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ABSTRACT

This inquiry is inspired by learners' drawback of passive interpersonal interaction among classmates and the shortage speaking performance in learning process. Communicative learning teaching (CLT) approach and learners' self-confidence are counted factors as the solution offered to tackle of hindrances faced by the 1st semester students of system information program of STMIK Pontianak the academic year of 2024/2025. The aim of this inquiry is to figure out how close the relationship is of CLT approach and self-confidence may enhance learners' English competence. This is a correlation research design of quantitative calculation. Questionnaire, learners' self-confidence, and speaking test are the instruments applied in this study, then be analyzed using doubled regression of three variables of SPSS ver. 25 of statistical calculation. The outcomes indicate that the totally implemented of communicative learning teaching (CLT) doings and higher learners' self-confidence contribute to their speaking competence significantly, which means there is a close relationship of CLT approach and learners' self-confidence in enhancing their speaking proficiency.

Keywords : Communicative learning teaching, Self-confidence, Correlation research design, Hindrances, English competence

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1. Introduction

Speaking as one of the language competences which have to be overcome and learned by the learners of languages, especially English learners. Then the success of learning a language is evidenced by their capability in communicating in English to surrounding. It is in line with Zyoud (2016) speaking is one of the productive expertise then be verified by learners how competent they are in communicating. Definitely, acquiring a language is still imperfect if one cannot display its competent in speaking (Zyoud, 2016).

Putri, et al (2020) claimed speaking as the meaning of conveying occasions, concepts, views, someone mindsets to others in distinct, rational, purposeful and organized using of oral language. Then be clarified by Flutcher (2003:23) speaking is the unwritten role of language to converse to people (Putri, dkk : 2020). Moreover, Osborn, et al (2008) an efficient interaction through speaking may contribute a lot of profits for both parties in some events such as through formal speaking deeds, job coaching, actions, job dialogue, and some other business intents. Then as the consequence, Burns & Joyce (1997) someone without speaking expertise will experience unlucky moment in this competition age and be a problematic for highest rank (Zoubi & Al-Khasawneh, 2016).

Acquiring English speaking competence is not an easy thing to cope with, it is still a complicated case to be encountered by numerous second and overseas language learners. Communicating within

English is not an easy thing for the learners as there are some parts have to be conquered those are pronunciation, grammar, vocabulary, fluency and comprehension, which are essential and without them the interaction will run badly (Deni Asrida, 2014). Even though English already studied since elementary till senior high school level, however, many Indonesian still cannot interact in English well. It is in aligned with Raffi (2021) a lot Indonesian learners also scholars have the difficulty in communicating in English then it becomes Indonesian national problematic (La Ode Nggawu & Nguyen Thi Phuong Thao, 2023). English instructors have the accountability to enhance learners' speaking competence, using teaching method also technique to enable learners be active and able to communicate well (Deni Asrida, 2014). A technique which emphasis on learners' involvement in learning course. It is in line with the Jasno's view in his study (2012) that English teacher must construct another advanced and inspired technique for increasing speaking proficiencies which focus on student centered communicative assignments (Jasno, 2012). The instructor have to establish certain assignments for the learners, a chance for spontaneous, personal even having certain experience with the target language learned (Malika; 2023). Then after experiencing those tasks, it leads to special personal experience of using the foreign language at a stage where teacher role is indispensable.

Researcher in her study encompasses communicative language teaching (CLT) approach and learners' self-confidence in enhancing speaking expertise in teaching speaking skill to the 2nd semester STMIK Pontianak student academic year 2023/2024 to figure out its benefits on learners' speaking competence. The 2nd semester System Information students finds it's hard in conversing to classmates in English which lead to the follows research questions :

1. How does CLT approach enhance learners' speaking competences ?
2. How does self-confidence enhance learners' speaking competences ?
3. How do the CLT approach and self-confidence enhance learners' speaking competences?

A. Communicative Language Teaching

CLT as one of the approaches created to assist the English students to utilize the target language for day to day interaction which may upgrade learners' experience and expertise in English skill (Siti Nurhayati;). More details Richards and Schmidt (2013, p.99) added that CLT is an approach to foreign and second language training which emphasizes on communicative expertise as the aims of teaching, moreover trying to create a significant interaction and the language usage as the central of totally teaching doings (Noha Abdelmageed & Mahmoud Ali Ahmed Omer ; 2020). Two versions of CLT are the weak version be defined as acquiring to apply the language, and the strong CLT be depicted as managing the language to study it (Hengki ; 2019).

(Littlewood, 1985) a conducive classroom doings is suggested in CLT to emerging learners' communicative proficiency, by dividing class doings into pre-communicative activities, such as drills, questions answer, then communicative activities. According to Richards (2006) an expressive feature is the idea of information gap, means in real interaction of people react to receive the message in pair and group project. Through these activities, learners acquire to pay attention to the language applied by others and have the time to produce a lot interaction (Noha Abdelmageed & Mahmoud Ali ahmed Omer; 2020). Moreover, this approach teach learners work through trial and errors individually, in pairs or in group (Burhanuddin, dkk; 2017) Some CLT techniques which may increase learners' interest and pleasing of acquiring English speaking, i.e. Role-play or mini-drama, information gap, interview, group-task, opinion sharing, story-telling, and scavenger hunt within English course, which may growth learners' chance for language interaction and involvement (umar haliwandana; 2021, Burhanuddin, dkk; 2017). In addition, Morrow (2018) CLT class uses the language in communicative doings, are wholly through pair and group work, which give students opportunity to be involved in real life atmosphere (Azimova; 2019).

Some of CLT approach techniques applied are :

Group Work

Group work is an exclusive doing to boost learners more energetic, humble, influentially, also encouraging to acquire English and to enhance fluency, accuracy also clarity in teamwork (umar h; 2021).

Role-play

Role-play as one of the attracting ways within CLT approach as it offers chance for learners to run interaction in differ places and differ social background, then trained in pairs or groups (Umar H; 2021).

Interview

An interview is one of class doings for boosting learners speaking expertise in acquiring English. Learners may have the role as interviewee and others as interviewers.

Scavenger Hunt

It is a doing of playing games to increase speaking skill, i.e. jigsaw, play-acting scissors, rock and paper, creating a match, jumble sentence, etc. Besides, this activity can create new word, or sentences (umar H; 2021).

Nunan (2002) clarifies five main types of communicative doings (Malika;):

1. Highlighting on teaching communication by interaction in target language.
2. The preface of original material into the teaching process.
3. Offering learners with the opportunity not only concentrate on the language, however also in the acquiring process.
4. Growing learner's individual knowledge as an essential part of learning contribution.
5. An effort to integrate intelligence acquired in the class to the factual situation outside class.

Jin (2008, p.45) and Doughty and Long (2003, p. 89) state eight principles underlying the communicative learning teaching (CLT) : 1) Using assignment as an organizing rule, 2) Acquiring by acting, 3) wealthy sources of knowledge, 4) sources need to be significant, comprehensible and detail, 5) stimulate co-operation and cooperative learning, 6) Concern on form, 7) present corrective mistake reaction, 8) admit and appreciate affective elements of learning (Burhanuddin; 2017).

B. Learners' Self-Confidence

There are numerous factors that affect learners' communication competences, those are internal and external factors. The internal factors are concerned in learners itself, such as motivation and self-confidence, otherwise external factors concerning how they gained the language from instructor, parents, and learning atmosphere (Mely dkk; 2020). Self-confidence is the vital thing while acquiring speaking English. There are some reasons of self-doubt, such as insecurity, anxieties of making faults, then anxieties as the challenging of acquiring English (Mely dkk; 2020).

Kanza (2015, p.24), self-confidence is one's emotion of assuming even trusting to his or her capabilities doing matters successfully, which as an indispensable role in enhancing learner speaking competence through presentation. Similar to jamila (2014) argues that the uninterested one who lack of self-confidence and possessing higher anxiety feeling cannot perform well for speaking performance (Lavani dkk; 2018). Then Perkins (2018) states, self-confidence is attach to success,

accomplishment in education, resolution, and one's well-being, then, three factors which affect the level of someone's self-confidence are self-efficacy, self-esteem, and self-compassion (omidullah; 2020). From some researchers' statements then Soliha (2020) concludes that self-confidence is a mental condition or psychology where he/she can evaluate all his/her conditions then may ensure his/her capability to gain what they want in life (Soliha; 2020).

C. Previous Study

Abdullahyeva (2024) in his study clarifies that the complex bond of self-confidence and English language ability is affected by personality individualities ethnic environment, and language attainment events. Then the educators and language teachers may boost learners' self-confidence in academic and professional setting by applying some approaches such as goal-setting, support, and active doings (Abdullahyeva; 2024). In aligned with, Agus salim (2015) in his research entitled "General Self-Confidence and Its Implication on Students' Achievement in Oral Presentation" concludes that teachers are required to increase class doings to boost learners' self-confidence which may lessen their worries while performing (Agus Salim, 2015). In detail Nurhayati, dkk (2017) in their inquiry entitled "Effort to Improve Students' Self-Confidence Using Collaborative Learning Model" concludes that collaborative learning model of share and create of discussion improve students' self-confidence with high category (Nurhayati, dkk 2017). Unfortunately Burhanuddin, dkk (2017) in their study claimed that although some CLT approach already applied in teaching process such as role-play, jigsaw, discussion, picture series, etc the outcomes displayed failure caused of ineffectively and unserious implemented technique.

2. Methodology

Creswell (2012) defines correlation designs as the method in quantitative inquiry to assess the level of correlation or relation between two or more variables by means of statistical technique of correlation testing. It indicates whether the variables are related or one may predict another (Creswell;2012). Furthermore no experimental intervention, the researcher takes participants as they are. In this study researchers wants to analyze the degree of association between multiple independent variables or communicative language teaching (CLT) approach and self-confidence in boosting the 1st semester students of system information program of STMIK Pontianak's speaking competency or a single dependent variable. Multiple Regression with three variables is applied to grade the combine association of doubled independent variables with a single dependent variable to learners speaking expertise.

Research participants and instrument

1st semester students class 1A1 of system information program STMIK Pontianak academic year 2024/2025 is the contributors in this inquiry consisted of 25 pupils with differ English background of senior high school. Research information is obtained through questionnaire, class observation, and speaking tests then be calculated using multiple regression three variables of SPSS ver. 25. The questionnaire is designed by the researcher, which already have pre-tested item of its validity and credibility (La ode; 2023).

Statistical formula :

$$\hat{Y} = a_0 + a_1 X_1 + a_2 X_2$$

3. FINDINGS AND DISCUSSION

This section discusses around three research problems; 1) CLT approach in learning process, 2) Learners' self-confidence, 3) The Learners' speaking competence. All research data is obtained then be analyzed in this inquiry. Questionnaire as the first data obtained spread to learners to know their views of the communicative learning teaching (CLT) approach implemented in learning process. This descriptive data is analyzed then distributed into scores using Likert scale, with scores ranging from 1-5. A score 1= strongly disagree, 2= disagree, 3= uncertain, 4= agree, and 5= strongly agree. The questionnaire consisted of 10 questions around learners' view of the implementation of CLT approach in learning process of speaking skill proficiency. The CLT doings are such as Role-play, drama, jigsaw, group discussion, picture series, etc applied in learning practice. Some of the questions are as follows, CLT approaches indeed help me in enhancing speaking skill, learners may collaborate and study conveniently in pairs and small groups, this activity help and encourage me and other students' in speaking in English, I think CLT doings make more creative and involved in learning, I feel convenient and enjoy learning using CLT approach, and so forth. The general average of learners' view of communicative learning teaching approach (CLT) applied in learning process score is 68,24%.

Then the second data are obtained from the questionnaire of learners' view about self-confidence. According to Lauster (2002) five features that influence one's self-confidence as follows: confidence in self-ability, optimism, objectiveness, being responsible, rational and realistic (Dian Oktary; 2019).

Table 1 : Learners' Self-Confidence

No	Sub Variable	VH	H	M	L	VL
1	Confidence in self-ability	4	11(4,4%)	8	2	0
2	Optimistic	2	9	14 (5,6%)	0	0
3	Responsible	3	8	12 (4,8%)	2	0
4	Objective	3	2	11 (4,4%)	9	0
5	Rational	2	2	12 (4,8%)	9	0

From the table, as delineated above each self-confidence level is : the confidence in self-ability in total frequency was High (H) categories was 11 at 4,4 %, the optimistic in total frequency was Medium (M) categories was 14 at 5,6%, the responsible in total frequency was Medium (M) categories was 12 at 4,8%, the objective in total was Medium (M) categories was 11 at 4,4%, and the rational in total frequency was Medium (M) categories was 12 at 4,8%. Then in overall, the students' self-confidence average is 61,92%.

Furthermore, speaking attainment scores is gained through speaking test of some criteria such as pronunciation, fluency, grammar, vocabulary and comprehension. Learners are tested through some activities such as, interview, group discussion, pair projects, and some speaking doings. The average speaking attainment score obtained is 69,48%.

All the data of CLT approach (X1) and learners' self-confidence scores (X2), also learners' speaking test attainment are accumulated using multiple regression statistical calculation, then the result are presented in Table 2 below.

Table

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.755 ^a	.569	.530	5.480

a. Predictors: (Constant), X2, X1

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	873.650	2	436.825	14.548	.000 ^b
	Residual	660.590	22	30.027		
	Total	1534.240	24			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	38.580	6.081		6.344	.000
	X1	.199	.066	.466	3.006	.007
	X2	.280	.102	.425	2.737	.012

a. Dependent Variable: Y

From the analysis regression outputs on Coefficients table above, the constant score gained is 38.580, slope score or coefficient regression (a1) is 0,199 with sig. 0,007, then slope score or coefficient regression (a2) is 0,280 with sig. 0,11. Then the regression equation is as follows :

$$\hat{Y} = a_0 + a_1X_1 + a_2X_2$$

$$\hat{Y} = 38,580 + 0,199X_1 + 0,280X_2$$

This equation regression then be tested its significant by looking at its F and sig. based on ANOVA table then obtained F is 14,548 and sig. 0,00. The sig. is less than 0,05 then can be summed up that the Coefficient equation regression in this study is significant.

Furthermore, to know its correlation of X1 with Y controlled by X2, be delineated on Table 3.

Table 3. Correlation

			Correlations	
Control Variables			X1	Y
X2	X1	Correlation	1.000	.540
		Significance (2-tailed)	.	.007
		df	0	22
Y		Correlation	.540	1.000
		Significance (2-tailed)	.007	.
		df	22	0

From the analysis of partial correlation, the correlation of X1 with Y controlled by X2, the coefficient correlation is 0.540 and sig. 0.007. Then because its sig. less than 0.05 then can be summed up that the partial correlation of X1 with Y controlled by X2 is significant. Then, the coefficient correlation between X2 with Y controlled by X2 to be delineated on the Table 4.

Table 4.

			Correlations	
Control Variables			Y	X2
X1	Y	Correlation	1.000	.504
		Significance (2-tailed)	.	.012
		df	0	22
X2		Correlation	.504	1.000
		Significance (2-tailed)	.012	.
		df	22	0

On table 4, the analysis of partial correlation of X2 with Y manipulated by X1 is 0.540 and sig. 0.012 then because sig. less than 0.05 then be restated that partial correlation between X2 with Y controlled by X1 is substantial.

4. CONCLUSION AND SUGGESTION

The result of the discussion above reveals that there is correlation of the three variables in this study as elaborated from the statistical accumulation of multiple regression three variables. From Table 2 to Table 4 display the analysis correlation of X1 (CLT) approach with Y (speaking skill performance) controlled by X2 is significant, the coefficient is 0,540 sig. 0,007. Furthermore the analysis correlation of X2 (self-confidence) with Y (speaking performance) controlled by X1 (CLT) approach is 0,540 and sig. 0,012. The sig. 0,012 is less than 0.05 then it means it is significant. Then can be concluded that the CLT approach in teaching process and learners' self-confidence significantly affect students' speaking competence as delineated on Table 2 to Table 4.

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