catch up with the modern development of English teaching methods in the world. They are able to come to the realization that teaching English is not only teaching grammar and mastering a language in communicative competence, but also written. Because CLT aims at communicative competence, students might be more competent in the use of English for communication. A good level of English will help him/her considerably: to enter and graduate from university; to get better jobs, especially for those who work in companies or joint ventures with international connections; to read technical materials; and to study abroad.

Learning a new language is easier and more enjoyable when it is truly meaningful. The communicative approach is a flexible method rather than a rigorously defined set of teaching practices. It can be defined with a list of general principles.

The teaching of English through Communicative Language Teaching (CLT) will improve the ability to speak.

Teaching speaking is not easy. Moreover, if the students do not use English in **their** daily activities as well. They will not be brave enough to speak English. Besides, there are many aspects that discourage the students to speak. In this case the writer hopes, that the students can improve their ability to master English by learning and practicing more, especially in speaking skill. The appropriate method in teaching English to the students is really important especially for the fifth grade students. So that the researcher takes "THE EFFECT OF COMMUNICATIVE LANGUAGE TEACHING (CLT) METHOD ON ENGLISH COMPREHENSION FOR STUDENTS AT THE FIFTH GRADE" as the title of this paper.

The research would endeavor to answer the question:

"Is there any significant improvement in the students' English comprehension through Communicative Language Teaching (CLT) method?" RESEARCH METHODOLOGY

### Research Design

This research used quantitative method, the method was applied to

analyze, and to classify The group for both pre-test and post-test is the same,

$O_1$  X  $O_2$

$O_1$  = Pretest

X = Treatment

$O_2$  = Post test

### Participants

In this study, the researcher choose students of SD Kartika X-3 which is located in Parongpong, Bandung, West Java as the populations. The samples were 33 fifth grade students. The age ranges from 10 to 11 years old and there were 13 boys and 20 girls. They have 3 hours of English class per week in 4 (four) meetings. They were of multi-culture and

different social economic sta.has. Some of them are Sundanese, Chinese, et cetera. And they also are belong to different religions also, such ac Moslem and Christian,

### **Instruments of the Research**

The instruments used in this research are pre-test and post-test. This test is objective tests in the term of multiple choice, essays, puzzle words and matching items. Communicative language activities is used in this research to stimulate their comprehension samples of Communicative Language Teaching (CLT) through Information gaps, Games, Pair work, et cetera,

### **Data Gathering**

In gathering the data the researcher used the following procedures:

**1. Preparatory phase** is preparation done before the researcher begins the research.

- a. Construction of th instrument needed Questionnaire
- b. Pilot test or try out of instruments to other groups of students not from the intended participants in the study to test the clarity of the instructions and to observe the behavior of the participants.
- c. Validity of pilot test
- d. Polishing the instrument

### **2. Actual research**

- a. Identification of participants/subjects.
- b. Setting up of Communicative Language Teaching (CLT) task.

Questionnaire is distributed

Instruction was given and the participants had a few minutes to read the direction and to scan the questions to be answered. They were given time to ask questions regarding unclear instructions, if any.

The researcher gave the students pre-test to find out students' skill before teaching and learning activities. She gave the post-test to the students to find out their ability of speaking after teaching and learning activities

### **Data Analysis Procedures**

The data is gathered from the experiment which the researcher analyzed using the  $t_{e,t}$ . The steps of the dataa analysis process are as follows: Find outt the mean (M) of each group.

Burns (1995:33) stated that for the most common measurement of central tendency in educational research is the arithmetic mean, the mean (M) is

simply the sum of all the scores ( $\sum x$ ) divided by the number of scores (n), or  $M = \frac{\sum x}{n}$  (Burns, 1995:33)

n

Where:

M is the means of a sample

E

x is the total amount of all the individual observation n is the samples

Tn finding out standard deviation (SD) of each group, Burns (1995:39) stated that standard deviation reflects the amount of spread that the scores exhibit around some central tendency measure, usually the mean. The standard deviation is derive from the variance. The formula for obtaining the standard deviation is:

$$S = \frac{\sum (x-X)^2}{N-1}$$

## ANALYSIS OF THE DATA AND THE FINDINGS

### Data Processing

#### Pre-test and Post-test

The computed pre-test and post-test scores, it shows that there is a significant improvement between pre-test and post-test. It can be seen from the total score of pre-test and post-test, the lowest score in pre-test is 22 and had increased to 27. The post-test increases from 20 in the pre-test to 90 in the post-test. The respondents got a better score after the treatment of the Communicative Language Teaching. The difference between the variables is significant. The score of the post-test is higher than the score of the pre-test. In other words Communicative Language Teaching (CLT) Method improves the English comprehension skill. This chapter showed the mean of the pre-test and post-test. It is found that the mean of the pre-test before treatment is 50,52 and the mean after treatment is 68,64. The formula is as follow:

a. Calculation for the mean of pre-test:

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{1667}{33}$$

$$\bar{X} = \underline{50.52}$$

b. Calculation for the mean of post-test:

$$\bar{X} = \frac{\sum X'}{n}$$

$$\bar{X} = \frac{2265}{33}$$

$$\bar{X} = \underline{68.64}$$

c. Calculation for the Standard Deviation of pre-test

$$SD = \sqrt{\frac{\sum (x - \bar{X})^2}{n-1}}$$

$$\sqrt{\frac{6952.24}{32}}$$

$$S_D = \sqrt{217.2575}$$

$$S_D = 14.7396$$

$$S_D$$

$$=14.74$$

Standard deviation for pre-test is 14.74 and standard deviation for post-test is 15.43. It showed that the standard deviation is acceptable for the research because the smaller is the standard deviation of post-test, the better is the result. The formula is below:

d. Calculation for the Standard Deviation of post-test:

$$S = \frac{\quad}{n-1}$$

$$s = \frac{17619.64}{32}$$

$$S_D = 238.11$$

$$S_o = 15.43$$

### Null Hypothesis

Coefficient significant = 95%, means to say that there was 95% confidence

interval of the differences and n., the researcher used sig, the formula is below:

- 1. Coefficient of Significant (a) 1 - n=

$$a = 0.05$$

2 So, the t table distribution is 1.67

3. t counted

$$T_o = -4.87 = + - 4.9$$

### Data Analysis and Interpretation

To find out the effect of Communicative Language Teaching (C1.T) method in English learning comprehension to the respondents, the t test is conducted as follow:

The group Statistics table displays the sample size, mean standard deviation, and standard error for both groups. From the group statistics table displayed that the

mean of Pre-test is 5,52 and the mean of Post-test is 68. 64 (See appendices page: 36).

The t column displays the observed t statistics for each sample, calculated as the ratio of the difference between sample means divided by the standard error of the difference. The df column displays degrees of freedom.

To get the valuable information related to the target of the study, the researcher used the data from the pre-test and the post-test result as independent variable (X variable) and dependent variable (Y variable).

The respondents' responses toward the post-test had proved that their reading comprehension

was influenced by Communicative Language Teaching (CLT) method.

The formulation of hypothesis in chapter one is accepted, because there is a significant effect of Communicative Language Teaching (CLT) method to the students improvement and Null hypothesis is rejected, because Null hypothesis means that there is no significant effect of Communicative Language Teaching (CLT) method on learning English improvement.

### **Testing Hypothesis**

Based on the above computation, it is found that the coefficient, where  $t_{d} = 2265 > t_{\alpha/2, df} = 1667$  with significance level in 0,05 and the degree of freedom ( $df=n1$ ) is 32. It is concluded that hypothesis is accepted because  $t_{d}$  is greater than  $t_{\alpha/2, df}$ , while null hypothesis is rejected because  $t_{table}$  is smaller than  $t_{counted}$ . It means that there is an effect of Communicative Language Teaching (CLT) method to participants' comprehension in English learning

### **The Statistics**

From the data previously discussed and from the statistics shown below, it is found that the mean of pre-test is 50,52 and standard deviation is 14,74 and the mean of post-test is 68.64 and standard deviation is 15.62; Mounted is  $\pm 4.9$  and the  $t_{t, bt}$  is + 1,67,  $T_{tt}$  showed that there is a difference in score between pre-test and post-test; it means that the Communicative Language teaching (CLT) method can improve -students' ability to understand English,

The formulation of Hypothesis  $H_0$  in chapter one was rejected and  $H_1$  is accepted because  $H_1$  means that there is higher of the students achievement after using Communicative Language Teaching (CLT) method.

The effect of Communicative Language Teaching (CT.T) method is significant to enhance students' ability to understand English is proven from the computation above, Teachers should manage them well, because this finding is correlated with the findings of Richards and Rodgers (2001), who said that "Communicative Language Teaching is the best considered as an approach rather than a method, It refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures,"

### **Conclusion**

This research, was done at SD Kartika X-3. Based on the study it was found that Communicative Language Teaching method improves students' comprehension. By using t-test, it shows that the experimental class implementing Communicative Language Teaching (CLT) method on learning English shows that students achieved better in the post-test after the treatment. In other words, we conclude that the Communicative Language Teaching (CLT) method in teaching English Language works effectively for the fifth grade of SD Kartika X-3 in the English comprehension.

The data also gave evidence that the Communicative Language Teaching (CLT) method is effective in improving participants' learning comprehension ability.

### **Recommendation**

Referring to the above conclusion, that Recommendation are proposed: 1. For the teacher a. It is recommended to the teacher to apply Communicative Language Teaching (CLT) method in teaching English Language.

- b. It is suggested to the teacher to encourage students to use Communicative Language Teaching Method, especially in teaching and learning English.
- c. It is hoped that the teachers can improve their teaching techniques so that the students are more motivated to learn in the classroom or they are more interested in studying English in the classroom.

## 2. For further Research

It is suggested to conduct the same research covering a longer span of time, since this research was conducted in a very limited time. It is assumed that if more time is allocated in implementing Communicative Language Teaching (CLT) method, the better will be the English comprehension of the students.

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