

THE APPLICATION OF CLT TO IMPROVE STUDENTS' INTEREST AND CONFIDENCE IN SPEAKING SKILLS

Baiq Ika Aprianti¹, Ghinan Nufus², Mudarman³, Yudi Pratama⁴

¹Pendidikan Bahasa Inggris, Fakultas Bahasa, Seni, dan Humaniora, Universitas Hamzanwadi

²Pendidikan Bahasa Inggris, Fakultas Bahasa, Seni, dan Humaniora, Universitas Hamzanwadi

³Pendidikan Bahasa dan Sastra Indonesia, Fakultas Bahasa, Seni, dan Humaniora, Universitas Hamzanwadi

⁴Pendidikan Bahasa Inggris, Fakultas Bahasa, Seni, dan Humaniora, Universitas Hamzanwadi

baiqikaafriyanti04@gmail.com¹, ghinannfs@gmail.com², mudarman8558@gmail.com³,
yudipratama.220202107@student.hamzanwadi.ac.id⁴

Abstrak: Permasalahan kurangnya minat dan kepercayaan diri siswa dalam kemampuan berbicara bahasa Inggris masih merupakan hambatan dalam proses belajar, terutama di tingkat pendidikan menengah. Keadaan tersebut membuat siswa sulit untuk menyampaikan gagasan dan terlibat secara aktif dalam percakapan lisan. Penelitian ini bertujuan untuk menjelaskan bagaimana pendekatan metode Communicative Language Teaching (CLT) ditetapkan untuk meningkatkan minat serta rasa percaya diri siswa dalam berbicara bahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif dengan menggunakan teknik pengambilan purposive sampling. Populasi penelitian terdiri dari semua siswa kelas XI MIPA di SMA Islam Plus Musthofa Kamal, sementara sampel yang diambil adalah kelas XI MIPA I dengan jumlah 28 siswi. Pengumpulan data dilaksanakan dengan cara observasi, melakukan wawancara, serta melakukan dokumentasi selama proses pembelajaran terjadi. Hasil dari penelitian menunjukkan bahwa metode CLT dapat menciptakan suasana pembelajaran yang bersifat komunikatif, kolaboratif, dan fokus pada penerapan bahasa Inggris dalam konteks nyata. Penerapan metode CLT meningkatkan keterlibatan lisan siswa, keberanian untuk menyampaikan pendapat, serta sikap yang positif terhadap pembelajaran berbicara. Sehingga, dapat disimpulkan bahwa CLT berhasil dalam menumbuhkan minat dan rasa percaya diri siswa dalam kemampuan berbicara, sehingga disarankan sebagai salah satu metode pengajaran yang sesuai untuk diterapkan secara terus menerus dalam lingkungan pendidikan sekolah menengah di Indonesia.
Kata kunci: Communicative Language Teaching, Minat Belajar, Kepercayaan Diri

Abstract: The problem of students' lack of interest and confidence in their English speaking skills remains an obstacle in the learning process, especially at the secondary education level. This situation makes it difficult for students to express their ideas and actively participate in conversations. This study aims to explain how the Communicative Language Teaching (CLT) method is used to increase students' interest and confidence in speaking English. This study used a qualitative descriptive method with purposive sampling. The study population consisted of all 11th-grade MIPA students at SMA Islam Plus Musthofa Kamal, while the sample taken is the 11th-grade MIPA I with a total of 28 female students. Data collection was carried out through observation, interviews, and documentation during the learning process. The study's results demonstrate that the CLT method can foster a learning environment that is communicative, collaborative, and centered on the practical application of English in real-world contexts. The application of the CLT method increases students' oral involvement, courage to express their opinions, and positive attitude towards learning to speak. Thus, it can be concluded that CLT is successful in fostering students' interest and confidence in their speaking abilities, so it is recommended as one of the appropriate teaching methods to be applied continuously in the secondary school education environment in Indonesia.
Keywords: Communicative Language Teaching, Interest in Learning, Self-Confidence

Article History

Received: Desember 2025

Reviewed: Desember 2025

Published: Desember 2025

Plagiarism Checker No 687

Prefix DOI: Prefix DOI:

10.8734/sindoro.v1i2.360

Copyright: Author

Publish by: SINDORO



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

INTRODUCTION

Language is a very important aspect for humans, as it is a means of communication for conveying ideas, opinions, and information. Language enables humans to interact with one another, acquire knowledge, and preserve the culture that has been passed down from generation to generation. Using the appropriate language will help the people we talk to understand what we are saying, and this will affect the smoothness of communication (Mailani et al., 2022). Therefore, language is very important for every human action, including in educational, social, and professional contexts. One language that plays a major role in international communication is English.

English is one of the languages that is currently widely used for various forms of communication around the world, both spoken and written (Ikhsan et al., 2023). English serves as a bridge for speakers from different countries. As a global language, English plays a crucial role for students in Indonesia. Proficiency in English provides students with the opportunity to access various international learning resources, interact with speakers from different countries, and expand their academic and career opportunities in the future.

Students must have four English language skills, namely listening, reading, speaking, and writing (Shafira & Santoso, 2021). Among these four skills, speaking is often the biggest obstacle for students. Many students lack confidence when asked to speak in English because they are afraid of making mistakes, lack practice, or have had previous learning experiences that were not supportive. In addition, students' interest in speaking activities can also be low if the teaching methods used are monotonous, passive, or do not provide space for students to interact freely. To solve those problems, a teaching method is needed that can create a dynamic, communicative, and enjoyable learning atmosphere. The use of appropriate methods by teachers or instructors can stimulate interest and strengthen students' enthusiasm for learning, as well as their confidence in learning English (Kara et al., 2024).

The Communicative Language Teaching (CLT) method is one of the best ways to overcome this problem (Hamdani et al., 2024). The Communicative Language Teaching (CLT) method is a language teaching method that emphasizes students' ability to use language as a means of real and meaningful communication. The main objective of language learning emphasized in the CLT method is to achieve *communicative competence*, which is the ability to understand and convey messages effectively in various social contexts. The CLT method also incorporates activities such as role-play, pair-work, and small group discussion, encouraging students to speak English naturally without the pressure of always being grammatically correct. This helps students overcome their fear of making mistakes and encourages more active class participation.

Research by Khowatim et al., (2022) revealed that students who learned using CLT experienced significant progress in speaking confidence compared to students who were taught using conventional methods. Similar findings were described by Sutanto et al., (2022), who found that CLT not only improved speaking skills but also reduced students' speaking anxiety.

Based on the explanation above, the method of improving English speaking skills through Communicative Language Teaching (CLT) is considered an effective solution to overcome students' lack of interest and confidence in speaking English in class, especially for students in class XI MIPA I at SMA Islam Plus Musthofa Kamal. Therefore, this study aims to increase students' interest and confidence in speaking English by using the Communicative Language Teaching (CLT) method in class XI MIPA I at SMA Islam Plus Musthofa Kamal.

METHOD

This study uses a qualitative descriptive approach. Qualitative descriptive research aims to explain or describe a phenomenon comprehensively through the data collection process (Khoiriyani et al., 2025). The data obtained consisted of students' opinions and behaviour in the context of their learning experiences. The population in this study was all 44 students in the 11th-grade MIPA class at SMA Islam Plus Musthofa Kamal for the 2025/2026 academic year, consisting of two classes. The sample in this study was class XI MIPA I, consisting of 28 female students. The sample was selected using purposive sampling because this class had characteristics that were in line with the focus of the study, namely, to increase students' confidence in speaking English using the CLT method.

Purposive sampling is a method of selecting samples based on specific considerations (Suriani et al., 2023). In this method, researchers selectively choose participants because they have characteristics or experiences that can produce data that is most appropriate and relevant to the study objectives. In this study, observation, interviews, and documentation were used to collect data. Observations were conducted to directly observe how the 11th-grade MIPA I class at SMA Islam Plus Musthofa Kamal used CLT in learning to speak English. Interviews were also conducted to find out the students' experiences, perceptions, and reaction to the learning methods used. Data such as photos of activities and other supporting documents related to the learning process were collected through documentation.

RESULTS AND DISCUSSION

Results

This study was conducted at SMA Islam Plus Musthofa Kamal, specifically in class XI MIPA I. The Communicative Language Teaching (CLT) method was implemented from October 7 to November 4, 2025, with an emphasis on speaking activities through effective interaction and communication. Study data were obtained through classroom observation, interviews with several purposively selected students, and documentations of learning activities.

Researchers found in initial observations that most students showed a passive attitude when speaking English. They waited for the teacher's instructions more often, rarely asked questions, and often answered the teacher's questions with short sentences. In addition, some students seemed hesitant to express their opinions in English for fear of making mistakes. The pattern of student interaction in the classroom gradually changed after the implementation of the CLT method through various communicative activities such as role-play, pair-work, and discussion. Although still at a simple sentence level, students began to dare to use English when speaking. They did not pay too much attention to correct grammatical structure, but focused more on conveying the message and making an effort to be understood. In addition, two-way interaction between students and their peers made the classroom atmosphere more active and communicative. As the learning process continued, students' verbal participation increased and became more consistent.

The results of the interviews showed that students had a positive view of the application of the CLT method in speaking lessons. One student, Elsa Jumaera, stated that the CLT-based learning method made her more confident to speak in English because the student could practice directly with the classmates. On the other hand, Novia Astuti revealed that role-play and pair-work activities in CLT made the learning atmosphere more enjoyable and increased student's enthusiasm for participating in speaking lessons. Furthermore, Nurul Hidayah said that CLT helps reduce the fear of making mistakes, making students feel more confident when

expressing opinions in English. Overall, the results from the interviews show that the application of the CLT method has a positive effect on increasing students' interest and confidence in their speaking skills.

The photos were taken to document student activities during the implementation of the Communicative Language Teaching (CLT) method in the classroom. These activities included role-play, pair-work, and discussions in small groups as part of speaking practice.



Figure 1: Students are engaging in *role-play*



Figure 2: Students are participating in a *discussion*



Figure 3: Students are being interviewed

Discussion

Based on the results of observations, interviews, and documents analyzed, it can be concluded that the application of the CLT method has a positive effect on changes in students' learning patterns, especially in speaking skills. The implementation of authentic communication activities helps students focus more on conveying meaning rather than worrying about grammatical errors. This is in line with the concept of *communicative competence*, which emphasizes language skills in a social context. The interview results also show that CLT increases students' interest in learning English. The students feel that the learning process has become more enjoyable and less boring. The variety of activities in CLT helps reduce boredom and increases student engagement in each learning session.

Furthermore, students' confidence in speaking improved. At first, many students seemed hesitant. However, as they practiced speaking frequently in a supportive environment, their anxiety decreased, in line with the theory that a positive social environment can increase confidence for language learners. On the other hand, if the child's social environment does not support or even discriminates against certain languages, the child's language development may be hindered (Arianti et al., 2024). Negative attitudes from those around them can also make children think that learning English is difficult and unpleasant. Therefore, it is very important to have support from a positive social environment in order to create a good learning atmosphere and enable children to achieve maximum language skills.

Although there have been significant developments in affective aspects, such as interest and self-confidence, there are still several obstacles that arise, such as variations in students' initial abilities, grammatical errors, and fear of making mistakes that are still experienced by some students. However, these obstacles decrease as students' exposure to communication situations in the classroom increases. Overall, this study shows that CLT is a relevant and affective method to be applied in speaking learning at the secondary school level, especially in improving effective aspects that greatly influence students' future speaking skills. These changes show that learning methods that focus on real communication are very important for students in improving their speaking skills.

CONCLUSION

Based on the results of study on the application of the Communicative Language Teaching (CLT) method among 11th-grade MIPA I students at SMA Islam Plus Musthofa Kamal, it can be concluded that this method has a positive impact on improving students' interest and confidence in communicating in English. Learning activities that emphasize real communication make students more actively involved in verbal interactions, creating a more collaborative and lively classroom atmosphere. They no longer focus solely on grammatical errors, but are increasingly confident in expressing their ideas and opinions in English.

The results of the observations and interviews show that students who were previously passive and lacked confidence now showing increased enthusiasm and the courage to speak. This shows that CLT not only contributes to language skills but also improves students' emotional aspects, such as confidence and motivation to learn. Therefore, the CLT approach is highly suitable to continue to be used and developed as an efficient learning strategy to increase students' interest and confidence in their English-speaking skills, especially at the high school level.

REFERENCES

- Arianti, N. A., Izzah, R. H. N., Aulia, A. S. D., & Mintowati. (2024). Peran Penting Interaksi Sosial dalam Pemerolehan Bahasa Pertama pada Anak Usia Dini [The Important Role of Social Interaction in First Language Acquisition in Early Childhood]. *Jurnal Kajian Ilmu Pendidikan Bahasa Dan Sastra Indonesia*, 4(2), 211-222.
- Hamdani, M. S., Rizaldi, D. R., Putra, L. J., Muntahar, M., Nilwan, & Fatimah, Z. (2024). Peningkatan Penguasaan Kosakata Bahasa Inggris Siswa Kelas XII A MA Plus Nurul Islam Sekarbela Melalui Communicative language Teaching (CLT) [Improving the English Vocabulary Mastery of Grade XII A Students at MA Plus Nurul Islam Sekarbela Through Communicative Language Teaching (CLT)]. *Action Research Journal*, 1(4), 275-284. <https://doi.org/10.63987/arj.v1i4.163>
- Ikhsan, M. N., Zebua, Y. M., & Tarigan, F. N. (2023). Analisis Kesulitan Dan Media Pembelajaran Kosakata Bahasa Inggris Bagi Siswa SMP Negeri 2 Gebang [Analysis of Difficulties and Learning Media for English Vocabulary for Students at Gebang 2 Public Junior High School]. *JURNAL DUNIA PENDIDIKAN*, 3, 119-124. <http://stokbinaguna.ac.id/jurnal/index.php/JURDIP/article/view/997>
- Kara, Y. M. D., Ningsih, Separ, F. M., Ambat, F., Yoma, K., Endung, Y. P., & Djou, A. M. G. (2024). Pendampingan Pembelajaran Bahasa Inggris Melalui Metode Games [English Learning Assistance Through Games Method]. *Jurnal Pengabdian Masyarakat*, 5(1), 35-42.
- Khoiriyani, V., Shofiatun, Safira, T. I. D., Rahmawati, A. I., & Prasetyo, D. R. (2025). Analisis Miskonsepsi Responden Terhadap Gaya Lari Dalam Anime Naruto: Pendekatan Deskriptif Kualitatif [Analysis of Respondents' Misconceptions Regarding Running Styles in the Anime Naruto: A Qualitative Descriptive Approach]. *Jurnal Pendidikan IPA Dan Ilmu Sains*, 2(2), 139-157.
- Khowatim, L. K., Farid, A., & Saifuddin, M. (2022). The Effectiveness of Using Communicative Language Teaching (CLT) Techniques on Students' Speaking Skill. *Journal of Research in Foreign Language Teaching*, 3(2), 39-48.
- Mailani, O., Nuraeni, I., Syakila, S. A., & Lazuardi, J. (2022). Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia [Language as a Tool for Communication in Human Life]. *KAMPRET Journal*, 1(1), 1-10. <https://doi.org/10.35335/kampret.v1i1.8>
- Shafira, A., & Santoso, D. A. A. (2021). Peningkatan Keterampilan Berbicara Bahasa Inggris Melalui Guided Conversation [Improving English Speaking Skills Through Guided Conversation]. *Journal of English Education*, 1, Number, 1--13.
- Suriani, N., Risnita, & Jailani, M. S. (2023). Konsep Populasi dan Sampling Serta Pemilihan Partisipan Ditinjau Dari Penelitian Ilmiah Pendidikan [Population and Sampling Concepts and Participant Selection Reviewed from Scientific Research in Education]. *Jurnal IHSAN : Jurnal Pendidikan Islam*, 1(2), 24-36.
- Sutanto, A., Susilo, & Sjamsir, H. (2022). The Effect of Communicative Language Teaching (CLT) Method on Speaking Ability and Speaking Anxiety. *Borneo Educational Journal (Borju)*, 4(2), 101-110. <https://doi.org/10.24903/bej.v4i2.1061>