

**THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE  
TEACHING (CLT) THROUGH MERDEKA CURRICULUM  
IN STUDENTS' SPEAKING SKILLS**

**THESIS**



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FACULTY OF EDUCATION AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY  
MALANG**

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**THESIS**

*Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment  
of the Requirement of the Degree of English Language Teaching (S.Pd) in the  
English Education Department*

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MALANG**

**2025**

**APPROVAL SHEET**

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## LEGITIMATION SHEET

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2025 and declared PASS

Accepted as the Degree of English Language Teaching (S.Pd) requirement in the  
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Lamp : 3 (Three) Copies

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Dean of Education and Teacher Training Faculty

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*Assalamu 'alaikum Wr.Wb*

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any other person.
3. Should it later be found that the thesis is the product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, March 07, 2025

The Researcher,



Fuza Churil Khurotul Aini

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## MOTTO

“I believe in my dream and I can do it”

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝

“Maka, sesungguhnya beserta kesusahan ada kemudahan”

(Qs. Al-Insyirah : 5)

“Bukan kesulitan yang membuat kita takut, tapi ketakutanlah yang membuat semuanya menjadi sulit”



## THESIS DEDICATION

First and foremost, I would like to express my gratitude to Allah SWT, my creator, the most merciful, for making it possible for me to complete this thesis and for giving me the strength, knowledge and opportunity to know that there is light to every tunnel.

*This thesis is dedicated to my beloved father and mother*

***Bapak Jainul Munadir and Ibu Sri Lestari***

*and my little sister*

***Marisa Khoiru Zakiya***

Who always gives the best prayers, provides encouragement and affection in every step.

And my grandparents, who have always loved and prayed for me. Thank you for always being there for me and for supporting my dreams. You have been my rock, from the late-night calls about life to endless encouragement and advice. Your sacrifice and hard work have shaped me into who I am today, and I'm thankful for all you have done.

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This thesis entitled "The Effectiveness of Communicative Language Teaching (CLT) Through Merdeka Curriculum in Speaking Skills" would not have been successful without the support in the form of prayers, love, and endless motivation from various parties. Then, the researcher would like to convey her heartfelt gratitude and admiration to:

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6. Prof. Dr. H. langgeng Budianto, M. Pd as the head of English Education Department.
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12. All of the author's friends who cannot be mentioned one by one. The author learns many things, ranging from happy, sad stories, and other experiences that can be valuable lessons for the author
13. Last but not least, I want to thank myself Fuza Churil Khurotul Aini, a simple woman with big dreams, sometimes hard to understand, stubborn yet easily moved to tears. Thank you for believing in yourself, for all the hard work, for never giving up, and for pushing through every challenge. Thank you for your patience, perseverance, and for always trying to do more right than wrong. You've come this far despite all the obstacles—so be happy, keep celebrating yourself, and continue to shine wherever life takes you.

For all of the parties, the researcher realizes that there are still many deficiencies in the writing of this thesis that need to be improved. For this reason, researchers need suggestions to make improvements to existing deficiencies. Hopefully, this thesis is useful for researchers and readers.

Malang, March 07, 2025

Researcher,



**Fuza Churil Khurotul Aini**

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## LATIN ARABIC TRANSLITERATION

The transliteration guidelines used in this thesis's writing of Arabic-latin are based on joint directives Number 158 of 1987 and Number 0543b/U/1987 from the Ministers of Education and Culture of the Republic of Indonesia. These directives can be summed up as follows:

### A. Alphabet

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ‘
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

### B. Long Vocal

Vocal (a) panjang = â

Vocal (i) panjang = î

Vocal (u) panjang = û

### C. Diphtong Vocal

أَوْ = aw

أَيَّ = ay

أُو = û

إِي = î

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## ABSTRACT

Aini, Fuza Churil Khurotul (2025). The Effectiveness of Communicative Language Teaching (CLT) through Merdeka Curriculum in Students' Speaking Skills. Undergraduate Thesis, Department of English Education, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Nur Fitria Anggrisia, M.Pd.

**Keywords:** Speaking Skills, Communicative Language Teaching (CLT), Merdeka Curriculum

The objective of the study was to determine whether the use of Communicative Language Teaching (CLT) is effective for students' speaking skills through Merdeka curriculum. This study used quantitative methods with a quasi-experimental design that compared two classes. The subjects of this study were tenth-grade students at SMANEPRA. This study examined two classes, the X-4 class as the experimental class and class X-5 as the control class. The experimental class contained 35 students, while the control class contained 36 students. The experimental group received treatment using Communicative Language Teaching (CLT) in three meetings, whereas the control class did not receive any treatment. The treatment was conducted after the pre-test and before the post-test. The researcher collected data through pre-test and post-test and analyzed the data with normality test, homogeneity test, and hypothesis test using SPSS version 26.

The results of this study indicate a significant difference between the pre-test and post-test scores in each class. The average score in the experimental class increased from 50.74 to 88.11, while the control class improved from 50.22 to 60.88. The statistical test results showed that the significance value (Sig. 2-tailed) was 0.000, which is  $<0.05$ . This indicates that  $H_a$  is accepted and  $H_0$  is rejected. Therefore, it can be concluded that Communicative Language Teaching (CLT) is effective in students' speaking skills through the Merdeka Curriculum.

## ABSTRAK

Aini, Fuza Churil Khurotul (2025) Efektivitas Pembelajaran Bahasa Komunikatif (CLT) Melalui Kurikulum Merdeka Terhadap Keterampilan Berbicara Siswa. Skripsi, Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Pendidikan dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing, Nur Fitria Anggrisia, M.Pd.

**Kata Kunci:** Keterampilan Berbicara, Communicative Language Teaching (CLT), Kurikulum Merdeka

Tujuan dari penelitian ini adalah untuk menentukan efektivitas Communicative Language Teaching (CLT) dalam meningkatkan keterampilan berbicara siswa melalui Kurikulum Merdeka. Penelitian ini menggunakan metode kuantitatif dengan desain quasi-eksperimental yang membandingkan dua kelas. Subjek penelitian ini adalah siswa kelas sepuluh di SMANEPRA, terdiri dari kelas X-4 sebagai kelompok eksperimen dan kelas X-5 sebagai kelompok kontrol. Kelas eksperimen terdiri dari 35 siswa, sedangkan kelas kontrol memiliki 36 siswa. Kelompok eksperimen menerima perlakuan menggunakan Communicative Language Teaching (CLT) selama tiga sesi, sedangkan kelas kontrol tidak menerima perlakuan apa pun. Perlakuan diberikan setelah pre-test dan sebelum post-test. Peneliti mengumpulkan data melalui pre-test dan post-test serta menganalisis hasilnya dengan uji normalitas, uji homogenitas, dan uji hipotesis menggunakan SPSS versi 26.

Hasil penelitian ini menunjukkan adanya perbedaan yang signifikan antara skor pre-test dan post-test di setiap kelas. Rata-rata skor kelas eksperimen meningkat dari 50,74 menjadi 88,11, sedangkan kelas kontrol meningkat dari 50,22 menjadi 60,88. Hasil uji statistik menunjukkan nilai signifikansi (Sig. 2-tailed) sebesar 0,000, yang berarti  $<0,05$ . Hal ini menunjukkan bahwa  $H_a$  diterima dan  $H_0$  ditolak. Dengan demikian, dapat disimpulkan bahwa Communicative Language Teaching (CLT) merupakan metode yang efektif untuk meningkatkan keterampilan berbicara siswa melalui Kurikulum Merdeka.

## ستخلص البحث

العيني، فوزا حور القرة (2025) فعالية تعلم اللغة التواصلية من خلال المناهج المستقلة في مهارات التحدث لدى الطلاب. أطروحة، قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة، نور فيتريا أنجريسيا، ماجستير في إدارة الأعمال

الكلمات المفتاحية: مهارات التحدث، تدريس اللغة التواصلية، المنهج الدراسي المستقل

في تحسين مهارات التحدث لدى الطلاب (CLT) هدف هذه الدراسة هو تحديد فعالية تدريس اللغة التواصلية من خلال منهج مركب. تستخدم هذه الدراسة المنهج الكمي بتصميم شبه تجريبي يقارن بين فئتين. كانت X-4 ، وتتكون من الصف SMANEPRAM موضوعات هذه الدراسة طلاب الصف العاشر في مدرسة كمجموعة ضابطة. يتكون الفصل التجريبي من 35 طالبًا، بينما يتكون X-5 كمجموعة تجريبية والصف (CLT) الفصل الضابط من 36 طالبًا. وتلقت المجموعة التجريبية العلاج باستخدام تدريس اللغة التواصلية لمدة ثلاث جلسات، في حين لم تتلق الفئة الضابطة أي علاج. تم إعطاء العلاج بعد الاختبار المسبق وقبل الاختبار اللاحق. قام الباحثون بجمع البيانات من خلال الاختبار القبلي والبعدي وتحليل النتائج باستخدام الإصدار SPSS 26 اختبارات الطبيعية واختبارات التجانس واختبارات الفرضيات باستخدام برنامج

وأظهرت نتائج هذه الدراسة وجود فروق معنوية بين درجات الاختبار القبلي والاختبار البعدي في كل فصل. ارتفع متوسط درجات الفئة التجريبية من 50.74 إلى 88.11، بينما ارتفع متوسط درجات الفئة الضابطة من 50.22 إلى 60.88. وأظهرت نتائج الاختبار الإحصائي قيمة دلالة إحصائية مرفوض. وبالتالي، يمكن الاستنتاج أن  $H_0$  مقبول و  $H_a$  0.000، وهو ما يعني  $>0.05$ . وهذا يوضح أن تدريس اللغة التواصلية يعد أسلوبًا فعالًا لتحسين مهارات التحدث لدى الطلاب من خلال المنهج الدراسي المستقل.

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher explains the research background, research questions, objectives, significance, scope and limitations, and definitions of key terms.

### **1.1 Background of the Study**

Education is the foundation of human life, ensuring that everyone has the right to learn without discrimination or barriers. Broadly speaking, education encompasses all forms of knowledge and lifelong learning, taking place in various settings and situations while positively influencing individual development (Pristiwanti et al., 2022). It is crucial in creating an engaging and effective learning environment that helps student's gain deep understanding and practical skills. High-quality education is essential for nurturing competent, innovative individuals who can compete globally. It goes beyond simply transferring knowledge—it also encourages students to think critically, develop creativity, and find creative solutions to future challenges.

Moreover, education plays a key role in fostering adaptability and flexibility enabling students to keep up with a constantly evolving world. A positive educational experience also instills ethical values, collaboration, and a strong sense of social responsibility. Furthermore, education provides opportunities and equips students with the necessary knowledge and skills to achieve their future goals, including building a successful career and making meaningful contributions to society. In Surah Al-Mujadalah, verse 11, Allah

SWT states:

وَإِذَا قِيلَ انشُزُوا فَانْشُزُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

*"And when it is said: "Stand up", then stand up, surely Allah will raise those who believe among you and those who have been given knowledge by several degrees. And Allah is All-Knowing of what you do." (Q.S. Al- Mujadalah: 11).*

Based on the verse above, Allah emphasizes that Allah will elevate the status of those who believe and seek knowledge. In the context of education, acquiring knowledge not only enhances a person's social status but also raises their position in the sight of Allah SWT. This highlights how education improves both worldly life and the afterlife. The phrase "stand up" can be interpreted as an encouragement to continuously seek knowledge. Additionally, the verse underscores that faith and knowledge must go together. Knowledge enables a person to do good deeds and make wise decisions. Similarly, a hadith of Prophet Muhammad SAW states that those who seek knowledge will find the fastest path to paradise. This demonstrates that Islam places great importance on knowledge and highly honors those who pursue it.

Therefore, teachers, as the foundation of the learning process, play a vital role in delivering quality education. They are responsible for shaping students' character and development. A qualified teacher should not only have a strong command of the subject matter but also possess effective pedagogical skills and the ability to adapt to students' diverse needs. These needs include creating a learning environment that is effective, conducive, and engaging. Teachers should implement innovative and engaging teaching methods, utilizing technology effectively to enhance the learning process. Additionally, they must



provide individual attention to students, recognize their strengths and weaknesses, and offer motivation and guidance tailored to their specific needs.

According to Article 3 of Law Number 20 of 2003, national education aims to develop students' potential, including individuals who believe in and fear God Almighty, possess noble character, are healthy, knowledgeable, competent, creative, independent, and are democratic and responsible citizens. This indicates that education must be holistic, covering cognitive, affective, and psychomotor aspects. Education is now accessible everywhere, including schools. Students can participate in extracurricular activities at school that nurture their talents and interests. Additionally, they can engage in peer tutoring, providing social and emotional support through group work that enhances collaboration and communication skills, and take advantage of various learning resources such as online courses, seminars, and workshops. Therefore, education extends beyond the classroom, influencing all aspects of daily life.

On the other hand, the curriculum plays a crucial role in ensuring that education aligns with the evolving needs and advancements of society. It consists of various elements, such as educational objectives, learning materials, teaching methods, and assessment. However, significant social, economic, and technological changes have necessitated continuous adjustments in education. Over time, the government has introduced several new policies and programs, one of which is curriculum reform to better meet current demands. The primary goal of these changes is to improve the quality of education and enhance

students' skills by fostering critical thinking, creativity, collaboration, and communication abilities.

Additionally, the curriculum emphasizes students' academic skills by ensuring that learning takes place in a structured and systematic way. An adaptive and dynamic curriculum prepares students to face future challenges with confidence and competence. Over time, the education sector has encountered learning gaps, with the educational crisis exacerbated by the onset of COVID-19, which had a significant impact. As a result, schools were closed, and education shifted to online learning for nearly two years. In response to these challenges, the Ministry of Education and Culture has introduced various innovations to enhance Indonesia's education system.

In an effort to improve the quality of education in Indonesia and adapt to the evolving demands of the modern world, the Ministry of Education, Culture, Research, and Technology has implemented significant curriculum reforms. Through Ministerial Regulation (Permendikbud) No. 56/M/2022, the government officially announced the transition from the K13 curriculum to the Merdeka curriculum. This shift involves adjustments in learning materials, teaching methods, and assessments to better meet students' needs. The primary objective is to provide greater flexibility for both teachers and students in the learning process. The Merdeka curriculum is designed to create a more inclusive learning environment that responds to individual student needs while fostering innovation and creativity. This concept aligns with Surah Ar-Ra'd, verse 11 in the Qur'an, where Allah SWT states:

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

*"Surely Allah will not change the condition of a people until they change themselves" (Q.S. Ar-Ra'ad: 11).*

The Merdeka curriculum is an educational development program designed to enhance and refine Indonesia's education system. According to Rahayu et al. (2022), this curriculum aims to create a relaxed, enjoyable, and stress-free learning environment for students. It also provides teachers with the flexibility to design and manage the learning process based on students' interests and talents. A key aspect of the Merdeka curriculum is its emphasis on student-centered learning. One of its core teaching approaches is differentiated instruction, which allows teachers to cater to individual learning needs by adapting learning materials, methods, and techniques (Sarnoto, 2024). This approach enables educators to implement various teaching strategies tailored to students' abilities and needs, without requiring fully individualized instruction.

The Merdeka curriculum is deeply rooted in the philosophy of Ki Hajar Dewantara, particularly his well-known motto: *"Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, Tut Wuri Handayani."* This philosophy encompasses two fundamental principles in education: *Kodrat Alam* and *Kodrat Zaman*. *Kodrat Alam* highlights the importance of recognizing and nurturing each child's unique potential from birth, while *Kodrat Zaman* emphasizes the need for education to adapt to current developments and social conditions.

Furthermore, Ki Hajar Dewantara stressed the significance of character education, which goes beyond intellectual growth by instilling moral values, discipline, and a strong work ethic. The Merdeka curriculum aligns with this

vision by promoting the *Pancasila Student Profile*, which is built upon six core values: faith and devotion to God Almighty, noble character, global diversity, collaboration, critical thinking, and creativity.

Curriculum reform, however, brings new challenges for teachers, requiring them to be more creative, innovative, and committed to continuous learning in schools (Rahayu et al., 2022). Teachers must not only master educational technology but also understand students' diverse backgrounds and abilities by designing inclusive and differentiated learning plans. Another significant challenge is the limited availability of school facilities and infrastructure. According to Fauzan et al. (2023), teachers serve as the driving force of learning, acting as facilitators who must possess strong personal, professional, pedagogical, and social competencies.

In reality, many students still need help focusing on learning, especially in English-speaking skills. It is influenced by several factors, which include students only learning English at school, not attending tutoring outside school hours, lack of self-confidence, and minimal support from parents and the surrounding environment to practice English in everyday life. The issues above have been observed at SMANEPRA. Teachers at this school also face various challenges in implementing the curriculum, including choosing the correct learning method. In addition, only a small number of teachers have adequate technological skills, and the school's limited facilities and infrastructure add to the complexity of the researcher's role as a teacher in ensuring that all students can achieve the competencies expected from the Merdeka Curriculum. Moreover, students often struggle with speaking issues such as limited

vocabulary, difficulty in constructing sentences, incorrect pronunciation, and fear of making mistakes in front of others. These challenges hinder their ability to express themselves fluently and confidently in English, highlighting the need for an effective teaching approach such as Communicative Language Teaching (CLT) to improve their speaking skills in a more interactive and supportive learning environment. In line with the principles of the Merdeka curriculum, the Communicative Language Teaching (CLT) method is a highly suitable approach for teaching English. CLT emphasizes the importance of effective communication and the practical use of language in real-life situations. This method encourages students to actively participate in social interactions during the learning process through activities such as conversations, role-playing, and collaborative exercises like discussions, debates, think-pair-share, jigsaw, and ice-breakers.

Aligned with the Merdeka curriculum, the CLT method plays a crucial role in fostering a dynamic learning environment and developing students' language competencies holistically. By focusing on communication and interaction, this approach helps students gain the necessary skills to navigate complex social and global settings. Therefore, CLT directly supports the goals of the Merdeka curriculum in shaping a knowledgeable and competent generation capable of effective engagement in today's interconnected world.

Many previous studies have shown that communicative language teaching (CLT) can improve students' speaking skills. The first researcher is Ilyas S et al., (2023). The research aims to evaluate the efficiency of the Communicative Language Teaching (CLT) method in enhancing students'

speaking skills at SMAN 7 Sidrap. The study revealed disparities in learning outcomes between the CLT method and the conventional method that is usually used by teachers in school. This increase is evident in their self-confidence improvement and motivation to enhance their speaking abilities further.

In 2022, Khowatim et al. conducted research to evaluate the efficiency of communicative language teaching in enhancing students' speaking abilities. The study's findings revealed that the experimental group scored higher than the control group. It was proven by an increase in the average student score on the post-test from 48,50 to 65,25.

The third research from Priasih (2024), the research aimed to assess the impact of Communicative Language Teaching method on the speaking skills of students in the seventh grade of SMPN 1 Baturraden. The finding showed a substantial impact of using the Communicative Language Teaching (CLT) method on students' speaking skills. In this study, researchers used a formula namely effect size, the research's effect size value was 0.672. It means that the criteria moderately influence students' speaking skills when using the Communicative Language Teaching (CLT) method.

Research from Elmiwati et al. (2024), The study explores the effectiveness of Communicative Language Teaching (CLT) in enhancing students' speaking skills, highlighting factors such as materials, media, class activities, management, teacher approaches, and strategy.

The researcher conducted this research by using the studies previously mentioned as references. The difference between previous research and this research was based on the Merdeka curriculum standards. It allowed teachers

and students to explore innovation and creativity in learning. Based on the explanation above, the researcher was interested in conducting a study entitled **“The Effectiveness of Communicative Language Teaching (CLT) Through Merdeka Curriculum on Students Speaking Skills.”**

### **1.2 Research Question**

Based on the background of the study above, the researcher identifies the problem as formulated:

1. How effective is the CLT method in students' speaking skills through the Merdeka curriculum?

### **1.3 Research Objective**

The research objective based on the research question is:

1. To determine the effectiveness of the CLT method through the Merdeka curriculum in students' speaking skills.

### **1.4 Significance of the Study**

The researcher identified two significant aspects of the study. The first is a theoretical aspect, and the second is a practical aspect.

#### **a. Theoretical Significance**

The results of this study provided readers with information and knowledge on the effectiveness of the Communicative Language Teaching (CLT) method through the Merdeka Curriculum on students' speaking skills.

#### **b. Practical Significance**

1. For students

The results of this study apply alternative methods for students to improve their speaking skills effectively and enjoyably in accordance with their interests and talents.

## 2. For Teachers

This study can guide teachers who want to use the Communicative Language Teaching (CLT) learning method, which involves social interaction in the learning process to improve students' speaking skills.

## 3. For Further Researcher

The results of this study can add to knowledge related to learning through social interaction that can adjust students' interests and needs and provide valuable references for other researchers who want to conduct additional research in the same field.

### **1.5 Scope and Limitation of the Study**

This study focused on efforts to determine the effectiveness of the CLT method through the Merdeka curriculum for the speaking skills of tenth-grade students at SMANEPRA. The subjects of this study were students from X-4, which consisted of 35 students, and X-5, which consisted of 36 students.

### **1.6 Definition of Key Terms**

The definition of key terms is provided to prevent misunderstanding and misinterpretation in this study. The research defines them as follows:

#### a. Speaking Skills

Speaking is conveying or exchanging information, ideas, or thoughts directly to others. However, speaking skills are students' communication



ability, especially in English. This ability involves not only pronunciation but also using intonation, facial expressions, and body language to support the message.

b. Communicative Language Teaching (CLT)

CLT is a learning approach that focuses on students' communicative skills by emphasizing active interaction using natural language between students in real situations.

c. Merdeka Curriculum

The Merdeka curriculum is a learning guideline that helps teachers compile and develop learning methods such as student interests and needs and produces students with the character of Pancasila students.

## **1.7 Systematic Discussion**

There are five chapters in this study. Chapter I presents the general background of the study, identification of the problem, objectives of this study, scope and limitation of the study, and significance of the study. Chapter II discusses about literature review related to this study. It involves the use of Communicative Language Teaching (CLT) through Merdeka curriculum in students' speaking skills. Chapter III discusses about research methodology and design that consist of data collection, participants of this study, instruments, and procedure of collecting the data. Chapter IV talks about how data analyze and collected, findings and discussion based on these data. Chapter V offers conclusion and suggestion for the reader and the next researcher.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents relevant theories and previous studies that provide essential background information. It focuses on four key aspects: speaking skills, Communicative Language Teaching (CLT), the Merdeka curriculum, and a review of previous research.

#### **2.1 Speaking Skills**

At this stage, the theory is explained about speaking skills, covering several key aspects: the definition of speaking, factors that support speaking proficiency, types of speaking, benefits of speaking skills, different speaking situations, and the assessment of speaking.

##### **2.1.1 Definition of Speaking**

Speaking is one of the four language skills most students must master. In accordance to Setyonegoro (2013), speaking is a form of speech in which voice is produced through the use of speaker devices, body language, and facial expressions. Speaking enables an individual to express their thoughts and emotions, it also ensures those around them understand their needs and desires (Manurung, 2021). In addition, Alrajafi et al. (2022) said that speaking could build student confidence and create a warm, unlimited, and confident relationship between student and teacher.

Sakkir et al. (2020) argued that students should master speaking skills, as this enables them to communicate effectively and efficiently while upholding the religious values embedded in Indonesia's national philosophy, Pancasila. Similarly, Leong and Ahmadi (2017) emphasized

the importance of both accuracy and fluency in speaking. Fluency refers to a student's ability to understand the topic and maintain the flow of conversation, while accuracy relates to the correct use of vocabulary, grammar, and sentence structure in spoken language.

Based on the explanations above, speaking skills can be defined as the ability to construct and convey meaning to others in a manner that is fluent, accurate, and easily comprehensible.

### **2.1.2 Types of Classroom Speaking Performance**

Brown (2007:327), in this book “Teaching by Principles An Interactive Approach to Language Pedagogy,” identifies six categories of oral communication that students should engage in during class. Firstly, imitation is the repetition of a teacher's words or sentences. Secondly, intensive is a more in-depth speaking practice to train some phonological or grammatical aspects of language. Thirdly, responsiveness refers to brief interactions, such as asking questions or making comments, between the teacher and the student. The purpose of transactional dialogue is to communicate or exchange information. In contrast, interpersonal dialogues involve more complex, profound, and often unstructured social interactions. These conversations are focused on building relationships and deeper communication. The last one is Extensive (monologue) which allows students to speak longer, like in speeches or presentations.

### **2.1.3 Supporting Factors of Speaking**

According to Aljarafi et al. (2022), there are two factors which influence speaking. The first one is the teacher factor. This factor explains that teachers must understand well how strategies are used. Also, the teacher should be creative and be able to control student performance as well as know students' needs to develop speaking skills. The second one is the student factor. This factor requires students to have high self-awareness such as helping friends who are struggling, studying the material provided by the teacher, and having a curious attitude (group work, answering questions, and exchanging answers) to transmit English speaking skills progressively.

The success of speaking activities is supported by two factors, such as linguistic aspects. Those include speech correctness, suitable placement of tone pressure joints or length, word choice, sentence and grammar accuracy, and conversational target accuracy. Non-language factors include a reasonable attitude, calm and not inflexible; the view must be addressed to the interlocutor; willingness to respect others; acceptable gestures and mimics; voice volume; fluency; relevancy, logic; and mastery of the topic.

### **2.1.4 Kinds of Speaking Situations**

There are many types of speaking, but Rao (2019) believes there are three types. The first one is an interactive situation. It is a speaking situation in which the listener can ask the speaker for repetition, clarification, or speaking intonation. This makes it easier for the speaker

or listener to understand the problem directly or without hesitation. For example, telephone calls or face-to-face conversations can be included.

The second one is partially interactive situation. It is a speaking situation where the speaker can speak directly while looking at the listener and seeing facial expressions and body movements, determining whether the listener understands and understands the conversation. An example of it is the question-and-answer session (Q&A) at the end of the speech. The third one is non-interactive. In contrast to the two, this situation does not involve interaction with the listener. Therefore, the speaker only records his speech which is then conveyed to the listener.

#### **2.1.5 Assessing of Speaking**

According to Brown (2004: 147) in his book *Language Assessment Principles and Classroom Practices*, the process of designing assessment speaking involves four distinct parts. Thus, one of those is the design of extensive assessment speaking. He breaks down this design assessment into four categories:

##### **a. Oral presentations**

This tool serves as a valuable method for evaluating student speech skills in a formal and structured manner. Additionally, it allows students to showcase their abilities, convey information, respond to questions, and engage with their audience.

##### **b. Picture-Cued Story-Telling**

This tool assesses a person's ability to communicate in real time.

This tool employs visuals to narrate a story based on a presented image collection.

c. Retelling a story or news event

One type of task involves students reading and listening to a narrative. Afterward, they are required to summarize and recount the news or story using their own words.

d. Translation (of Extended Prose)

One tool to measure student speaking skills is translating long prose from one source language to another.

According to Rachma (2022), several indicators for assessing speaking ability have been identified in measuring learning outcomes. One of indicators include pronunciation which ensures clarity in the pronunciation of words. Therefore, listeners can easily understand them. Other indicator is grammar which measures the correct use of grammar and vocabulary. Besides, there is vocabulary. It conveys ideas and messages using words effectively and clearly. Then, there is fluency which assesses fluency in speaking and the ability to communicate ideas without significant obstruction. Lastly, comprehension assesses the ability to understand and interpret the given information.

## **2.2 Communicative Language Teaching CLT)**

This section explores theories related to Communicative Language Teaching (CLT), covering its definition, learning methods, and the benefits of its implementation.

### **2.2.1 Definition of CLT**

According to Nggawu & Thao (2023), the communicative language teaching (CLT) approach focuses on a person's acquisition of language skills to communicate with others. This approach is generally considered a complete teaching method without clearly the defined classroom practices. This method can be used to acquire the necessary speaking abilities of fluency, correctness, clarity, intonation, substance, and volume. According to Haliwanda (2021), for demonstrating implicitly and clearly how students carry out learning activities primarily cognitive, affective, and psychomotor activities, the researchers in this field can employ a variety of techniques, including analysis, organization, synthesis, application, classification, examination, maintenance, and evaluation.

From the earlier explanation, the researcher concluded that the CLT method is designed to help students understand and use English in daily communication. Furthermore, it can enhance their speaking abilities while fostering self-confidence, attentiveness, and other positive attitudes.

### **2.2.2 Learning Method of CLT**

According to Richard (2006), three types of training activities make up the CLT learning stages: communicative practice, meaningful practice, and mechanical practice. In mechanical practice activities, students are given the most comprehensive opportunity to use language without having to understand more details of the function of language

use. In this stage, the activity can take the form of practice repetition and replacement of forms of grammar or learning materials in a controlled manner. Furthermore, meaningful practice activities are where students can choose to use language according to its function. In stages here, the teacher first provides a list of vocabulary adapted to the language function according to the context and concept of its use. In the final stage, such as communicative practice, language learning focuses on language use in the context of actual communication.

Several activities can be carried out through communicative learning methods, such as role-plays. It instructed students to practice more complex interactions and social situations. The second is information gap activities. It instructed students to collaborate and communicate with each other to gain the knowledge they needed. The third is jigsaw activities. It involves students in reading and listening activities so that students can complete assignments by sharing what they know with their friends. The fourth is open-ended discussions and debates. In this activity, students share their views on the topic of discussion by conveying ideas, expressing opinions, and agreeing and disagreeing with others. The fifth is the picture series. It requires students to tell a story based on a selected photo. The sixth is story-telling, in which students have to orally tell stories, legends, folk or fairy tales, and original stories. The last activity involves information transfer, where students must present material in a different format after it has been presented in one format (Richards, 2006).



### **2.2.2.1 Storytelling**

Storytelling is the process of combining the sense of fun ideas and images. It is a process of recreating the past. The example is speaker who wakes up and realizes the picture of the culture of the past by using realistic images to describe the present (Wael and Hasanuddin, 2021). Students have the opportunity to hear new vocabulary in a story which they can utilize to construct other sentences.

In addition, Mutiatun (2021) used a story to sharpen a large number of words that will later form a row of phrases is an incorrect method of language training. This method of storytelling also has its advantages and weaknesses. According to Fauziyah (2021), storytelling's weakness lies in the frequent occurrence of misunderstandings or misconceptions between the storyteller and the listener. However, the advantage lies in students' ability to develop the recount's story contents, information, and messages by using their own words. On the other hand, storytelling techniques allow students to expand their vocabulary, understand the structure of sentences, and develop the skills of speaking frankly and confidently in public.

An assessment model must be used as an evaluation tool when story telling technique is used. One of models of assessment through image media is picture-cued story-telling. According to Mutiatun (2021), a picture is a visual shape that is only visible and

lacks any sound or audio elements. In Brown (2004), visual aids including pictures, graphs, diagrams, and photos are frequently used to encourage oral production. Therefore, picture-cued media is a potentially useful medium that allows one to freely express oneself, describe, and educate people about anything related to photos (Simamora et al., 2018).

This assessment model asks students to narrate a story based on a presented image series. Additionally, these methods encourage students to voice their thoughts, adapt to their interests, and provide them with various perspectives. On the other hand, employing this media picture cue in the classroom has the advantage of creating a positive atmosphere that encourages and stimulates students to engage in speaking classes. It also allows students to express themselves and expand their imagination through visual media (Simamora et al., 2018).

In this study, the researcher chose storytelling as one of the CLT methods because it effectively enhances students' speaking skills in a comprehensive manner. This approach aligns with CLT principles by encouraging students to communicate naturally using everyday language. By using this method, students not only expand their vocabulary and sentence structures but also develop their creativity, motivation, and interest in learning English. Consequently, storytelling creates an engaging and practical

learning experience while reinforcing learning objectives that align with both CLT principles and the Merdeka curriculum.

### **2.2.3 Advantages of Applying CLT**

According to Qoriah and Farisya (2022), the Communicative Language Teaching (CLT) technique offers several advantages, including its comprehensive approach that not only emphasizes language structure and syntax like traditional methods but also focuses on communication. CLT fosters motivation and enthusiasm in the classroom, promotes a student-centered approach that aligns with learners' interests, and is adaptable to advancements in communication and information technology, making it a promising strategy for improving education.

To enhance students' engagement and fluency in English, the researcher applied the CLT technique in this study. This approach emphasizes the importance of accuracy in vocabulary selection, pronunciation, grammar, fluency, and accent, creating a dynamic and interactive learning environment.

### **2.2.4 Disadvantages of Applying CLT**

Based on the explanation above, applying this method has many advantages for teachers and students. However, Santos (2020) stated that this method may have several obstacles to learning. The teacher needs more language proficiency which can cause difficulty in answering detailed questions about the target language. In addition, many students from some countries prefer traditional methods such as memorizing

vocabulary, rather than using the CLT approach. The pressure to pass standardized tests can also affect the application of CLT. The example is university entrance exams that do not require spoken language proficiency. On the other hand, learner behavior is also influenced by CLT practices in the classroom, especially for students who tend to be passive learners due to their cultural background.

Furthermore, large class sizes can also affect the teacher's ability to provide individual attention for each student. As a solution, experts recommend increasing awareness of the systematic and progressive acquisition of grammar in language learning. The CLT approach can help students understand grammar through relevant communicative situations. However, it should be noted that grammar syntax is taught systematically and progressively.

## **2.3 Merdeka Curriculum**

At this stage, the theory was discussed is a component of the Merdeka curriculum, which includes the definition, the foundation, and the learning method of the Merdeka curriculum.

### **2.3.1 Definition of Merdeka Curriculum**

Lubaba and Alfiansyah (2022), state that the curriculum of Merdeka is based on creating a profile of students in such a way that they have the enthusiasm and values embodied in the principles of Pancasila. On the other hand, from the perspective of Aini and Andiyono (2023), the Merdeka curriculum is designed to overcome this problem by

developing new ways of doing things that provide institutions and students with the freedom to engage in learning.

Ainia (2020) states that Merdeka's curriculum enables instructors and students to investigate data regarding the local environment. The education system is expected to prepare students for the Industrial Revolution 4.0 by equipping them with essential skills such as critical thinking, problem-solving, creativity, innovation, collaboration, and effective communication (Yamin and Syahrir, 2020). As stated by Amiruddin et al. (2023), "In this Merdeka curriculum, character achievements are adjusted to current developments in science and technology," character achievements are considered when implementing the curriculum.

From the previous explanation, the researcher concludes that the Merdeka curriculum serves as an educational framework that offers a strong foundation for schools and teachers to design learning experiences aligned with the development of Pancasila student profiles.

### **2.3.2 Foundation of Merdeka Curriculum**

According to Susilawati and Sarifuddin (2021: 159), the Pancasila Student Profile aims to support students' personal growth while enhancing their academic performance. Similarly, Rachmawati et al. (2022) highlight that the Pancasila Student Profile can be implemented through school culture and extracurricular activities. These activities focus on character building and skill development, which are integral aspects of daily life. As stated by Shofa (2021), the Pancasila Student

Profile comprises six key dimensions: Faith and Devotion to God Almighty, Global Diversity, Mutual Cooperation, Critical Reasoning, and Creativity. The table below presents the core attributes of the Pancasila Student Profile, as outlined by Suhendi et al. (2021).

**Table 2.1** *Key Elements of the Pancasila Student Profile*

No	Main Characteristics	Key Elements
1.	Faith, Devotion to God Almighty, and Noble character	Religious morality, personal character, morality to humans, morality to nature, state morality
2.	Global Diversity	Knowing and appreciating culture, reflecting on one's own experiences, reflection, and taking responsibility for the experience of diversity.
3.	Mutual Cooperation	Collaboration, caring, and sharing
4.	Independent	Self-awareness and self-regulation
5.	Critical reasoning	Acquiring and processing information and ideas, analyzing and evaluating reasoning, reflecting on thoughts and thought processes, and making decisions.
6.	Creativity	Generating original ideas and producing original works and action

According to Putri and Akhwani (2023), Ki Hajar Dewantara explains the relationship between the foundation of education and kodrat alam (the nature of nature) and kodrat zaman (the nature of the times). The educational foundation in Indonesia should align with both natural potential and contemporary developments. Education should align with the socio-cultural context of Indonesian society in interpreting the essence of nature. In considering kodrat zaman, it is evident that education should evolve accordingly. Modern education emphasizes 21st-century skills, focusing on student-centered learning. Consequently,

teachers, as educators, must also adapt to these changes to effectively support student development.

According to Putri and Akhwani (2023), Ki Hajar Dewantara explains the relationship between the foundation of education and his three core philosophies. In line with Tarigan et al. (2022), he argues that education is fundamentally connected to kodrat alam (natural potential), kodrat zaman (the nature of the times), and noble character.

Kodrat alam refers to the innate characteristics and environment of a child, emphasizing the importance of preserving each student's unique personality and traits. Kodrat zaman pertains to the evolution of education in response to societal, technological, and cultural advancements, ensuring that learning remains relevant—such as adapting to digital technology and globalization. Noble character involves instilling strong moral values, ethics, and positive behavior in students from an early age. Teachers play a crucial role in modeling and nurturing these traits while guiding students to diminish negative tendencies.

### **2.3.3 Learning Method of Merdeka Curriculum**

The Merdeka Learning curriculum introduces the notion of harmony of variety which involves customizing each teacher for each content to be taught based on the needs of the pupils. Every student has a unique set of interests. Student achievement is measured not only academically, but also through competitions, extracurricular activities, organizations, and other factors (Risniyanti and Setiawan, 2022).

Differentiated learning is a teaching approach that adjusts instructional methods to meet the varied needs of students, as explained by Suwandi et al. (2023). This approach aligns closely with the educational philosophy of Ki Hajar Dewantara, who characterizes Merdeka learning as a process where individuals learn autonomously, either with or without assistance. According to Pitaloka and Arsanti (2022:36), this learning process involves identifying one's educational needs, setting goals, utilizing available resources (such as people and materials), selecting and applying suitable learning strategies, and evaluating personal learning outcomes. Marlina (2019) outlines the objectives of differentiated learning as follows:

- 1) To help all students achieve learning objectives by raising teachers' awareness of their potential.
- 2) To enhance student motivation and learning objectives that correlate with the degree of complexity of the subject matter.
- 3) Differentiated learning which promotes positive teacher-student interactions.
- 4) To encourage the students to learn independently.
- 5) To enhance teachers' satisfaction with differentiated learning.

According to Sari et al. (2023), there are notable differences between the implementation of the 2013 Curriculum (K13) and the Merdeka Curriculum. These differences encompass various aspects, including the foundational framework, targeted competencies, learning approaches, assessment methods, and teaching tools.



The 2013 Curriculum (K13) is designed based on the objectives of the National Education System and National Education Standards, supported by three main foundations: legal provisions that mandate curriculum development, a philosophical foundation that shapes educational principles, and an empirical foundation derived from research and best practices. The competencies emphasized in K13 focus on core competencies (KI), which include spiritual attitudes, social attitudes, knowledge, and skills. K13 applies a scientific or project-based learning approach, incorporating steps such as observing, questioning, gathering, processing, and presenting information.

Additionally, K13 includes various learning tools that support the educational process, such as the syllabus, Learning Implementation Plan (Rencana Pelaksanaan Pembelajaran), Annual Program (Program Tahunan), Semester Program (Program Semester), Academic Calendar, Attendance Book, Portfolio Bundle, Journal Book, Assessment Book, Question Bank, and learning media. The assessment process in K13 is structured and follows the Minimum Completion Criteria (Kriteria Ketuntasan Minimal) standard. It evaluates students based on three main aspects: attitude, knowledge, and skills.

The Merdeka Curriculum is implemented in alignment with the National Education System and National Education Standards, with a strong focus on fostering the Pancasila Student Profile. The competencies targeted in this curriculum are structured around Learning Achievements (Capaian Pembelajaran), which include knowledge, critical and global

thinking, creativity and innovation, collaboration, digital and technological literacy, as well as independent and responsible competencies. One of the main features of the Merdeka Curriculum is its differentiated approach, which provides teachers with the flexibility to design and customize learning experiences based on students' needs and interests. Moreover, it emphasizes student-centered learning, enabling students to actively participate in the learning process and choose learning styles that best suit their preferences and requirements.

The Merdeka Curriculum integrates various learning tools to enhance the educational process, including the Education Calendar (Kalender Pendidikan), Annual Program (Program Tahunan), Semester Program (Program Semester), teaching modules, Learning Objective Flow (Alur Tujuan Pembelajaran), Student Worksheets (Lembar Kerja Peserta Didik), and Pancasila Student Profile Strengthening Projects. Assessments within the Merdeka Curriculum are conducted based on the Criteria for Achieving Learning Objectives (Kriteria Ketercapaian Tujuan Pembelajaran). It integrates summative and formative assessments, focusing on development evaluations and outcome assessments. Unlike the structured academic assessments in K13, the Merdeka Curriculum does not separate knowledge, skills, and attitudes but rather evaluates them holistically, emphasizing the Pancasila Student Profile criteria as the foundation for assessment.

#### **2.3.4 Merdeka Curriculum in SMANEPRA**

According to an interview with Mr. S, an English teacher at SMANEPPRA, he provided valuable insights into how the Merdeka Curriculum is implemented at the school. He explained that SMANEPPRA has been applying the Merdeka Curriculum (IKM) for the past five years, starting in 2021 and continuing to the present. The curriculum has been fully implemented across all classes in the school. In practice, teachers employ a differentiated learning approach that is student-centered, tailoring instruction to match students' abilities. Educators have the freedom to choose teaching methods and guide students' creativity based on their individual interests and talents. The teaching process prioritizes student engagement, emphasizing active participation in class and ensuring that students can effectively grasp the material being taught.

To ensure the consistency of this curriculum's implementation, all teachers must participate in Technical Guidance (Bimbingan Teknik) which the government organizes to align perceptions. In this activity, teachers understand how the new paradigm changes education such as the syllabus to Learning Objective Flow (Alur Tujuan Pembelajaran), Basic Competencies (Kompetensi Dasar) to Learning Achievements (Capaian Pembelajaran), RPP to Teaching Modules, Indicators to Learning Objectives, etc. In addition, each teacher must also participate in the Subject Teacher Learning Community (Komunitas Belajar) and Subject Teacher Deliberation (Musyawarah Guru Mata Pelajaran) held in the district or city. The Subject Teacher Learning Community

(Komunitas Belajar) activities will be held once a week. Teachers will discuss learning problems and learning models that are applied. Therefore, teachers can find out how to solve problems efficiently.

## **2.4 Previous Studies**

Many studies have been conducted to discuss about CLT issues. Previous researchers have undertaken several studies to determine how effectively CLT improves students' speaking ability. In 2023, Ilyas et al. mentioned that the research aims to compare the CLT technique with conventional techniques often used by school teachers. This study also aims to determine how effective communicative language teaching (CLT) improves students' speaking ability at SMAN 7 SIDRAP. This study involved 40 students divided into two classes: 20 students from 10 MIPA 1 class were used as the experimental class, and the other 20 students were used as the control group. The researcher used a Quasi-experimental approach. The researcher asked students to explain the pictures provided in the pre-test and post-test. The results of this study indicate that the CLT method is more effective in improving students' speaking ability; the independent sample t-test showed a significant difference between the two methods. The results showed that the experimental and control groups differed before and after treatment. The average value of the experimental class before treatment was 1,90, and after treatment was 4,57, while the average value of the control group before treatment was 1,97, and after treatment was 2,1.

In 2022, Khawatim et al. conducted this research This study aimed to assess the effectiveness of communicative language teaching on students' speaking abilities. It involved a population of 80 students, divided into two

groups: X MIPA 1, which served as the experimental group, and X MIPA 2, the control group. The experimental group engaged in role-playing and pair work, while the control group utilized traditional teaching methods. The researcher employed a quantitative approach through a quasi-experimental design. Results indicated that the experimental group outperformed the control group. The study utilized pre-tests and post-tests to identify significant differences between the two groups' scores. Ultimately, it was found that the experimental group had higher scores, suggesting beneficial implications for future teaching practices. The researcher discovered that the experimental group achieved higher scores than the control group, indicating positive implications for teachers' ongoing teaching practices. The data showed that the experimental group's pre-test average was 48.50, while the post-test average rose to 65.25. In contrast, the control group's pre-test average was 46.50, with a post-test average of 52.00. After applying the CLT technique in group treatments, it can be concluded that CLT has a significant impact on students' speaking skills.

In 2024, Priasih stated that the purpose of this research was to investigate the impact of the Communicative Language Teaching (CLT) method on the speaking skills of seventh-grade students at SMP Negeri 1 Baturraden during the 2022/2023 academic year. The study involved a total of 288 students, divided into two classes: VII-A as the experimental group, which had 36 students, and VII-E as the control group, also with 36 students. A quantitative approach was utilized with a quasi-experimental design. The researchers conducted pre-tests and post-tests, which consisted of one oral question. The

results indicated that the data was found to be non-normal through the normality test. Hypothesis testing was performed using a non-parametric method, the Mann Whitney U-Test, which revealed significant results, leading to the rejection of the null hypothesis ( $H_0$ ) and acceptance of the alternative hypothesis ( $H_a$ ). The effect size was calculated at 0.672, suggesting a moderate impact of the CLT method on students' speaking skills.

The last study conducted by Elmiwati et al. (2024), applied the Communicative Language Teaching (CLT) method to address specific issues. This research aimed to evaluate the extent of improvement in students' speaking skills and to identify factors influencing this change. The study involved 15 participants and employed a quantitative approach through Classroom Action Research. The results were analyzed using two techniques, with data collected from oral tests, assignments, observations, field notes, and interviews. The average scores were calculated to assess the speaking skills of each student. In cycle 1, the average score was 65.43, while in cycle 2, it increased to 71.03. The findings suggest that the CLT method effectively enhances students' speaking skills, influenced by various factors such as materials, media, classroom activities, management, teacher approaches, and strategies.

The distinctions between previous studies and this research are as follows: First, earlier studies primarily implemented CLT within the 2013 curriculum (K13), whereas this research explores the effectiveness of CLT within the Merdeka Curriculum. Second, prior research predominantly utilized CLT through oral tests, role-play, and pair work, while this study employs the

storytelling picture-cued method. Therefore, the research gap lies in the differences between the CLT learning method and the standard curriculum applied.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter contains research design, time and setting of the study, research variable, research population and sample, research instrument, validity and reliability testing, data collection technique, and data analysis.

#### **3.1 Research Design**

The researcher used a quantitative approach using a quasi-experimental design to test the hypothesis and analyze the causal relationship between the independent and dependent variables. According to Shadish et al. (2002), quasi-experiments include treatment, impact assessment, and experimental units, but it does not use random assignment to construct comparisons to infer treatment-induced changes. In a quasi-experimental design, there are several important roles for treatment. In this study, the quasi-experimental design utilizes a non-equivalent control group. Therefore, understanding the impact of changes that occur over time and determining the impact of treatment on different groups without relying on randomization is easy, when quasi quasi-experimental design is applied.

In quasi-experimental design, the researcher divided the experimental class and the control class who both have the same level of speaking skills. The researcher assigns each class to do pre-test for checking their speaking skills. After following the pre-test phase, the experimental class was given the treatment process by implementing the Communicative Language Teaching (CLT) method through Merdeka curriculum. The goal of this phase is enhancing the students' speaking skills. Later on, the last session of the



treatment phase, a post-test is given to both the experimental class and control class to evaluate whether there are improvements in their speaking skills. To ensure comparison of the subject's understanding the material before and after the intervention, the post-test was designed to be comparable to the pre-test. The impact of the treatment on the speaking ability of the experimental class relative to the control class was then determined by analyzing the post-test data.

**Table 3.1** *Two Groups of Qualitative Research*

<b>O1</b>	<b><math>x</math></b>	<b>O2</b>
<b>O3</b>	<b>—</b>	<b>O4</b>

***Descriptions:***

O1 = Experimental group before given treatment

O2 = Experimental group after a given treatment

O3 = Control group before treatment

O4 = Control group that was not given treatment

Table 3.1 clearly indicates there are two groups in the research that conduct the pre-test and post-test. The pre-test is to determine their initial speaking skill before the treatment was given. While the post-test is to determine their final result regarding reading comprehension after the treatment is conducted.

### **3.2 Time and Setting of the Study**

This research was conducted at SMANEPRA, located in Nganjuk Regency, East Java, during the second semester of the 2024/2025 academic year. The selection of SMANEPRA as the research site was based on its status as the first school in Nganjuk Regency appointed by the Minister of Education to serve as a pilot school for the implementation of the Merdeka Curriculum.

On the other hand, this school has adequate technology-based media facilities, such as Wi-Fi, LCD, and a computer laboratory, which can support this research. Furthermore, based on a preliminary study, interview with English teachers at this school revealed that this school still uses traditional methods, such as lecturing and problem-based learning (PBL) to teach English. The following table is the schedule of this research:

**Table 3.2** *Schedule of Research*

No.	Activity	Date
1.	Pre-Test	11 <sup>th</sup> December 2024
2.	Giving Treatment I	18 <sup>th</sup> December 2024
3.	Giving Treatment II	8 <sup>th</sup> January 2025
4.	Giving Treatment III	15 <sup>th</sup> January 2025
5.	Post-Test	22 <sup>nd</sup> January 2025

In this research, the researcher conducted five meetings to implement the quasi-experimental design. In the first meeting, both the experimental class and control class took a pre-test to assess their initial speaking abilities. During the second to fourth meetings, the experimental class received treatment using the Communicative Language Teaching (CLT) method, conducted by the researcher, while the control class followed conventional teaching methods delivered by their English teacher without any intervention from the researcher. In the fifth meeting, both groups took a post-test to evaluate the effectiveness of the CLT method through the Merdeka Curriculum in enhancing students' speaking skills. By comparing pre-test and post-test results, the researcher aimed to determine the impact of CLT on students' speaking skills.

### 3.3 Research Variable

Sugiyono (2013) states that research variables are anything in any form

that the researcher determines to be studied so that information about it is obtained, and then conclusions are drawn.

### **3.3.1 Independent Variable**

According to Sugiyono (2013), independent variables are factors that influence or cause changes in the dependent variable. In this study, the independent variable (X) is Communicative Language Teaching (CLT).

### **3.3.2 Dependent Variable**

According to Sugiyono (2013), the dependent variable is the factor that is influenced by or results from the independent variable. In this study, the dependent variable (Y) is students' speaking skills within the Merdeka Curriculum framework.

## **3.4 Research Population and Sample**

This study's subjects included the population, sampling technique, and the sample that will be used in this study.

### **3.4.1 Population**

A population is defined as a large group of people or objects that are the focus of research or that the researcher seeks to understand (Cooper and Schindler, 2014). This indicates that the population consists of a comprehensive group of individuals with varying characteristics, such as age, gender, educational background, and academic performance.

The research population included all tenth-grade students at SMANEPPRA in the 2024/2025 academic year, totaling 360 students

across 10 classes, with each class comprising 35-36 students. The tenth grade was chosen based on the English teacher's recommendation during the preliminary study. Additionally, the teacher explained that students at this level had already developed a comprehensive understanding of the Merdeka Curriculum implemented in the school. This familiarity with the curriculum was expected to simplify the research process and ensure a smoother implementation of the study.

#### **3.4.2 Sample**

In this research, sample selection played a crucial role. According to Cooper and Schindler (2014), a sample is a subset of a population that researchers select to represent the entire population. Based on the English teacher's recommendation, the researcher selected class X-4 as the experimental group and class X-5 as the control group. Class X-4 consisted of 35 students, while class X-5 had 36 students. Although these classes were chosen based on the teacher's suggestion, their previous daily evaluation scores indicated that both groups had similar English language abilities, making them suitable for comparison in this study.

#### **3.5 Research Instrument**

In this study, the researcher employed research instruments to facilitate data collection. Two instruments were used. The first was a speaking test using a storytelling picture-cued method, where students were asked to describe a series of provided pictures. The second was an assessment rubric designed to evaluate students' speaking performance from the pre-test to the post-test. The detailed descriptions of both instruments are provided below:

## **1. Speaking Test**

### **a. Pre-Test**

Before the treatment, students completed a pre-test administered to both the experimental and control groups. This pre-test aimed to evaluate students' initial speaking abilities based on the criteria outlined in the assessment rubric. The test involved a storytelling activity utilizing picture media.

During this phase, the researcher presented four pictures, and students were randomly assigned one through a spinner selection process. After choosing a picture, students were required to immediately narrate a story based on the selected image for 2 to 4 minutes. During the pre-test, the researcher recorded students' spoken responses. Finally, both the researcher and the teacher assessed students' performances using the speaking assessment rubric.

### **b. Post-Test**

Following the treatment, students undertook the post-test, which involved participation from all classes. This phase aimed to assess the effectiveness of the study's approach. Both the pre-test and post-test shared the same format, with the post-test also utilizing storytelling through picture-cued prompts. During the post-test, the researcher provided various pictures for students to select from, using the same procedure as the pre-test, allowing them to narrate stories for 2–4 minutes. However, different pictures were used while maintaining the same contextual relevance as those in the pre-test. Ultimately, the

researcher analyzed the pre-test and post-test scores to evaluate the effectiveness of the approach in enhancing students' speaking skills.

## **2. Scoring Rubric**

According to Reddy and Andrade (2010) stated that scoring rubrics are criteria-based assessment tools that help articulate teacher expectations, assess student performance, and provide helpful feedback. This research rubric was used to assess and evaluate students' speaking tests from the pre-test to the post-test. Students' grades in this study were determined through evaluations conducted by the researcher. The results of both the pre-test and post-test were measured based on the speaking assessment score criteria established below.

This assessment rubric included five main aspects: Communicate, Competence, Meaningful, Fluency, and Spontaneity. The assessment rubric used a scale of 1 to 5, where 1 indicated very poor performance, 2 indicated poor performance, 3 indicated fair performance, 4 indicated good performance, and 5 indicated excellent performance.

*The First*, Communicate is how clearly and effectively students can tell their story to be understood. In this aspect, students will get 5 points if their storytelling is very clear and easy to understand, and 1 point if it is confusing and difficult for the listener to follow. *The second*, Competence is the skill level students show in organizing and expressing their story accurately. In this aspect, students will get 5 points if they use storytelling skills accurately and effectively, and 1 point if frequent mistakes make the story hard to understand. *The third*, Meaningful is the relevance and

importance of the content within the students' story. In this aspect, students will get 5 points if the story content is very relevant and meaningful, and 1 point if the content is off-topic and lacks importance. *The fourth*, Fluency is the smoothness and flow of the students' storytelling without frequent pauses. In this aspect, students will get 5 points if they tell their story smoothly without hesitations, and 1 point if frequent pauses break the flow and disrupt understanding. *The Fifth*, Spontaneity is the naturalness and ability of students to adapt and respond while telling their story. In this aspect, students will get 5 points if they respond naturally and adapt easily during storytelling, and 1 point if their responses are rigid and rehearsed.

### **3.6 Validity and Reliability Testing**

Testing was a crucial stage in data collection. This stage required measurement so that the instrument could be relied on. By confirming the validity and reliability of the research instrument, the researcher ensured the accuracy of the results and strengthened confidence in interpreting the findings in both scientific and practical contexts.

#### **3.6.1 Validity Testing**

Validity is a measure of the accuracy and precision of an instrument. It is considered the most complex criterion of a practical test (Brown, 2004). Validity plays a crucial role in research, as an instrument must be valid for the study's results to be considered accurate. In this study, the researcher applied several types of validity to assess the accuracy of the instruments, including construct validity, content validity, and item validity.

#### **a. Construct Validity**

The researcher created the instrument based on key aspects and relevant theories, then had it reviewed by experts. According to Sugiyono (2016), construct validity is determined by expert judgment. To ensure this, the researcher first consulted an instrument validator lecturer for feedback. Then, the X-grade English teacher reviewed it to confirm its alignment with the students' curriculum. Finally, the researcher revised the instrument based on their suggestions.

#### **b. Content Validity**

Content validity is a measuring instrument of research instruments that covers all aspects to be measured. In line with Brown (2004), the most appropriate way to determine content validity in classroom assessment is to test student performance directly. In this research, the researcher was expected to assess each picture used as relevant and representative. The researcher used an engaging method, such as telling stories through several pictures. By using pictures, the researcher ensured that the research instrument was not only theoretical but also practical and relevant. Content validity related to pictures included all relevant aspects regarding the clarity of pictures and instructions for training students' speaking skills following the CLT principles in the Merdeka curriculum. The selected pictures represented various communication situations through language naturally and contextually.



### c. Item Validity

Validity testing was carried out by testing the construct and content of the images, namely teachers and lecturers. The researcher selected four valid pictures and tested them with tenth-grade students who were not part of the experimental or control groups. The validity test was carried out once within a 90-minute session on December 6th, 2024.

To test validity, the researcher used Microsoft Excel in this study. The researcher used the Corel formula in Microsoft Excel to calculate the r-count for each picture item, yielding the following results:

*Picture 3.1 Validity Testing*

RESPONDEN	ITEM GAMBAR				TOTAL
	P 1	P 2	P 3	P 4	
AFAS	4	4	4	5	17
APBP	4	3	4	5	16
ASDP	4	3	4	5	16
ATV	5	4	5	3	17
ASE	5	4	5	4	18
APFT	4	4	4	5	17
AR	5	4	4	5	18
BDP	4	3	4	5	16
CRN	4	3	4	5	16
DAMAZ	4	4	4	4	16
DRP	4	4	4	4	16
DAPD	4	3	4	3	14
DFNJ	4	5	4	5	18
ERN	4	2	4	4	14
FDA	5	4	4	4	17
GMSM	4	3	4	5	16
INDAP	4	3	2	2	11
IK	5	4	3	4	16
IKNT	4	4	4	5	17
KE	5	5	5	4	19
KTM	5	5	4	4	18
KA	5	4	4	4	17
LZSP	5	4	4	5	18
LJ	4	5	5	5	19
MVS	4	4	5	5	18
MOR	4	5	5	4	18
MRMW	4	5	5	5	19
NAS	5	5	5	5	20
PWF	4	5	4	5	18
RRDEAD	4	5	5	4	18
RDL	5	5	5	5	20
RR	4	5	3	4	16
SIB	5	4	3	4	16
SN	5	4	4	4	17
YNK	4	4	4	4	16
RF	4	5	3	5	17
R Hitung	0,36502	0,7439	0,7311	0,58712	
R Tabel	0,3291	0,3291	0,3291	0,3291	
Keterangan Varian	Valid	Valid	Valid	Valid	

Based on table 3.3 of the validation test results, it was shown that the picture is valid if  $r \text{ count} > r \text{ table}$ . From the four pictures, it

was evident that each has a value of  $r \text{ count} > r \text{ table}$  (valid), indicating validity. These valid pictures were used as a research instrument to obtain information about the effectiveness of CLT through the Merdeka curriculum on students' speaking skills.

### 3.6.2 Reliability Testing

Reliability was related to the stability and consistency of a test. It helped the researcher determine whether the research instrument was suitable for both the pre-test and post-test. A test is considered reliable if it consistently produces the same results under similar conditions. To ensure the accuracy of the data in this study, the reliability test was conducted using Cronbach's Alpha formula and calculated with SPSS version 26.

**Table 3.3** Cronbach Alpha Interval

No	Reliability Scores	Level of Reliability
1	> 0.90	Very high
2	0.80 – 0.90	High
3	0.70 – 0.79	Reliable
4	0.60 – 0.69	Marginally/minimally

To determine whether the speaking test is reliable or not, the researcher used SPSS version 26 to calculate its reliability.

**Table 3.4** *Reliability Result*  
**Reliability Statistics**

Cronbach's Alpha	N of Items
.471	4

From Table 3.5, the Cronbach's Alpha value was found to be 0.471, indicating that the items were reliable. According to the correlation

coefficient interpretation, a value of 0.471 corresponds to a moderate reliability level.

### **3.7 Data Collection Technique**

In data collection, the researcher conducted testing procedures, including pre-tests and post-tests. The study lasted approximately five weeks. During the first week, a pre-test was given to both classes to evaluate students' initial abilities before starting the treatment in the experimental class. The treatment phase occurred over three meetings from the second to the fourth week. In the final week, students took the post-test, concluding the research process.

#### **3.7.1 Pre-Test**

At the beginning of the study, the researcher administered a pre-test to assess students' speaking abilities before applying the Communicative Language Teaching (CLT) method. Both the experimental and control classes participated, with the pre-test conducted on December 11th, 2024, for the experimental class and December 9th, 2024, for the control class. The test was carried out offline during the English lesson. To evaluate students' speaking skills, the researcher used a series of interrelated pictures depicting people, animals, places, and objects.

Additionally, students were randomly assigned to select a picture using a spinner, one at a time. They were then asked to describe the chosen picture spontaneously for 2–4 minutes. During the pre-test, the

researcher recorded students' responses as evidence of their participation in the assessment. Following the pre-test, the experimental class received treatment using the CLT method, whereas the control class continued with conventional teaching methods.

### 3.7.2 Treatment

The researcher conducted the treatment phase over three meetings, using the CLT method to enhance students' speaking skills. During this stage, a key difference emerged: the experimental class received CLT-based treatment, while the control class continued with conventional methods. The treatment procedure followed these steps:

**Table 3.5** *Treatment of Experimental Class*

Meeting	Time	Schedule	Material
2	90 minutes	Introduction and explanation of the material.	Descriptive text
3	90 minutes	Review the material and implement the CLT	
4	90 minutes	Practicing the material learned by applying the CLT method through storytelling picture-cued.	

The first treatment was conducted on December 18<sup>th</sup>, 2024. In this meeting, the teacher presents the material on descriptive text, including the definition, social function, text structure, and language features through interactive explanations and analysis of text examples. After that, students are divided into small groups to discuss and compose a descriptive text based on the given images, applying

the language elements they have learned, such as the use of present tense and adjectives. Each group then presents their discussion results in front of the class, while other groups provide questions or feedback as a form of two-way communication.

The second treatment was conducted on January 8<sup>th</sup>, 2025. In this session, the teacher was opened with a greeting and light apperception that activated previous knowledge, then continued with a short quiz on the structure and linguistic features of descriptive texts. In the core activity “Guess the Object”, students work in groups, taking turns describing objects based on the cards given without mentioning their names, while other group members guess. This activity encourages active interaction with the use of present tense, adjectives, and linking verbs. The teacher guides directly and provides feedback on language use. The activity is closed with a short reflection, oral evaluation, and appreciation for student participation.

Meanwhile, the third treatment was conducted on January 25<sup>th</sup>, 2025. In this session, the teacher were asked to find pictures from the internet (categories of animals, people, places, or objects), then write a descriptive paragraph based on the picture. Next, students exchanged their writings randomly and conveyed the contents of their friends' descriptions in their own words orally in groups or classes. The teacher provided feedback on pronunciation, word choice, and sentence structure, then closed the learning with reflection, motivation, and prayer together.

### **3.7.3 Post-Test**

In the final stage, students participated in a post-test activity, which took place on January 22nd, 2025, for the experimental class and January 20th, 2025, for the control class. This assessment aimed to evaluate students' progress after the implementation of the study's methods. The post-test followed the same format as the pre-test, where students were required to narrate or describe pictures provided as prompts. Conducted offline during the English lesson, this stage introduced more complex pictures compared to those used in the pre-test. The technical implementation remained the same, with students given 2–4 minutes to present their stories or descriptions individually in front of the class. The researcher recorded their responses as evidence of completion. Finally, the researcher compared the pre-test and post-test scores to analyze students' progress.

## **3.8 Data Analysis**

The data analysis was conducted after the data collection process. In this quantitative study, data were obtained from the pre-test and post-test results. The research utilized statistical methods to determine significant differences in scores. The data analysis process involved three key tests: the normality test, the homogeneity test, and the hypothesis test. All statistical analyses were performed using SPSS 26.

### **3.8.1 The Normality Test**

The normality test was a fundamental requirement for parametric analysis. It aimed whether the population used was normally distributed.

If the data were normal, parametric analysis could be used; if the data were not normal, non-parametric statistical techniques had to be applied. The normality test commonly used in SPSS 26 is the Wilcoxon Signed Rank Test, with the following conditions:

a. Hypothesis :

$H_0$  : Normally distributed the data

$H_1$  : Not normally distributed the data

b. Significance level:  $\alpha = 0.05$

c. Statistical test:

Using the t-Test: Two-Sample Assuming on SPSS 26.

d. Decision criteria:

$H_0$  is rejected if  $\text{sig.} \leq \alpha 0.05$

### **3.8.2 The Homogeneity Test**

The Homogeneity test was used to determine whether the data in the control group and experimental class were similar or not. The researcher conducted this test using SPSS 26 with the following conditions:

a. Hypothesis:

$H_0$  : the data has a homogeneous variations

$H_1$  : the data has no homogeneous variations.

b. Significance level:  $\alpha = 0.05$

c. Statistical test:

Using the t-Test: Mann Whitney U-Test on SPSS 26

d. Decision criteria:  $H_0$  is rejected if  $\text{sig.} \leq \alpha 0.05$

### 3.8.3 The Hypothesis Test

The hypothesis test was used to determine whether the hypothesis was true or not. The test applied a significance level of 0.05. If the variance in the homogeneity test was the same, then the t-test used the Equal Variance Assumed value (assuming the same variance) and if the variance was different, the Equal Variance not Assumed value was used (assuming a different variance). Below are the criteria for the hypothesis:

a. Hypothesis:

$H_0 : t \leq 0,05$  = The CLT method for improving students' speaking skills is **effective** in the Merdeka curriculum.

$H_1 : t \geq 0,05$  = The CLT method for improving students' speaking skills is **not effective** in the Merdeka curriculum.

b. Significance level:  $\alpha = 0.05$

c. Statistical test:

Using the t-Test: Two-Sample Assuming on SPSS

d. Decision criteria:

$H_0$  is rejected if  $\text{sig.} \leq \alpha 0.05$



## **BAB IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the research findings and data analysis, including the pre-test and post-test from the experimental class and control class, the normality test, the homogeneity test, the hypothesis test, and the discussion.

#### **4.1 Findings**

In this section, the researcher presents and explains the results obtained during the study, including the analysis of data from the pre-test and post-test in both the experimental class and the control class. The findings highlight the differences in students' speaking abilities before and after the implementation of the Communicative Language Teaching (CLT) method within the Merdeka curriculum.

##### **4.1.1 Data Analysis of Pre-Test**

At this point, the researcher explains the results of the pre-test analysis from two classes: the experimental class and the control class.

The analysis results are as follows:

###### **4.1.1.1 Pre-test of Experimental Class**

The researcher conducted a pre-test on December 11<sup>th</sup>, 2024. The pre-test was a speaking test consisting of four pictures and was conducted over 90 minutes. During the test, students were asked to describe randomly selected pictures by speaking directly. The pre-test was administered in two classes; X-4, consisting of 35 students, and X-5, consisting of 36 students. The X-4 class served as the experimental class, while the X-5 class served as the control class.

The pre-test was administered in two classes using the same pictures for the speaking test. The experimental class received treatment using the Communicative Language Teaching (CLT) method in the teaching and learning process, while the control class continued with the usual teaching and learning process without the CLT method. The purpose of the pre-test was to assess students' speaking skills before the treatment. The results of the students' pre-test in the experimental class are shown below:

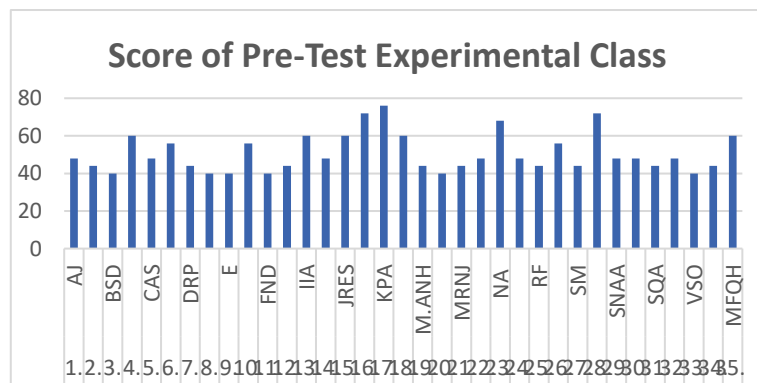
**Table 4.1** *The Results of Students' Pre-Test in Experimental Class*

No.	Initials Name	Score of Pre-Test
1.	AJ	48
2.	AF	44
3.	BSD	40
4.	CMH	60
5.	CAS	48
6.	CPP	56
7.	DRP	44
8.	EEZ	40
9.	E	40
10.	EMP	56
11.	FND	40
12.	GO	44
13.	IIA	60
14.	JFA	48
15.	JRES	60
16.	JDK	72
17.	KPA	76
18.	KWM	60
19.	M.ANH	44
20.	MRF	40
21.	MRNJ	44
22.	NAR	48
23.	NA	68
24.	RJSM	48
25.	RF	44
26.	RRA	56
27.	SM	44
28.	SBW	72
29.	SNAA	48
30.	SRO	48
31.	SQA	44

32.	TAPP	48
33.	VSO	40
34.	VAN	44
35.	MFQH	60
$\Sigma$		1776
Average Score		50,74

From the pre-test result of the experimental class, it was observed that all of the students participated in the pre-test administered by the researcher. There are six students received the lowest score of 40, while there is one student achieved the highest score of 76. Many of the students got scores between 44 and 72, they are 29 students. The average for the experimental class was 50.74, which was calculated by summing all students' scores and dividing by the total number of students. Based on this average score, it can be concluded that students' speaking abilities were still low and needed improvement. The distribution of students' scores is illustrated in the histogram below:

***Histogram 4.1 Pre-Test Experimental Class***



From the histogram above, the distribution of students' pre-test scores in the experimental class can be observed, ranging from the lowest to the highest scores. The histogram also displays the

frequency of students at each score level. One student achieved the highest score of 76, while six students' received the lowest score of 40. The number on the left side of the histogram represents scores from 0 to 80, while the numbers below the histogram indicate the total number of students who participated in the pre-test in the experimental class. The descriptive statistics of the experimental class pre-test scores are as follows:

**Table 4.2** *Descriptive Statistic of Pre-Test Experimental Class*

<i>Column1</i>	
Mean	50,74286
Standard Error	1,718091
Median	48
Mode	44
Standard Deviation	10,16436
Sample Variance	103,3143
Kurtosis	0,141758
Skewness	1,024875
Range	36
Minimum	40
Maximum	76
Sum	1776
Count	35

Table 4.2 presents the descriptive statistics of the students' pre-test scores in the experimental class, providing insights into their performance. The mean score of 50.74 represents the average obtained by summing all scores and dividing by the total number of students, while the median of 48 and mode of 44 indicate that most students scored within this range. The standard deviation of 10.16 and sample variance of 103.31 suggest moderate variation in scores, with a minimum score of 40 and a maximum score of 76, resulting in a range of 36. The skewness of 1.02 indicates a slight positive

skew, meaning more students scored on the lower end, while the kurtosis value of 0.14 suggests a distribution close to normal. The total sum of all scores is 1,776 across 35 students.

Since the standard deviation is smaller than the mean of the total students' scores. It indicates that the data is relatively consistent and has good quality. This suggests that the distribution of scores is not widely spread, meaning most students' scores are close to the average of the experimental class pre-test, has good data quality, and these results highlight the need for improvement in students' speaking skills before receiving the treatment. The classification of the experimental class scores in the pre-test is detailed as follows:

**Table 4.3** *The experimental Class Classification in Pre-Test*

Class	Score	Classification	Number of Students
Experimental	81 - 100	Excellent	-
	61 - 80	Good	4
	41 - 60	Fair	25
	21 - 40	Poor	6
	<20	Very Poor	-
<b>TOTAL</b>			35

Table 4.3 shows the classification of the experimental class pre-test scores, categorizing students based on their performance levels. The results show that four students scored between 61-80, while 25 students achieved scores within the 41-60 range. Additionally, six students scored between 21-40. These findings indicate that most students in the experimental class achieved a fair classification. Based on the data, it can be concluded that students'

speaking skills were still quite low before receiving treatment but were still good enough to be improved further.

The pre-test scores of the experimental class indicate that students' daily English-speaking skills are still low, highlighting the need for innovation in English teaching to make learning more engaging. To address this, teachers must develop a better understanding of effective teaching methods and the use of appropriate learning media. Various language learning approaches can be applied to enhance students' speaking abilities, including the Communicative Language Teaching (CLT) method. Recognizing its potential, the researcher implemented this method during the treatment phase to improve students' speaking skills.

#### **4.1.1.2 Pre-Test of the Control Class**

After analyzing the distribution and the results of the experimental class pre-test scores, the researcher examined the distribution of pre-test scores in the control class. The analysis helped compare the initial speaking abilities of students who did not receive the Communicative Language Teaching (CLT) method with those in the experimental class. The following section presented the results of the control class pre-test scores, providing insight into their baseline speaking proficiency before any treatment was applied.

**Table 4.4** *The Results of Students' Pre-Test in Control Class*

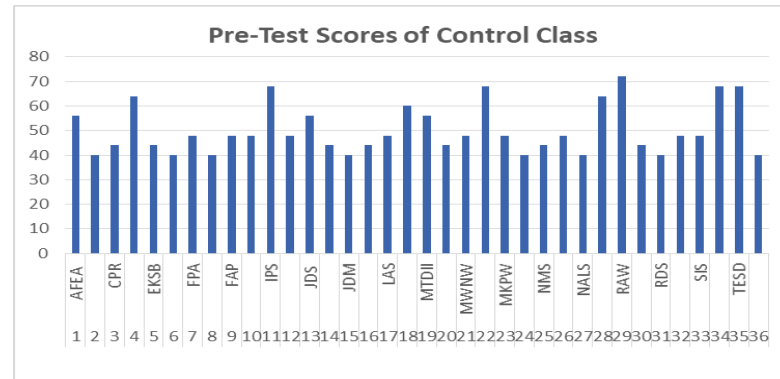
No.	Initials Name	Pre-Test Scores
1.	AFEA	56
2.	ATH	40
3.	CPR	44

4.	DW	64
5.	EKSB	44
6.	FAA	40
7.	FPA	48
8.	FFZA	40
9.	FAP	48
10.	HPEF	48
11.	IPS	68
12.	IFA	48
13.	JDS	56
14.	JRR	44
15.	JDM	40
16.	KNPH	44
17.	LAS	48
18.	MAIHI	60
19.	MTDII	56
20.	MFA	44
21.	MWNW	48
22.	MQ	68
23.	MKPW	48
24.	MSMJ	40
25.	NMS	44
26.	NW	48
27.	NALS	40
28.	PEDR	64
29.	RAW	72
30.	RRA	44
31.	RDS	40
32.	SA	48
33.	SIS	48
34.	SNA	68
35.	TESD	68
36.	YP	40
$\Sigma$		<b>1808</b>
<b>Average Score</b>		<b>50,22</b>

Based on the pre-test results of the control class in table 4.3, eight students scored the lowest with 40, one student scored the highest with 72, and most students with a total of 27, scored between 44 and 68. The average score for this class was 50.22, which is similar to the experimental class. This average score was calculated by adding up all students' scores and dividing it by the total number of students. This result shows that students' speaking skills are still

low and need to be improved. The following histogram illustrates the distribution of these scores.

***Histogram 4.2 Pre-Test Control Class***



The histogram above illustrates the distribution of control class pre-test scores, ranging from the lowest to the highest. It highlights that one student achieved the highest score of 72, while eight students received the lowest score of 40. The vertical axis represents the range of scores from 0 to 80, while the horizontal axis indicates the total number of students who participated in the pre-test. This visualization helps in understanding the overall performance of the control class before any treatment was applied. The following section presents the descriptive statistics of the control class pre-test scores.



**Table 4.5** *Descriptive Statistic of Pre-Test Control Class*

<i>Column1</i>	
Mean	50,22222
Standard Error	1,659562
Median	48
Mode	48
Standard	
Deviation	9,957369
Sample Variance	99,14921
Kurtosis	-0,49053
Skewness	0,894943
Range	32
Minimum	40
Maximum	72
Sum	1808
Count	36

Table 4.5 presents the statistical analysis of the students' pre-test scores in the control class, with a mean score of 50.22, a median of 48, and a mode of 48, indicating that most students achieved similar scores. The standard deviation of 9.96 and a sample variance of 99.15 suggest a moderate spread of scores. The scores ranged from a minimum of 40 to a maximum of 72, resulting in a range of 32. The skewness value of 0.89 indicates a slight positive skew, meaning more students scored on the lower end, while the kurtosis of -0.49 suggests a somewhat flatter distribution than a normal curve. The total score sum was 1,808 across 36 students. Based on the table above, it can be concluded that the standard deviation is smaller than the mean, indicating that the control class pre-test scores have good data quality.

**Table 4.6** *The Control Class Classification in Pre-Test*

Class	Score	Classification	Number of Students
Control	81-100	Excellent	-
	61-80	Good	1
	41-60	Fair	27

	21-40	Poor	8
	<20	Very Poor	-
<b>TOTAL</b>			36

Table 4.6 presents the classification of control class pre-test scores. The results show that one student scored between 61-80, while most of the students 27 in total scored between 41-60. Additionally, eight students scored between 21-40. This means that most students are in the fair category. Therefore, it can be concluded that before receiving any treatment, the students' speaking skills were still relatively low but fell within a fair level.

Similar to the experimental class pre-test results, the control class pre-test scores indicate that students' daily English skills remain low. This suggests the need for innovative approaches in teaching English to make learning more engaging. Additionally, teachers must have a strong understanding of effective teaching methods and the development of appropriate learning media. Various learning methods can be applied to enhance students' speaking skills, one of which is the Communicative Language Teaching (CLT) method. The researcher implements this method during the treatment phase.

Based on the pre-test results, it showed that students' speaking skills were generally low in both the experimental and control classes. The average score for the experimental class was 50.74, while the control class had a slightly lower average of 50.22. This means that both groups had similar skill levels before the treatment. Looking at the score

distribution, the lowest score in the experimental class was 40, achieved by six students, while the highest was 76, achieved by one student. In the control class, eight students scored 40 as the lowest, and the highest score was 72 by one student. Most students in both classes were in the "fair" category, meaning they still needed improvement in their speaking skills.

One noticeable difference was in the standard deviation, which measures how spread out the scores were. The experimental class had a standard deviation of 10.16, while the control class had 9.95. This shows that the experimental class had a slightly wider range of scores compared to the control class. Overall, these pre-test results confirm that both groups had almost the same skill level before the experiment started. This ensures that any improvements seen in the post-test can be credited to the treatment, especially the use of the Communicative Language Teaching (CLT) method in the experimental class.

#### **4.1.2 Data Analysis of Post-Test**

After analyzing the data distribution and pre-test results of both the experimental and control classes, the researcher proceeded to examine and interpret the students' post-test scores.

##### **4.1.2.1 Post-Test of Experimental Class**

The post-test was conducted on January 22<sup>nd</sup>, 2025, after three treatment sessions in the experimental class using the Communicative Language Teaching (CLT) method. This test aimed to evaluate students' speaking skills in describing pictures after the intervention. Students were randomly assigned one of four provided

pictures, which differed from the pre-test pictures but followed the same themes: describing people, animals, things, and places. Each students' response varied based on their understanding. The post-test followed the same format as the pre-test, lasting 90 minutes, with students describing their assigned picture. The results of the students' post-test performance are presented in the following table.

**Table 4.7** *The Results of Students' Post-Test in Experimental Class*

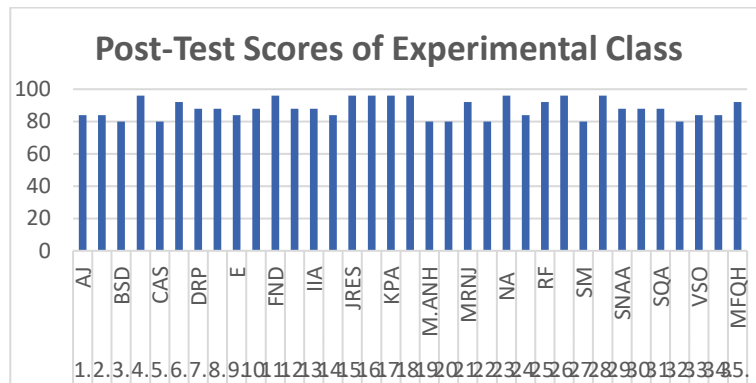
No.	Initials Name	Post-Test Scores
1.	AJ	84
2.	AF	84
3.	BSD	80
4.	CMH	96
5.	CAS	80
6.	CPP	92
7.	DRP	88
8.	EEZ	88
9.	E	84
10.	EMP	88
11.	FND	96
12.	GO	88
13.	IIA	88
14.	JFA	84
15.	JRES	96
16.	JDK	96
17.	KPA	96
18.	KWM	96
19.	M.ANH	80
20.	MRF	80
21.	MRNJ	92
22.	NAR	80
23.	NA	96
24.	RJSM	84
25.	RF	92
26.	RRA	96
27.	SM	80
28.	SBW	96
29.	SNAA	88
30.	SRO	88
31.	SQA	88
32.	TAPP	80
33.	VSO	84
34.	VAN	84
35.	MFQH	92

$\Sigma$	<b>2740</b>
<b>Average Score</b>	<b>88,11</b>

Based on the experimental class post-test results, seven students obtained the lowest score of 80, while nine students achieved the highest score of 96. The average post-test score was 88.11, obtained by adding all students' scores and dividing by the total number of participants. This marks a significant increase compared to the pre-test results, indicating noticeable progress in students' speaking skills. The improvement suggests that the Communicative Language Teaching (CLT) method effectively enhanced students' speaking abilities. The higher scores demonstrate that students benefited from the interactive and communicative approach used during the treatment.

The post-test results of the experimental class demonstrate a significant improvement in students' speaking skills compared to the pre-test. The average score increased considerably, with 35 students scoring between 80-100, whereas in the pre-test, no student reached this range. This indicates that implementing an innovative teaching method, such as Communicative Language Teaching (CLT), effectively enhances students' engagement and performance in speaking activities. After receiving the treatments, students became more active in participating in lessons, leading to better outcomes. The distribution of students' post-test scores in the experimental class is shown below.

**Histogram 4.3** *Post-Test Distribution of Experimental Class*



The histogram above illustrates the distribution of students' post-test scores in the experimental class, showing the frequency of students at each score range. The vertical axis represents the number of students scoring within the 0-100 range, while the horizontal axis indicates the total number of students who participated in the post-test. This visual representation highlights the overall improvement in students' speaking skills after the implementation of the Communicative Language Teaching (CLT) method.

The histogram above clearly illustrates that while only a few students achieved post-test scores above 90, all students scored above 80. This marks a significant improvement compared to the pre-test results, where no student reached this score range. The noticeable increase in post-test scores suggests that students became more engaged in class and actively participated in the learning process. The detailed descriptive statistics of the experimental class post-test scores are presented below.

**Table 4.8** *Descriptive Statistic of Post-Test Experimental Class*

<i>Column1</i>	
Mean	88,11429
Standard Error	1,004002
Median	88
Mode	96
Standard Deviation	5,939754
Sample Variance	35,28067
Kurtosis	-1,36506
Skewness	0,062621
Range	16
Minimum	80
Maximum	96
Sum	3084
Count	35

Based on the table above, the statistical analysis the experimental class post-test results show a mean score of 88.11, with a median of 88 and a mode of 96, suggesting that most students performed well. The standard deviation of 5.94 and a sample variance of 35.28 show a relatively low spread of scores, indicating consistency in performance. The scores ranged from a minimum of 80 to a maximum of 96, resulting in a range of 16. The skewness value of 0.06 suggests a nearly symmetrical distribution, while the kurtosis of -1.37 indicates a flatter-than-normal distribution. The total sum of scores was 3,084, with a total of 35 students. Since the standard deviation is smaller than the mean, it indicates that the data distribution is consistent and that the post-test results have good data quality. This result reflects a significant improvement in students' speaking skills after the treatment.

**Table 4.9** *The Experimental Class Classification in Post-Test*

Class	Score	Classification	Number of Students
Experimental	81-100	Excellent	28
	61-80	Good	7
	41-60	Fair	-
	21-40	Poor	-
	<20	Very Poor	-
<b>TOTAL</b>			<b>35</b>

Table 4.9 shows that most students in the experimental class scored much higher in the post-test. A total of 28 students scored between 81-100, while 7 students scored between 61-80. This means that many students achieved excellent results. It can be concluded that after receiving the CLT method treatment, students' speaking skills improved significantly compared to their pre-test scores.

Based on the data above, the Communicative Language Teaching (CLT) method has greatly improved students' speaking abilities, as seen from the significant increase in their scores. With this method, students become more active in speaking, interacting, and building confidence while understanding English in real-life situations. CLT also encourages students to learn more enthusiastically compared to traditional methods, which mainly focus on memorization and theory.

#### **4.1.2.2 Post-Test of Control Class**

After analyzing the post-test results of the experimental class, the researcher then examined and explained the post-test results of the control class.

**Table 4.10** *Post-Test Score of Control Class*

No.	Initials Name	Pre-Test Scores
1.	AFEA	72
2.	ATH	64

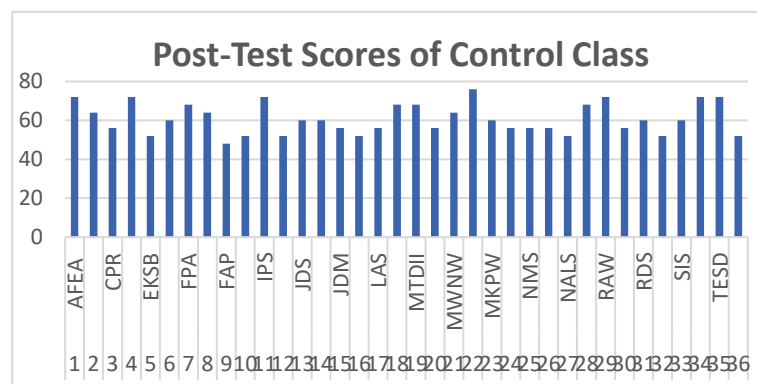


3.	CPR	56
4.	DW	72
5.	EKSB	52
6.	FAA	60
7.	FPA	68
8.	FFZA	64
9.	FAP	48
10.	HPEF	52
11.	IPS	72
12.	IFA	52
13.	JDS	60
14.	JRR	60
15.	JDM	56
16.	KNPH	52
17.	LAS	56
18.	MAIHI	68
19.	MTDII	68
20.	MFA	56
21.	MWNW	64
22.	MQ	76
23.	MKPW	60
24.	MSMJ	56
25.	NMS	56
26.	NW	56
27.	NALS	52
28.	PEDR	68
29.	RAW	72
30.	RRA	56
31.	RDS	60
32.	SA	52
33.	SIS	60
34.	SNA	72
35.	TESD	72
36.	YP	52
$\Sigma$		<b>2192</b>
<b>Average Score</b>		<b>60,88</b>

Based on the post-test results, one student achieved the highest score of 76, while another had the lowest score of 48. The average score was 60.88, calculated by summing all students' scores and dividing by the total number of students. The average post-test score of the control class increased, though not significantly compared to

the pre-test. In the post-test, 28 students scored between 41-60, and 7 students scored between 61-80. In contrast, the pre-test had only one student in the 61-80 range, 27 students in the 41-60 range, and 8 students in the 21-40 range. This improvement may be due to students becoming familiar with the picture themes given by the teacher.

**Histogram 4.4** *Post-Test Distribution of Control Class*



The histogram displayed above provides a detailed visualization of the distribution of post-test scores in the control class, ranging from the lowest to the highest scores. The vertical axis represents the frequency of students achieving specific score ranges, while the horizontal axis indicates the range of scores from 0 to 80 and the total number of students who took the post-test. It can be observed that many students achieved scores above 56, with only one student scoring below 50. This distribution suggests that while several students reached moderate to high-performance levels, there remains a significant group 27 students who have not yet met the expected learning outcomes. These findings underscore the need for additional instructional support to improve overall performance in

the control class. The descriptive statistics of the control class post-test score data are presented below, providing further insight into the central tendency and variability of the scores.

**Table 4.11** *Descriptive Statistic of Post-Test Control Class*

<i>Column1</i>	
Mean	60,88889
Standard Error	1,295767
Median	60
Mode	56
Standard Deviation	7,774603
Sample Variance	60,44444
Kurtosis	-1,14036
Skewness	0,335605
Range	28
Minimum	48
Maximum	76
Sum	2192
Count	36

Based on Table 4.11, the statistical analysis of the control class post-test results shows a mean score of 60.89, with a median of 60 and a mode of 56, indicating that most students scored within this range. The standard deviation of 7.77 and a sample variance of 60.44 suggest a moderate distribution of scores. The scores ranged from a minimum of 48 to a maximum of 76, resulting in a range of 28. The skewness value of 0.34 indicates a slight positive skew, meaning the scores were slightly concentrated on the lower end, while the kurtosis of -1.14 suggests a flatter distribution. The total sum of scores was 2,192 across 36 students. Since the standard deviation is smaller than the mean, it indicates that the students' scores are relatively close to the average, suggesting a consistent data distribution. This implies that the control class post-test scores

demonstrate good data quality, reflecting some improvement in speaking skills, though not as significant as in the experimental class.

**Table 4.12** *The Control Class Classification in Post-Test*

Class	Score	Classification	Number of Students
Experimental	81-100	Excellent	-
	61-80	Good	7
	41-60	Fair	28
	21-40	Poor	-
	<20	Very Poor	-
<b>TOTAL</b>			35

Table 4.12 shows the classification of the control class post-test. 7 students got a score of 61-80, and 28 students got a score of 41-60. This indicated that many control class students received fair classification values. It could be concluded that students' speaking skills had slightly increased.

Based on the post-test results from both the experimental and control classes, it can be concluded that students' speaking skills improved in both groups, with a more significant increase in the experimental class. The average post-test score of the experimental class was 88.11, while the control class had a lower average of 60.89, indicating a notable difference in performance after treatment. In terms of score distribution, the experimental class had a minimum score of 80 and a maximum score of 96, while the control class had a minimum score of 48 and a maximum score of 76. The classification of scores showed that most students in the experimental class achieved a higher proficiency level, while the control class still had students in the fair category, indicating the need for further improvement. The standard deviation values also highlight the difference in performance consistency. The

experimental class had a standard deviation of 5.94, while the control class had a higher standard deviation of 7.77, indicating a wider spread of scores in the control group. The kurtosis and skewness values further confirm that the experimental class had a more consistent and symmetrical distribution, while the control class showed more variability.

Based on the analysis of students' performance, the post-test results indicated that students in the experimental class demonstrated greater improvement in speaking skills compared to those in the control class. This finding suggests that the Communicative Language Teaching (CLT) method effectively enhanced students' speaking skills.

#### 4.1.3 Students' Achievements in Speaking Skills Before and After Using Communicative Language Teaching (CLT) Method

**Table 4.13** *Result Pre-test and Post-test of Experimental Class*

No.	Initials Name	Differences		Description
		Pre-Test	Post-Test	
1.	AJ	48	84	Increase
2.	AF	44	84	Increase
3.	BSD	40	80	Increase
4.	CMH	60	96	Increase
5.	CAS	48	80	Increase
6.	CPP	56	92	Increase
7.	DRP	44	88	Increase
8.	EEZ	40	88	Increase
9.	E	40	84	Increase
10.	EMP	56	88	Increase
11.	FND	40	96	Increase
12.	GO	44	88	Increase
13.	IIA	60	88	Increase
14.	JFA	48	84	Increase
15.	JRES	60	96	Increase
16.	JDK	72	96	Increase

17.	KPA	76	96	Increase
18.	KWM	60	96	Increase
19.	M.ANH	44	80	Increase
20.	MRF	40	80	Increase
21.	MRNJ	44	92	Increase
22.	NAR	48	80	Increase
23.	NA	68	96	Increase
24.	RJSM	48	84	Increase
25.	RF	44	92	Increase
26.	RRA	56	96	Increase
27.	SM	44	80	Increase
28.	SBW	72	96	Increase
29.	SNAA	48	88	Increase
30.	SRO	48	88	Increase
31.	SQA	44	88	Increase
32.	TAPP	48	80	Increase
33.	VSO	40	84	Increase
34.	VAN	44	84	Increase
35.	MFQH	60	92	Increase
<b>AVERAGE</b>		<b>50,74</b>	<b>88,11</b>	<b>Increase</b>

The table comparing students' pre-test and post-test scores in the experimental class shows a clear improvement. Before using the Communicative Language Teaching (CLT) method, students had lower scores in the pre-test. After the treatment, their post-test scores increased significantly. The average pre-test score was 50.74, while the post-test average rose to 88.11, so this class had an increase of 37.37 points. This shows that the CLT method helped students improve their speaking skills and perform better in the post-test.

After receiving the treatment, all students in the experimental class showed an increase in their scores. This improvement happened because they were more active in learning. The Communicative Language Teaching (CLT) method made learning

more engaging, interactive, and connected to real-life situations, which helped students improve their English skills.

**Table 4.14** *Result Pre-test and Post-test of Control Class*

No.	Initials Name	Differences		Description
		Pre-Test	Post-Test	
1.	AFEA	56	72	Increase
2.	ATH	40	64	Increase
3.	CPR	44	56	Increase
4.	DW	64	72	Increase
5.	EKSB	44	52	Increase
6.	FAA	40	60	Increase
7.	FPA	48	68	Increase
8.	FFZA	40	64	Increase
9.	FAP	48	48	-
10.	HPEF	48	52	Increase
11.	IPS	68	72	Increase
12.	IFA	48	52	Increase
13.	JDS	56	60	Increase
14.	JRR	44	60	Increase
15.	JDM	40	56	Increase
16.	KNPH	44	52	Increase
17.	LAS	48	56	Increase
18.	MAIHI	60	68	Increase
19.	MTDII	56	68	Increase
20.	MFA	44	56	Increase
21.	MWNW	48	64	Increase
22.	MQ	68	76	Increase
23.	MKPW	48	60	Increase
24.	MSMJ	40	56	Increase
25.	NMS	44	56	Increase
26.	NW	48	56	Increase
27.	NALS	40	52	Increase
28.	PEDR	64	68	Increase
29.	RAW	72	72	Increase
30.	RRA	44	56	Increase
31.	RDS	40	60	Increase
32.	SA	48	52	Increase
33.	SIS	48	60	Increase
34.	SNA	68	72	Increase
35.	TESD	68	72	Increase

36.	YP	40	52	Increase
	<b>AVERAGE</b>	<b>50,22</b>	<b>60,88</b>	Increase

From the table showing the differences between students' pre-test and post-test in the control class, it is clear that there was an increase in student scores. The average pre-test score was 50.22, while the average post-test score was 60,88. So this class was increased by 10,66.

Based on the analysis of the pre-test and post-test results, revealed that both the experimental and control classes experienced improvement in students' speaking skills. In the experimental class, the average pre-test score was 50.74, which increased to 88.11 in the post-test, reflecting a gain of 37.37 points. Meanwhile, in the control class, the average pre-test score was 50.22, rising to 60.88 in the post-test, with a gain of 10.66 points. Although both classes showed progress, the improvement in the experimental class was significantly greater than in the control class. This indicates that the Communicative Language Teaching (CLT) method had a more substantial impact on enhancing students' speaking skills compared to traditional teaching methods.

#### **4.1.4 Result of Wilcoxon Signed Rank Test**

The Wilcoxon Signed Rank Test is a nonparametric test used to measure the difference between two paired data groups with an ordinal or interval scale but not normally distribute. The assessment criteria for this test are as follows: if the significance value is  $< 0.05$ , the hypothesis is accepted, whereas if the significance value is  $> 0.05$ , the hypothesis is rejected. This test was chosen because the normality test results indicated



that the research sample data is not normally distributed. The following are the ranking results of the Wilcoxon test output:

**Picture 4.1** *Result of Output Rank Wilxocon Test*

		Ranks		
		N	Mean Rank	Sum of Ranks
Post-test Eksperimen - Pre-test Eksperimen	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	35 <sup>b</sup>	18.00	630.00
	Ties	0 <sup>c</sup>		
	Total	35		
Post-test Kontrol - Pre- test Kontrol	Negative Ranks	7 <sup>d</sup>	7.64	53.50
	Positive Ranks	21 <sup>e</sup>	16.79	352.50
	Ties	8 <sup>f</sup>		
	Total	36		

a. Post-test Eksperimen < Pre-test Eksperimen

b. Post-test Eksperimen > Pre-test Eksperimen

c. Post-test Eksperimen = Pre-test Eksperimen

d. Post-test Kontrol < Pre-test Kontrol

e. Post-test Kontrol > Pre-test Kontrol

f. Post-test Kontrol = Pre-test Kontrol

Based on Picture 4.2, it can be observed that the Negative Rank, or the difference between pre-test and post-test results in the experimental class, is 0 in terms of N, Mean Rank, and Sum of Rank. A value of 0 indicates that there was no decrease in scores from the pre-test to the post-test. The Positive Rank, which represents the difference between pre-test and post-test results, shows that there are 35 positive data points (N), meaning all 35 students experienced an improvement in their speaking skills from the pre-test to the post-test. The Mean Rank increased by 18.00, while the total positive ranking (Sum of Rank) reached 630.00. Meanwhile, Ties refer to cases where the pre-test and post-test scores are identical. In this data, the ties value is 0, indicating

that there were no identical scores between the pre-test and post-test in the experimental class.

In the post-test class, the Negative Rank, representing the difference between pre-test and post-test scores in the control class, is 7 for N, 7.64 for Mean Rank, and 53.50 for Sum of Rank, indicating a decline in some students' scores from pre-test to post-test. Meanwhile, the Positive Rank shows that 21 students (N) experienced an improvement in their speaking skills, with a Mean Rank increase of 16.79 and a Sum of Rank of 352.050. Additionally, the Ties value, which represents students whose pre-test and post-test scores remained the same, is 8, meaning that 8 students in the control class had identical scores on both tests. Below are the results of the Wilcoxon Signed Rank Test:

**Picture 4.2** *Result of Wilcoxon Signed Rank Test*

Test Statistics <sup>a</sup>		
	Post-test Eksperimen - Pre-test Eksperimen	Post-test Kontrol - Pre-test Kontrol
Z	-5.179 <sup>b</sup>	-3.444 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000	.001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

From the data above, it is known that the Asymp. Sig (2-tailed) value is  $0.000 < 0.05$ . So, it can be concluded that the hypothesis is accepted, meaning there is a significant difference in the mean of the two paired samples.

#### 4.1.5 Results of Mann Whitney U-Test

Following the validity and reliability assessments, the researcher determined that the data in this study were both valid and reliable. Subsequently, the researcher proceeded to perform and analyze the normality and homogeneity tests. Based on these tests, it was concluded that the data obtained were not normally distributed and has no homogeneous variations.

Based on the data above, it can be seen that data analysis was carried out using the Mann-Whitney U test, which is a non-parametric test that does not require the assumption of normality or homogeneity of variance. The Mann-Whitney test aims to determine whether there is a difference in the average of two independent samples. The Mann-Whitney test is used as an alternative to the independent t-test, namely research data that is not normally distributed and not homogeneous. The following is a brief description of the Mann-Whitney test:

**Picture 4.3** *Result of Mean Rank of Experimental and Control Class*

Ranks				
	Class	N	Mean Rank	Sum of Ranks
Result of Speaking Test	Experimental Class	35	54.00	1890.00
	Control Class	36	18.50	666.00
	Total	71		

The mean rank for the experimental class was 54.00 out of 35 students, while the mean rank for the control class was 18.50 out of 36 students. The man rank indicates the average position of each group's scores within the combined data set. Hence, a higher mean rank for the experimental class suggests that, on average the scores of the

experimental class were higher compared to the control group. The assumption of the Mann-Whitney U-Test are as follows:

**Picture 4.4** Mann Whitney U-Test Assumption Results

Test Statistics	
	Result of Speaking Test
Mann-Whitney U	.000
Wilcoxon W	666.000
Z	-7.279
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Class

Based on the Picture 4.4 above the assumption results of Mann Whitney U-Test, both the experimental and control class of speaking test was 0,000 or beneath 0,05. If the significance value was 0.000; the null hypothesis ( $H_0$ ) was rejected. This was because the significance value (0.000) was less than the standard significance level of 0.05. In contrast, the alternative hypothesis ( $H_a$ ) was supported, showing that the experimental class outperformed the control class. As a result, it was concluded that the Communicative Language Teaching (CLT) method in the experimental class was significantly effective for students' speaking skills, particularly really attracting students' attention to learn English interactive, communicative, and based on real situations.

## 4.2 Discussion

Several researchers have shown that the CLT method played an important role in improving students' speaking skills. One of them was Ilyas et al. (2023), with the study titled "*The Effectiveness of Communicative Language Teaching (CLT) Method to Improve Students' Speaking Skills.*" Their findings

showed that the CLT method encouraged active participation, increased fluency, and boosted students' confidence in using English as an everyday language. Therefore, the researchers used the CLT method as a communicative learning approach.

This study aimed to evaluate the impact of the CLT method within the Merdeka Curriculum on students' speaking skills. The effectiveness of this method was assessed through pre-tests and post-tests. The pre-test measured students' initial abilities before the treatment, while the post-test evaluated their progress after the treatment. The experimental class was taught using the CLT method, whereas the control class continued with conventional teaching methods without any special intervention from the researchers. To analyze and compare the pre-test and post-test results between the two classes, the researchers utilized IBM SPSS version 26 and Microsoft Excel.

The results of this study aligned with those of Khowatim et al. (2022), who reported an increase in the average score from 48.50 to 65.25, explaining that the CLT method was effective in improving students' speaking skills. Similarly, Elmiwati et al. (2024) stated that implementing the CLT method significantly enhanced students' speaking skills, making them more active and confident in communicating in English, with an average score improvement from 65.43 to 71.03. Furthermore, based on this research, the theory and previous studies have proven that CLT is highly effective when applied in classrooms or English language lessons, particularly in developing students' speaking skills. However, under the Merdeka curriculum, students showed even greater improvement based on the scores obtained by the researcher.

The Merdeka Curriculum supports the application of Communicative Language Teaching (CLT) by emphasizing student-centered learning, contextual and meaningful communication, and the development of Pancasila Students Profile, which includes being communicative and collaborative. This curriculum allows flexibility in method selection and encourages active learning through projects and discussions, aligning closely with the principles of CLT. In turn, CLT enhances speaking skills by providing learners with authentic communicative tasks such as discussions, role plays, and interviews that foster fluency, confidence, and real-life language use. The effectiveness of implementing CLT within the Merdeka Curriculum is evidenced by the results of the descriptive data analysis, where the experimental class showed a significant improvement in speaking skills, with an average score increasing from 50.74 in the pre-test to 88.11 in the post-test, reflecting a gain of 37.37 points. Meanwhile, the control class, which received traditional instruction, experienced a smaller increase from 50.22 to 60.88, with a gain of only 10.66 points.

The normality test in this study was conducted using a non-parametric approach, specifically the Wilcoxon test, to determine whether there was a significant difference between the pre-test and post-test results. The Positive Rank analysis showed that all 35 students in the experimental class experienced an improvement in their speaking skills, with a Mean Rank increase of 18.00 and a total positive ranking (Sum of Rank) of 630.00. There were no cases where pre-test and post-test scores were identical (Ties = 0). In contrast, the control class exhibited a Negative Rank of 7 students, indicating a decline in

some scores, with a Mean Rank of 7.64 and a Sum of Rank of 53.50. Meanwhile, 21 students in the control class showed improvement, with a Mean Rank of 16.79 and a Sum of Rank of 352.050, while 8 students had identical scores on both tests. The final results of the Wilcoxon test revealed an Asymp. Sig (2-tailed) value of 0.000, which is less than 0.05, confirming a significant difference in the mean of the two paired samples. Additionally, the Mann-Whitney U test was performed to compare the significance values between the experimental and control classes. The results indicated a significance value of 0.000, which is also below 0.05, leading to the rejection of the null hypothesis ( $H_0$ ) and the acceptance of the alternative hypothesis ( $H_a$ ). This finding confirms a significant difference in speaking test performance between the two groups, reinforcing the conclusion that the Communicative Language Teaching (CLT) method has a stronger impact on students' speaking skills within the Merdeka Curriculum compared to conventional teaching methods.

The implementation of CLT within the Merdeka Curriculum aligns with the findings of Rijnan and Irwan (2020), who stated that language teaching requires not only linguistic mastery but also communicative competence. This is also in line with Hymes' (1972) theory of language acquisition, which emphasizes that language learning involves not just grammatical proficiency but also the ability to use language appropriately in various social contexts.

Additionally, the application of CLT supports the principle of flexibility in the Merdeka curriculum, allowing students to learn through real-life experiences rather than solely through theoretical instruction. Furthermore, the use of CLT aligns with the efforts to develop the Pancasila Student Profile,

which emphasizes character-building, competence, and 21st-century skills. Within the Merdeka Curriculum, CLT provides students with more opportunities to practice communication in diverse real-world contexts, helping them become globally minded individuals with strong language skills and an openness to cultural differences. Moreover, this approach fosters creativity and independence, as students are encouraged to express ideas, engage in discussions, and actively solve problems in language interactions. CLT method in the Merdeka Curriculum also promotes critical thinking and collaboration, as students do not merely memorize language theory but also work together on projects and communication exercises that require analytical reasoning and teamwork. With a more flexible and feedback-based evaluation system, CLT helps students develop a strong moral character by fostering respect for others' opinions and encouraging effective and polite communication. Thus, the implementation of CLT in the Merdeka Curriculum not only enhances students' language proficiency but also supports character development in accordance with the values of the Pancasila Student Profile.

Previous research shows that the CLT approach has been applied in education, particularly in developing students' speaking skills. However, the impacts observed in previous studies and this study show significant differences. Compared to the 2013 Curriculum (K13), the implementation of CLT in the Merdeka curriculum introduces major changes in learning patterns. K13 focuses more on grammar comprehension and reading skills, whereas the Merdeka curriculum, with CLT, emphasizes oral communication and real-life practice. The teacher's role has also shifted from merely delivering material to



acting as a facilitator who actively helps students practice. Additionally, the evaluation methods differ: K13 relies heavily on written exams, while the Merdeka curriculum with CLT prioritizes project-based and performance assessments.

Furthermore, in the 2013 Curriculum (K13), the assessment is based on the Minimum Completion Criteria (KKM), which is the minimum score students must achieve to pass a subject. If students do not meet the KKM set by the school—based on material complexity, available support, and student characteristics—they must take remedial tests or improve their grades. Meanwhile, in the Merdeka curriculum, the concept of KKM is no longer used. Assessment is more focused on student competency development through formative assessments and feedback, helping them understand the material more deeply. Students are evaluated based on their learning progress and skill development rather than a fixed numerical score. While K13 determines learning success based on achieving specific scores, Merdeka curriculum places greater emphasis on how students develop throughout the learning process, making evaluation more flexible and personalized.

Based on the results of this study, the implementation of CLT in the Merdeka curriculum has proven to be highly effective for students. In the Merdeka curriculum, learning is more flexible and based on real-life experiences, giving students more opportunities to communicate in various contexts, such as discussions, presentations, and collaborative projects. With increased communication practice in real situations, students become more confident in speaking, as mistakes are seen as part of the learning process.

In its implementation, CLT in the Merdeka Curriculum requires a shift in teaching methods. Teachers are no longer the sole source of information but act as facilitators who guide students in actively communicating. Learning resources must also be more interactive and based on real-life communication scenarios to support students' practical language skills. The impact on students is evident—those who learn through CLT are more confident in speaking and interacting in the target language compared to students in the K13 system, which focuses more on memorizing language rules. This impact is supported by the findings of this study. The experimental class, which received instruction using the CLT method within the Merdeka Curriculum, showed a significant improvement in speaking and communication skills. These students were more active in language interactions through activities such as discussions, storytelling, and presentations. This practice-based approach also increased their confidence and motivation to learn, as they engaged in learning that was relevant to real-life situations. Additionally, evaluation in the CLT class focused on formative assessments and project-based learning, allowing students to receive constructive feedback to develop their language skills more effectively.

In contrast, students in the control class, who were taught using conventional methods within the Merdeka Curriculum, did not show significant improvements in communication. Their learning remained centered on theory, grammar, and written exercises, with limited opportunities for natural speaking practice. As a result, they tended to be passive in communication and experienced higher levels of anxiety when using the target

language in real-life interactions. Their motivation to learn was also lower, as the traditional methods were less interactive and engaging.

The findings of this study highlight that while the Merdeka Curriculum offers flexibility in learning, the effectiveness of the teaching method plays a crucial role in developing students' skills. Thus, the application of CLT in the Merdeka Curriculum has been proven to be more effective than conventional methods in improving students' language abilities holistically.

## **CHAPTER V**

### **CONCLUSION**

This last chapter contains the conclusions of each treatment that has been carried out and has been written previously. This chapter also contains suggestions directed to teachers and future researchers.

#### **5.1 Conclusion**

Based on the findings of this study, it can be concluded that the implementation of the Communicative Language Teaching (CLT) method in the Merdeka Curriculum has a significant positive impact on students' speaking skills. The results show that students in the experimental class, who were taught using CLT, demonstrated greater improvements in fluency, confidence, and active participation in language interactions compared to students in the control class, who were taught using conventional methods.

The CLT method is effective because it allows students to practice speaking through discussions, storytelling, and presentations, making learning more interactive and engaging. It also shifts from traditional written tests to project-based assessments, providing continuous feedback that helps students improve their language skills more efficiently.

Furthermore, this study confirms that the success of CLT in the Merdeka Curriculum is influenced by various factors, including the role of teachers as facilitators, the use of relevant and engaging learning materials, and a classroom environment that supports active communication. These elements contribute to a more dynamic and student-centered learning experience, making CLT a superior method for improving language proficiency.

The results prove that the implementation of CLT in the Merdeka Curriculum is more effective than conventional teaching methods in improving students' speaking skills. This study supports the broader application of CLT in language learning, as it not only enhances students' ability to communicate in English but also fosters critical thinking, collaboration, confidence in real-world interactions, and the development of the Pancasila learner profile.

## **5.2 Suggestion**

Based on the results of this study, there are some suggestions regarding school facilities, teacher development, and future research:

### **1. For School Facilities:**

Schools should support the implementation of CLT in the Merdeka Curriculum by providing teacher training, improving language learning facilities, and ensuring well-maintained technological tools. Upgrading classrooms with audio-visual aids, digital resources, and language labs will enhance interactive learning. Additionally, extracurricular activities like English Days and speech competitions can offer students more real-life speaking practice. Shifting from traditional exams to project-based assessments will further align with CLT principles, fostering better language development.

### **2. For Teacher Development:**

Teachers should receive regular training and workshops on innovative teaching methods that align with the principles of the Merdeka Curriculum. Professional development programs should focus on effective teaching techniques, such as communicative approaches, project-based

learning, and technology integration in the classroom. With this approach, teachers can act as facilitators, encouraging active communication through role-playing, discussions, storytelling, and collaborative projects—aligning with the concept of flexible and experiential learning in the Merdeka Curriculum. Additionally, providing constructive feedback and fostering a supportive learning environment will boost students' confidence in speaking. Integrating technology, such as language learning applications and online platforms, will further enhance students' engagement in language practice. Continuous professional development and collaboration among teachers will help refine the CLT method, making it more effective in improving students' speaking skills.

### 3. For Future Research:

Future research can explore other teaching methods and digital media to enhance students' speaking skills beyond CLT, such as project-based learning, blended learning, and gamification. Comparative studies can help identify the most effective approaches within the Merdeka Curriculum. Additionally, research on AI-powered language applications, interactive platforms, and virtual reality tools could further support CLT-based learning. Expanding studies across different school levels and student backgrounds will provide deeper insights into the long-term effectiveness of various teaching strategies in the flexible learning framework of the Merdeka Curriculum.

By improving school facilities, enhancing teacher training, and expanding research on innovative teaching methods, the quality of

language learning can be significantly improved, ensuring that students receive the best possible education.

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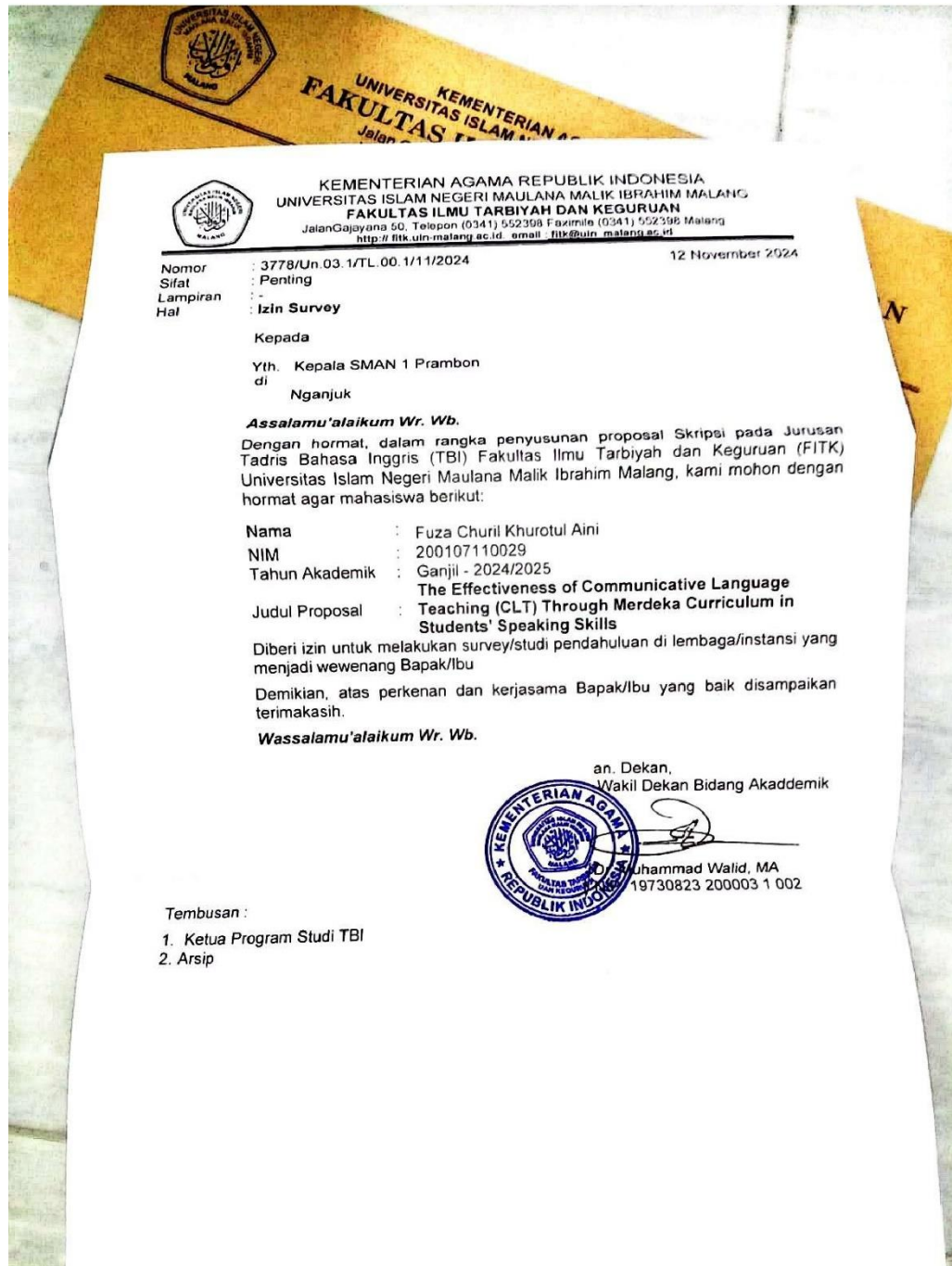
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# APPENDICES

## Appendix I Survey Permit



Scanned with ACE Scanner

## Appendix II Research Permission Letter

 KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
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Nomor : 3810/Un.03.1/TL.00.1/11/2024 13 November 2024  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

Kepada  
Yth. Kepala Sekolah SMAN 1 Prambon  
di  
Nganjuk

**Assalamu'alaikum Wr. Wb.**  
Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Fuza Churil Khurotul Aini  
NIM : 200107110029  
Jurusan : Tadris Bahasa Inggris (TBI)  
Semester - Tahun Akademik : Ganjil - 2024/2025  
Judul Skripsi : The Effectiveness of Communicative Language Teaching (CLT) Through Merdeka Curriculum ini Students Speaking Skills  
Lama Penelitian : November 2024 sampai dengan Januari 2025 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.  
Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.  
**Wassalamu'alaikum Wr. Wb.**

  
Muhammad Walid, MA  
NIP. 19730823 200003 1 002

Tembusan :  
1. Yth. Ketua Program Studi TBI  
2. Arsip

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## Appendix III Validation Sheet

### VALIDATION SHEET

#### Speaking Test

#### "The Effectiveness of Communicative Language Teaching (CLT) Through Merdeka Curriculum in Students' Speaking Skills"

Validator : Ima Mutholiatil Badriyah M.Pd

NIP : 198312172023212017

Expertise : English Literature

Validation Date : 11 November 2024

#### A. Introduction

This validation sheet is used to obtain an assessment from the validator on the research instrument that will be used in this research. Every feedback is essential to improve the quality of the research instrument. The researcher owes a lot for the willingness of validator in filling out this validation sheet.

#### B. Guidance

Please give a score on each item of the statement using the sign (✓) in the scale as follows 1 = Very Poor, 2 = Poor, 3 = Average, 4 = Good, 5 = Very Good.

#### C. Assessment Rubric

No	Indicators	Score					Feedback / Suggestions
		1	2	3	4	5	
1.	The research instrument is well constructed					✓	
2.	The research instrument is reliable with the research question					✓	
3.	The research instrument use a good and proper pictures					✓	
4.	The research instrument can be used for descriptive text material					✓	
5.	The research instrument is easy to understand				✓		

Scanned with ACE Scanner



6.	The research instrument can help the researcher find out students' abilities in speaking skills				✓		
----	---	--	--	--	---	--	--

#### D. Suggestion

no suggestion since the research instruments are constructed well and clearly.

#### E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please give a strikethrough (*example*) on the answer that does not match your conclusion.

1. Appropriate to be used to collect data without revision. ✓
2. Appropriate to be used to collect data within the revision.
3. Not appropriate to be used to collect data.

Malang, 11 Nov 2024

Validator,

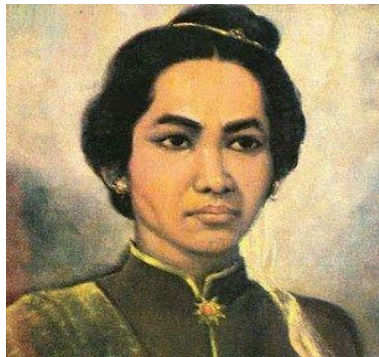


Ima Mutholliatil Badriyah, M.Pd

NIP. 198312172023212017

## Appendix IV Research Instrument

### 1. PRE-TEST



### 2. POST-TEST



## Appendix V Research Completion Letter



PEMERINTAH PROVINSI JAWA TIMUR  
DINAS PENDIDIKAN  
**SMA NEGERI 1 PRAMBON**  
Jalan Ahmad Yani No. 1, Telepon (0358) 791437, Pos-el: smanepra@gmail.com  
Laman : sman1prambon.sch.id, Kode Pos : 64484

### SURAT KETERANGAN

No : 422/ 65 /101.6.15.11/2025

Yang bertanda tangan di bawah ini :

Nama : Eko Suyitno, S.Pd, M.Si  
NIP : 19651112 199703 1 003  
Pangkat/Gol. : Pembina Utama Muda IV/c  
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa mahasiswa yang beridentitas :

Nama : Fuza Churil Khurrotul Aini  
NIM : 200107110029  
Program Studi : Tadris Bahasa Inggris  
Universitas : UIN Maulana Malik Ibrahim Malang

Telah selesai melaksanakan Observasi di SMA Negeri 1 Prambon Nganjuk pada Tanggal 09 Desember 2024 s/d 22 Januari 2025, yang berjudul:

**"the Effectiveness of CLT Through Merdeka Curriculum in Student's Speaking Skills"**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



Prambon, 06 Februari 2025  
Kepala SMA Negeri 1 Prambon  
**Eko Suyitno, S.Pd, M.Si**  
NIP. 19651112 199703 1 003

## Appendix VI Alur Tujuan Pembelajaran

No.	Basic Competencies	Material	Indicator	Assessment Techniques
1.	Phase E: Presenting explanatory texts orally by paying attention to social functions, text structures and linguistic elements correctly and according to context.	Descriptive Text	<ul style="list-style-type: none"> <li>Composing a simple descriptive text orally by considering social functions, text structure, and linguistic elements correctly and appropriately in context.</li> <li>Presenting a simple descriptive text orally by considering social functions, text structure, and linguistic elements correctly and appropriately in context.</li> </ul>	Storytelling Picture-cued

## Appendix VII Modul Ajar

### MODUL AJAR BAHASA INGGRIS FASE E DESCRIPTIVE TEXT

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Fuza Churil Khurotul Aini
Institusi	SMANEPRA
Tahun Pelajaran	2024/2025
Jenjang Sekolah	Sekolah Menengah Atas (SMA)
Kelas / Fase	X / E
Elemen	Descriptive Text
Domain	Menyimak – berbicara
Capaian Pembelajaran	Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.
Alokasi Waktu	2 Jam Pelajaran (JP) = 45 menit x 2 = 90 menit
B. KOMPETENSI AWAL	
<ol style="list-style-type: none"> <li>1. Definition of the text genre</li> <li>2. Social function of the descriptive text</li> <li>3. Generic structure of the descriptive text</li> <li>4. Language features of the descriptive text</li> </ol>	

C. PROFIL PELAJAR PANCASILA	
• Berpikir kritis	Siswa mampu memproses informasi dan gagasan, menganalisis dan mengevaluasi penalaran, merefleksi pemikiran dan proses berpikir, serta mengambil keputusan.
• Gotong royong	Siswa mampu untuk melakukan kegiatan secara bersama-sama dengan suka rela agar kegiatan yang di kerjakan dapat berjalan lancar, mudah, dan ringan.
• Kreatif	Siswa mampu memiliki dimensi kreatif yaitu mampu beradaptasi, menghasilkan sesuatu yang orisinal, bermakna, bermanfaat, dan berdampak untuk mengatasi berbagai permasalahan baik bagi diri sendiri maupun bagi lingkungan sekitar.
• Mandiri	Siswa mampu mempertanggung jawabkan atas proses dan hasil belajarnya.
D. SARANA DAN PRASARANA	
Media Pembelajaran	Hand book, laptop, handphone, LCD, proyektor, dan speaker.
Sumber Belajar	Lembar Kerja Peserta Didik (LKPD), PPT, pictures, LCD, laptop, dan hand book.
E. PENDEKATAN PEMBELAJARAN	
Communicative Language Teaching (CLT)	
F. METODE PEMBELAJARAN	
Storytelling Picture-cued	
G. TARGET PESERTA DIDIK	
Seluruh peserta didik	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
1. <b>Menganalisis</b> fungsi social, struktur teks, dan unsur kebahasaan dari sebuah <i>descriptive text</i> secara berpasangan atau secara individual.	
2. <b>Menemukan</b> informasi rinci terkait <i>descriptive text</i> secara berpasangan maupun secara individual.	
3. <b>Menyimpulkan</b> isi dari <i>descriptive text</i> dengan kalimat sederhana dan menggunakan kalimat sendiri secara individual.	
4. <b>Menyusun</b> <i>descriptive text</i> sederhana dengan menggunakan kalimat sendiri secara individual.	
5. <b>Menjelaskan</b> definisi, tujuan, struktur teks, ciri-ciri unsur kebahasaan dari sebuah <i>descriptive text</i> secara berpasangan maupun individual.	
6. <b>Mempresentasikan</b> hasil karya berupa <i>descriptive text</i> sederhana yang sudah dibuat secara individual.	

<b>B. PEMAHAMAN BERMAKNA</b>	
<p><i>Descriptive text</i> adalah suatu teks yang menjelaskan atau mendefinisikan orang, binatang, tempat, benda atau suatu gambar baik dari segi bentuk, sifat-sifatnya, jumlahnya, dan lain-lain. Tujuan dari <i>descriptive text</i> adalah untuk menjelaskan gambar atau mengungkapkan seseorang atau suatu benda.</p>	
<b>C. PERTANYAAN PEMANTIK</b>	
<ul style="list-style-type: none"> <li>• Pay attention to this picture!</li> <li>• What does she look like?</li> <li>• Please tell us about this picture?</li> </ul>	
<b>D. PERSIAPAN PEMBELAJARAN</b>	
<ul style="list-style-type: none"> <li>• Guru melakukan tes diagnosis</li> <li>• Guru menyiapkan materi yang akan di berikan kepada siswa</li> <li>• Guru menyusun instrument assesmen yang digunakan</li> </ul>	
<b>E. KEGIATAN PEMBELAJARAN</b>	
<b>PERTEMUAN KE-1</b>	
<b>PRE-ACTIVITY (10 minutes)</b>	<ol style="list-style-type: none"> <li>1. Guru membuka pelajaran dengan salam dan apersepsi.</li> <li>2. Guru menjelaskan tujuan pembelajaran.</li> <li>3. Guru menanyakan pemahaman awal peserta didik tentang descriptive text melalui pertanyaan pemantik atau diskusi singkat.</li> </ol>
<b>MAIN ACTIVITY (65 minutes)</b>	<p><b>Pengenalan Materi :</b></p> <ol style="list-style-type: none"> <li>1. Guru menjelaskan definisi, struktur, dan ciri kebahasaan descriptive text secara interaktif.</li> <li>2. Guru memberikan contoh descriptive text dan menganalisis struktur serta ciri kebahasaan secara bersamaan.</li> </ol>
	<p><b>Diskusi Kelas</b></p> <ol style="list-style-type: none"> <li>1. Siswa di bagi dalam kelompok kecil (3-4 orang).</li> <li>2. Setiap kelompok diberikan sebuah gambar (hewan, orang, tempat, dan benda).</li> <li>3. Siswa diminta membuat teks deskripsi singkat berdasarkan gambar.</li> </ol> <p><b>Presentasi :</b></p> <ol style="list-style-type: none"> <li>1. Setiap kelompok mempresentasikan hasil deskripsinya.</li> <li>2. Kelompok lain memberikan pertanyaan atau komentar.</li> </ol>

<p><b>POST-ACTIVITY</b> (10 minutes)</p>	<ol style="list-style-type: none"> <li>1. Guru memberikan kesempatan kepada peserta didik untuk bertanya.</li> <li>2. Guru memberikan ringkasan dan refleksi terhadap pembelajaran hari ini.</li> <li>3. Guru memberikan apresiasi atas hasil kerja siswa.</li> <li>4. Guru menyebutkan rencana kegiatan pembelajaran untuk pertemuan selanjutnya.</li> <li>5. Guru menutup pembelajaran dengan doa bersama dan salam.</li> </ol>
<p><b>PERTEMUAN KE-2</b></p>	
<p><b>PRE-ACTIVITY</b> (10 minutes)</p>	<ol style="list-style-type: none"> <li>1. Guru membuka pelajaran dengan salam dan apersepsi.</li> <li>2. Guru menampilkan satu gambar sederhana di layar dan mengajak siswa menyebutkan ciri-ciri objek tersebut sebagai apersepsi.</li> <li>3. Guru mengulas kembali materi sebelumnya dengan kuis cepat atau diskusi tanya jawab antar siswa.</li> </ol>
<p><b>MAIN ACTIVITY</b> (70 minutes)</p>	<p><b>Games: Guess the Object</b></p> <ol style="list-style-type: none"> <li>1. Guru membagi siswa menjadi 4 kelompok besar. Tiap kelompok kemudian bekerja dalam tim kecil (pasangan atau kelompok 4 orang).</li> <li>2. Guru menjelaskan aturan permainan: setiap siswa akan mendapatkan satu kartu bergambar/ tertulis nama objek (kategori : hewan, benda, tempat, dan orang)</li> <li>3. Siswa bergiliran mendeskripsikan objek dalam bahasa Inggris tanpa menyebutkan namanya, sementara anggota kelompok lain mencoba menebak. Jika objek tidak berhasil ditebak, siswa akan mendapatkan petunjuk tambahan.</li> <li>4. Guru berkeliling mengobservasi, memberi bimbingan, dan mencatat penggunaan grammar, vocabulary, dan clarity untuk umpan balik di akhir pelajaran.</li> </ol>



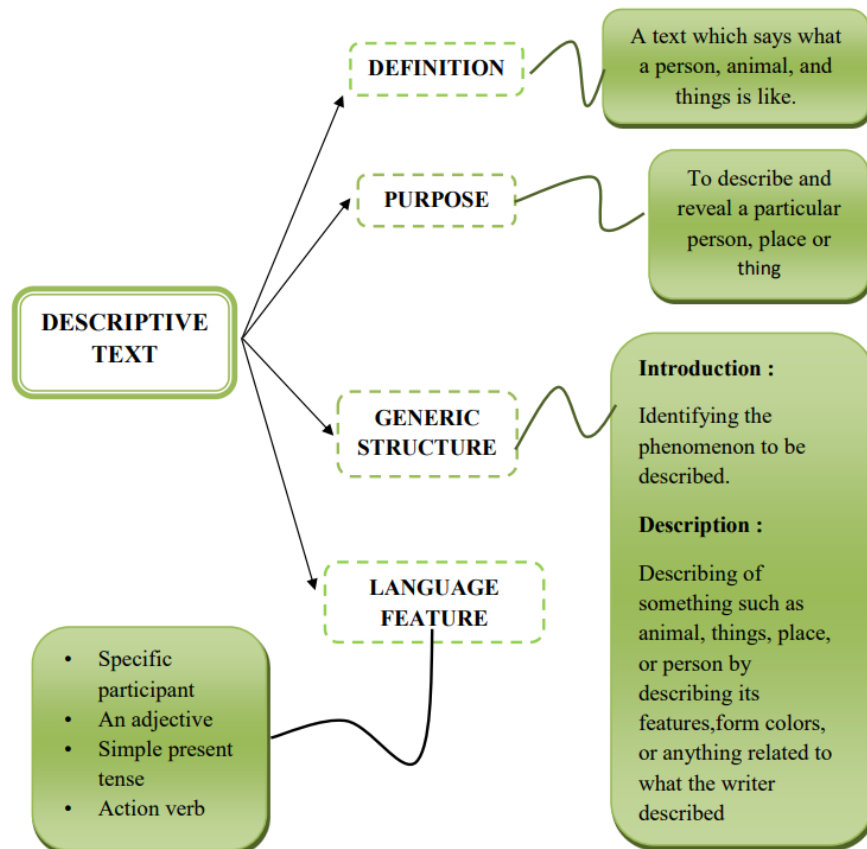
<p><b>POST-ACTIVITY</b> (10 minutes)</p>	<ol style="list-style-type: none"> <li>1. Guru memberikan refleksi melalui pertanyaan terbuka, seperti: "<i>Apa kesulitan dalam mendeskripsikan objek?</i>", "<i>Bagaimana cara membuat deskripsi lebih jelas?</i>"</li> <li>2. Guru memberikan umpan balik terkait grammar, vocabulary,, dan strategi komunikasi yang digunakan siswa saat berbicara.</li> <li>3. Guru memberikan apresiasi hasil kinerja siswa selama pembelajaran dan menutup kelas dengan berdoa bersama dan salam.</li> </ol>
<p><b>PERTEMUAN KE 3</b></p>	
<p><b>PRE-ACTIVITY</b> (10 minutes)</p>	<ol style="list-style-type: none"> <li>1. Guru memberikan salam dan mengajak siswa berdoa sebelum memulai pembelajaran.</li> <li>2. Guru mengecek kehadiran siswa.</li> <li>3. <i>Warming up</i></li> <li>4. Guru mereview materi yang telah dipelajari sebelumnya secara singkat.</li> <li>5. Guru memberikan arahan tentang bagaimana cara menyampaikan storytelling berdasarkan gambar dengan baik (struktur, ekspresi, dan penggunaan bahasa deskriptif). .</li> </ol>
<p><b>MAIN ACTIVITY</b> (70 minutes)</p>	<ol style="list-style-type: none"> <li>1. Siswa diminta mencari gambar di internet (melalui HP) dengan kategori objek meliputi hewan, orang, tempat, dan benda.</li> <li>2. Berdasarkan gambar tersebut, siswa diminta menyusun paragraph teks deskriptif secara individual.</li> <li>3. Setelah selesai, siswa menukarkan hasil tulisan mereka secara acak dengan teman.</li> <li>4. Setiap siswa membaca teks milik temannya, lalu menyampaikan kembali isi deskripsi tersebut dengan kata-kata mereka sendiri secara lisan di kelompok kecil atau secara berpasangan.</li> <li>5. Beberapa siswa di minta mempresentasikan storytelling di depan kelas. Siswa lainnya mendengarkan dan memberikan tanggapan atau pertanyaan singkat terhadap isi presentasi tersebut.</li> <li>6. Guru mengamati jalannya kegiatan, memberikan bantuan bahasa bila di perlukan, dan mencatat poin-poin untuk umpan balik.</li> </ol>

<p><b>POST-ACTIVITY</b> (10 minutes)</p>	<ol style="list-style-type: none"> <li>1. Guru memberikan umpan balik terkait kemampuan siswa dalam menyampaikan deskripsi secara lisan, termasuk aspek struktur kalimat, pemilihan kata, dan pengucapan.</li> <li>2. Guru mengajak siswa refleksi dengan pertanyaan: <i>"Apa yang menantang dalam menjelaskan deskripsi temanmu?"</i>, <i>"Bagaimana cara membuat deskripsi lebih jelas?"</i></li> <li>3. Guru memberi motivasi agar siswa melatih storytelling dengan media visual lainnya di luar kelas..</li> <li>4. Guru menutup kelas dengan doa dan salam.</li> </ol>
<p><b>E. ASSESSMENT</b></p>	
<p>Assessment Non-Kognitif</p>	<ul style="list-style-type: none"> <li>• Apa harapanmu setelah mempelajari materi tersebut?</li> <li>• Apa dampak yang kamu peroleh setelah menerapkan metode CLT dalam berkomunikasi?</li> <li>• Bagaimana pendapatmu terkait gambar yang menjadi alat untuk mengembangkan kemampuan berbicara siswa?</li> </ul>
<p>Assessment kognitif</p>	<ul style="list-style-type: none"> <li>• Bagaimana metode CLT membantu meningkatkan keterampilan berbicara?</li> <li>• Apa perbedaan dari <i>identification</i> dan <i>description</i> dalam descriptive text?</li> <li>• Apa tujuan dari descriptive text?</li> </ul>
<p>Assessment Formatif</p>	<ul style="list-style-type: none"> <li>• Unjuk kerja</li> <li>• Penilaian harian</li> </ul>
<p>Assessment Sumatif</p>	<p>Speaking Test</p>
<p><b>F. PENGAYAAN DAN REMIDIAL</b></p>	
<ul style="list-style-type: none"> <li>• Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan sangat baik, yaitu dengan cara memberikan ragam soal yang tingkatannya lebih tinggi.</li> <li>• Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik, yaitu dengan cara memberikan pengulangan materi dasar serta materi spesifik yang kurang dikuasai oleh peserta didik . (Materi pengayaan dan remedial terlampir)</li> </ul>	

<b>G. REFLEKSI PESERTA DIDIK DAN GURU</b>	
<ul style="list-style-type: none"> <li>• Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik?</li> <li>• Apakah semua peserta didik nyaman belajar dalam kelompoknya?</li> <li>• Pada bagian mana dari materi ini peserta didik mudah memahami?</li> <li>• Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini?</li> </ul>	
<b>LAMPIRAN</b>	
<b>A. LEMBAR KERJA PESERTA DIDIK</b>	
-	
<b>B. BAHAN BACAAN GURU DAN PESERTA DIDIK</b>	
<ul style="list-style-type: none"> <li>• E-modul Bahasa Inggris kelas XI</li> <li>• Powerpoint</li> <li>• Handbook</li> </ul>	
<b>C. GLOSARIUM</b>	
Descriptive text	Suatu teks yang menjelaskan atau mendeskripsikan orang, tempat, binatang atau suatu benda baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain. Tujuan dari <i>descriptive text</i> adalah untuk menjelaskan, menggambarkan, atau mengungkapkan seseorang atau suatu benda.
<b>D. DAFTAR PUSTAKA</b>	
<ul style="list-style-type: none"> <li>• Handbook</li> <li>• E-book</li> </ul>	

## Appendix VIII Bahan Ajar

### BAHAN AJAR DESCRIPTIVE TEXT



#### A. Definition of Descriptive Text

Descriptive text adalah teks yang menggambarkan seseorang, tempat, atau benda dengan jelas sehingga pembaca atau pendengar dapat membayangkan object tersebut. Tujuan dari descriptive text yaitu memberikan gambaran terperinci mengenai suatu hal dan membantu pembaca memahami apa yang digambarkan dengan detail, seperti bentuk, warna, ukuran, fungsi, atau kualitas dari objek yang di deskripsikan.

#### B. Generic structure

Dalam membuat descriptive text, ada beberapa susunan struktur yang harus diperhatikan, meliputi:

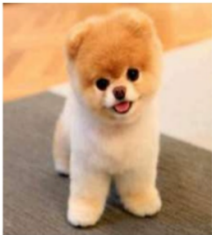
1. **Identification**, berisi tentang pengenalan orang, tempat, hewan, atau objek yang akan di deskripsikan.
2. **Description**, berisi tentang deskripsi suatu hewan, benda, tempat, atau orang dengan menggambarkan ciri-ciri, bentuk, warna, atau apapun yang berhubungan dengan apa yang dideskripsikan.

### C. Language Feature of Descriptive Text

1. **Specific Participant**, memiliki objek tertentu atau tidak bersifat umum.  
*examples:* My House, Borobudur Temple, My Favorite Teacher, My Bestfriend, A Day at Central Park, etc
2. Menggunakan banyak **kata sifat (Adjectives)**, untuk menggambarkan bentuk, ukuran, warna, atau kualitas subjek secara rinci.  
*examples:* The Beautiful Beach, A Handsome Man, The Famous Place in Jepara.
3. Menggunakan **Simple Present Tense**, untuk menggambarkan fakta atau karakteristik dari objek yang di jelaskan.  
*examples:* She has long hair and always wears a cheerful smile, the komodo dragon lives on a few Indonesian islands, etc.
4. **Action verb**, untuk menunjukkan tindakan, aktivitas, atau kepemilikan dari subjek (orang, hewan, benda, atau tempat) dalam kalimat.  
*examples:* run, sleep, walk, cut, etc.

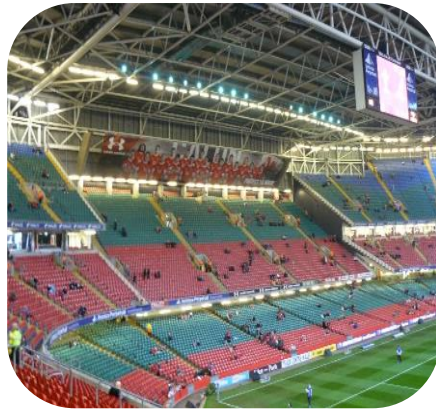
### D. CONTOH DESCRIPTIVE TEXT

#### • Describing Animal

	<p style="text-align: center;"><b>My Cute Dog</b></p> <p>I have a small cute Pomeranian dog, her name is Mia. Mia is my birthday present from my father.</p>	IDENTIFICATION
	<p>She has brown and white fur. I always want to hold her because her fur is very soft. She has small ears and sparkling black eyes. She likes to follow me everywhere I go and sleep on my bed. She is obedient, and that is why I love Mia very much.</p>	DESCRIPTION

- ***Describing Place***

***GELORA BUNG KARNO (GBK)***



***Identification:***

Gelora Bung Karno Stadium (GBK) is a major sports complex and stadium located in Jakarta, Indonesia. It was inaugurated in 1962 and named after Indonesia's first president, Sukarno, who initiated its construction.

***Description:***

GBK is one of the largest stadiums in Southeast Asia, with a seating capacity of over 77,000. It features a circular design with a distinctive open-air roof called "temu gelang". The stadium primarily hosts football matches and has been the venue for various major sports events, including the Asian Games. Surrounding the main stadium are additional sports facilities, parks, and jogging tracks, making GBK a popular spot for sports, concerts, and recreational activities among locals and tourists alike.

- ***Describing People***

***SUSILO BAMBANG YUDHOYONO (SBY)***

*Susilo* Bambang Yudhoyono, also known as SBY, was the sixth president of Indonesia, serving from 2004 to 2014. He was born on September 9, 1949, in Pacitan, East Java. SBY is known for his calm, wise, and strong character. Before becoming president, he had a long career in the military, where he rose to the rank of a four-star general in the Indonesian Army



In terms of education, SBY studied both in Indonesia and abroad. He attended the U.S. Army Command and General Staff College in the United States and later earned a master's degree from the Bandung Institute of Technology (ITB). His military background made him a firm but peace-oriented leader. During his presidency, SBY focused on economic and political reforms. He worked to strengthen Indonesia's international relations, helping to raise the country's profile globally. SBY is also known for his love of music. He enjoys composing songs and has even released several albums of his music. SBY is remembered as a disciplined, visionary leader dedicated to making Indonesia a better country for all.

Susilo Bambang Yudhoyono or SBY, has a tall and sturdy body, typical of a former general. His face is oval with brown skin, sharp dark brown eyes, and a medium and quite sharp nose. His hair is black with some gray, combed neatly to the side. His appearance is simple but authoritative, reflecting a calm and firm figure.

- ***Describing Thing***

***My New Laptop***

I have a laptop that my father bought for me last month. It is a stylish black laptop with a 14-inch screen. This device is the latest model from Asus.



The laptop's performance is excellent. I can use it to play high-specification games smoothly. Additionally, I can listen to music, watch movies, and even create digital drawings with it. Most importantly, I can use it for typing, which is very helpful when I have assignments from my teacher. It also allows me to search for references on the internet. I really like my new laptop because it is useful in many different situations.

## Appendix IX Scoring Rubric

### SCORING RUBRIC (SPEAKING TEST)

No.	Aspect	Indicator	Points
1.	Communicative	Students can tell a story very clearly and engagingly.	5
		Students can tell a story clearly and understandably; minor issues.	4
		Students can tell a story fairly well in most situations.	3
		Students have trouble telling a story; often unclear	2
		Unable to communicate effectively; unclear/confused.	1
2.	Competence	Students have mastery of skills; consistently accurate and proficient	5
		Students have good skills; few mistakes.	4
		Students have adequate skills; some minor mistakes.	3
		Students have limited skills; mistakes often interfere.	2
		Lacks necessary skills; many mistakes.	1
3.	Meaningfull	Students produce storytelling content that is highly relevant and meaningful; well-developed ideas.	5
		Students produce storytelling content that is mostly relevant and meaningful; clear ideas.	4
		Students produce storytelling content that is somewhat relevant; ideas partially developed.	3
		Students produce storytelling content that is somewhat relevant but lacks depth.	2
		Content is not relevant or important.	1
4.	Fluency	Students tell stories with very smooth and natural flow; no hesitation or breaks.	5
		Students tell stories with smooth flow with minor pauses; good pacing	4
		Students occasionally pause; generally understandable.	3
		Students often hesitate; flow is interrupted.	2
		Frequent pauses and unnatural breaks; hard to follow	1
		Students are highly spontaneous and natural; easily adapt to all situations.	5
		Students are generally spontaneous and can adjust to situations.	4
		Students give some spontaneous responses; a bit adaptable	3



5.	Spontaneity	Students have difficulty understanding the image given even after being re-explained, the description given is not quite right according to the image.	2
		Students do not show an understanding of the image given and cannot provide an accurate and clear description.	1
TOTAL POINT			25

**Score Calculating** = Point obtained x 4

## Appendix X Students Answer Sheet

### STUDENTS' SCORING & ASSESSMENT CRITERIA "PRE-TEST"

Nama : Jonat Rausan E.S  
Kelas : X-9  
No. Absensi : 15

No.	Aspect	Indicator	Score
1.	Pronunciation	Students can pronounce each word in a sentence fluently and clearly.	5
		Students can pronounce sentences fairly fluently, but there are some minor interruptions.	4
		Students can pronounce each word in a sentence, but it tends to be choppy and is still understandable.	3
		Student can pronounce each word in a sentence, but is not fluent and often stops.	2
		Students have difficulty pronouncing each word in a sentence fluently and are very choppy and unintelligible.	1
2.	Grammar	Students can use sentence structure, tenses, and conjunctions correctly and consistently without errors, so that the message is conveyed clearly and effectively.	5
		Students can generally use sentence structure, tenses, and conjunctions correctly, but some minor errors do not interfere with understanding the message.	4
		Students can use sentence structure, tenses, or conjunctions, but there are some errors that affect clarity, but the message can still be understood.	3
		Students are less precise in using grammar which is often wrong, especially in the placement of sentence structure and tenses, so it can be difficult for listeners to understand the meaning of the message.	2
		Students are not precise in almost all parts, with many errors in sentence structure, tenses, and use of conjunctions, so the message is very difficult to understand.	1
3.	Vocabulary	Students can use appropriate and contextual vocabulary with rich variations so that the message is delivered very clearly and effectively.	5
		Students can use vocabulary that is mostly appropriate and contextual, but some minor	4

		errors do not interfere with understanding the message.	
		Students can use fairly appropriate vocabulary, but there are some errors or inconsistencies that can affect the clarity of meaning.	(3)
		Students often choose the wrong vocabulary or use words that are not contextual, making it difficult to understand.	2
		Students cannot use vocabulary inappropriately and not contextually in almost all parts, making the message difficult to understand.	1
4.	Fluency	Students can speak fluently, without distracting pauses or repetitions, so that speech is clear and not stuttering.	5
		Students can speak fairly fluently with some small pauses or repetitions, but these do not interfere with overall comprehension or fluency.	4
		Students can speak with some pauses or repetitions that affect fluency, but is still understandable.	(3)
		Students stutters frequently, with many long pauses or repetitions that disrupt the flow of speech, making it difficult to understand.	2
		Students speak very stutteringly and with many long pauses that make the message unclear or difficult to understand.	1
5.	Comprehension	Students can understand the image as a whole without the need for re-explanation and can provide accurate and detailed answers or descriptions according to the image.	5
		Students can understand most of the images that sometimes require minor clarification but can provide accurate descriptions related to the image.	4
		Students can understand some images but require some re-explanations to be able to provide relevant descriptions related to the image.	(3)
		Students have difficulty understanding the image given even after being re-explained, the description given is not quite right according to the image.	2
		Students do not show an understanding of the image given and cannot provide an accurate and clear description.	1
<b>Total Score</b>			<b>25</b>

**STUDENTS' SCORING & ASSESSMENT CRITERIA**  
**"POST-TEST"**

Nama : Jonas Resano E.S  
Kelas : x-4  
No. Absensi : 15

No.	Aspect	Indicator	Score
1.	Pronunciation	Students can pronounce each word in a sentence fluently and clearly	(5)
		Students can pronounce sentences fairly fluently, but there are some minor interruptions.	4
		Students can pronounce each word in a sentence, but it tends to be choppy and is still understandable.	3
		Student can pronounce each word in a sentence, but is not fluent and often stops.	2
		Students have difficulty pronouncing each word in a sentence fluently and are very choppy and unintelligible.	1
2.	Grammar	Students can use sentence structure, tenses, and conjunctions correctly and consistently without errors, so that the message is conveyed clearly and effectively.	5
		Students can generally use sentence structure, tenses, and conjunctions correctly, but some minor errors do not interfere with understanding the message.	(4)
		Students can use sentence structure, tenses, or conjunctions, but there are some errors that affect clarity, but the message can still be understood.	3
		Students are less precise in using grammar which is often wrong, especially in the placement of sentence structure and tenses, so it can be difficult for listeners to understand the meaning of the message.	2
		Students are not precise in almost all parts, with many errors in sentence structure, tenses, and use of conjunctions, so the message is very difficult to understand.	1
3.	Vocabulary	Students can use appropriate and contextual vocabulary with rich variations so that the message is delivered very clearly and effectively.	(5)
		Students can use vocabulary that is mostly appropriate and contextual, but some minor	4

		errors do not interfere with understanding the message.	
		Students can use fairly appropriate vocabulary, but there are some errors or inconsistencies that can affect the clarity of meaning.	3
		Students often choose the wrong vocabulary or use words that are not contextual, making it difficult to understand.	2
		Students cannot use vocabulary inappropriately and not contextually in almost all parts, making the message difficult to understand.	1
4.	Fluency	Students can speak fluently, without distracting pauses or repetitions, so that speech is clear and not stuttering.	5
		Students can speak fairly fluently with some small pauses or repetitions, but these do not interfere with overall comprehension or fluency.	4
		Students can speak with some pauses or repetitions that affect fluency, but is still understandable.	3
		Students stutters frequently, with many long pauses or repetitions that disrupt the flow of speech, making it difficult to understand.	2
		Students speak very stutteringly and with many long pauses that make the message unclear or difficult to understand.	1
5.	Comprehension	Students can understand the image as a whole without the need for re-explanation and can provide accurate and detailed answers or descriptions according to the image.	5
		Students can understand most of the images that sometimes require minor clarification but can provide accurate descriptions related to the image	4
		Students can understand some images but require some re-explanations to be able to provide relevant descriptions related to the image.	3
		Students have difficulty understanding the image given even after being re-explained, the description given is not quite right according to the image.	2
		Students do not show an understanding of the image given and cannot provide an accurate and clear description.	1
Total Score			25



## Appendix XI Documentation



## Appendix XII Evidence of Guidance Consultation



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://tarbiyah.uin-malang.ac.id> Email: [psg\\_uinmalang@gmail.com](mailto:psg_uinmalang@gmail.com)

### BUKTI KONSULTASI SKRIPSI JURUSAN TADRIS BAHASA INGGRIS

Nama : Fuza Churil Khurotul Aini  
NIM : 200107110029  
Judul : The Effectiveness of Communicative Language Teaching (CLT) Through Merdeka Curriculum in Students' Speaking Skills  
Pembimbing : Nur Fitria Anggrisia, M.Pd

No	Tanggal/Bulan/Tahun	Materi Bimbingan	Tanda Tangan Pembimbing
1.	11/11/2024	Validasi Instrumen Penelitian	
2.	17/02/2025	Bab IV dan V	
3.	25/02/2025	Revisi Bab IV dan V	
4.	04/03/2025	Revisi Bab IV dan V	
5.	07/03/2025	Revisi Bab IV dan V	

Menyetujui,  
Dosen Pembimbing

**Nur Fitria Anggrisia, M.Pd**  
NIP. 19890901 2023212042

Malang, March 07, 2025

Mengetahui,  
Ketua Jurusan Tadris Bahasa Inggris

**Prof. Dr. H. Langgeng Budianto, M.Pd**  
NIP. 197110142003121001

## Appendix XIII Curriculum Vitae

### Curriculum Vitae

Nama Lengkap : Fuza Churil Khurotul Aini  
Tempat, Tanggal Lahir : Nganjuk, 05 April 2002  
Jenis Kelamin : Perempuan  
Agama : Islam  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Program Studi : Tadris Bahasa Inggris  
Alamat Rumah : Jl. Bangun Jiwo RT.034, RW. 009, Gading,  
Sonoageng, Prambon, Nganjuk, East Java,  
Indonesia.  
No. Hp/Telp : 082338443389  
Alamat Email : [fuzachuril591@gmail.com](mailto:fuzachuril591@gmail.com)



### Riwayat Pendidikan

- |              |                                  |
|--------------|----------------------------------|
| 1. 2009-2015 | MIN 2 Nganjuk                    |
| 2. 2015-2017 | MTsN 3 Tambakberas Jombang       |
| 3. 2017-2020 | MAN 3 Tambakberas Jombang        |
| 4. 2020-2025 | UIN Maulana Malik Ibrahim Malang |

Malang, 07 Maret 2025

Mahasiswa

Fuza Churil Khurotul Aini

NIM. 200107110029