

IMPROVING SPEAKING SKILLS THROUGH THE CLT METHOD

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Abstract. There are analysed some ways of improving students' speaking skills through the method communicative language teaching.

Key words: speaking skills, CLT, communication, interaction, dialogue, monologue and etc.

Speaking is the ability to communicate orally continues to be an essential skill for students at school and university it is important also for the students to practice their capability and their understanding on how to send idea and how to spell word well [1]. In this case, the students' motivation and interest are very needed to make the process of their understanding more easily. Even though speaking skill is important in order to support the skill in English, in fact, many of English learners are often faced with the problems of speaking skill. One of the ways is through CLT method.

CLT is the method in which the students are asked to use the language for communication in real situation and for successful oral communication students need a thorough in-depth instruction and practice [2;155]

Speaking is one of four language skills which are very important to be mastered by students in order to be good communicator and the ability to speak English fluently and accurately opens up wider opportunities to achieve success in life because speaking is the most important thing in communicate with other people.

According to Thornbury states, "speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning". In my point of view, speaking is crucial part of second language learning and teaching to get success in

communication. Speaking can be used all the time in their daily life and environments help to create a safe learning zone where learners could feel more comfortable making errors in their speaking [4;45].

People will be able to communicate with others and express their ideas easily. Based on the definitions above, it can be concluded that speaking is crucial part in language learning to get success in communication with other people. Speaking can be used all the time in their daily life. If people have many languages, they can express their ideas easily.

A short conversation to practice the students in the class assessed based on the types of speaking as follows:

1) Monologue. In monologue, when a speaker uses spoken language for any length of time, like in speech, lecture, storytelling, newscast, etc., the listener must process long stretches of speech without any interruption. The stream of the speech will go on without heeding whether the listener comprehends or not.

Monologue its self is divided into two kinds, planned and unplanned. Planned usually refer little redundancy and are relatively difficult to comprehend. Whereas unplanned manifest more redundancy which makes for ease in comprehension, but the presence of more performance variable and other hesitations, can help or hinder comprehension.

2) Dialogue. Contradictory with monologue, dialogue involves two or more speaker and can be subdivided into interpersonal and transactional. An interpersonal language is a dialogue with the purpose is to promote social relationship between speakers. On the other hand, transactional language is a dialogue which involves two or more speakers and the purpose is to convey propositional or factual information. In line with the theories above, it can be concluded that there are two types of speaking, Monologue and dialogue. Both of them have different purpose. [2;155]

Monologue is singular speaking which is only intended to convey our intention, while dialogue is plural speaking consist of the least two people,

speaker and hearer, who make an interaction. One transmits the message orally and another receives and processes it in his mind in order to understand the meaning of the message for the purpose of replying to the speaker's message orally too. The scoring categories of speaking rubric are important elements needed to be scored in speaking skill such as: grammar, vocabulary, comprehension, fluency, and pronunciation in the following [2;158]

According to Richard and Rogers states that "Communicative Language Teaching is regarded more as an approach since, the aims of CLT are to make the communicative competence the goal of language teaching and to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication" [3;67].

Larsen and Freeman states "The most obvious characteristic of CLT is that almost everything that is done with a communicative intent. Students use the language a great deal through communicative activities such as games, role plays, and problem solving tasks".

Based on the opinions above, the researcher states that characteristic of CLT is emphasized on the function of language than language system and CLT has many communicative activities that can be used in the learning process such as games, role plays and problem solving tasks. Dianne Larsen and Freeman states "The goal of the CLT is to enable students to communicate in the target language. This student's need knowledge of the linguistic forms, meanings, and functions". Based on the above, it can be concluded that purpose of CLT is developing communicative competence and acquire of target language. There are many effectiveness aspects in CLT to improve student's speaking skill such as they are reviewing many techniques and materials. These are authentic materials, scrambled sentences; language games, picture strip story, and role play [4;48].

To conclude Communicative Language Teaching is a suitable method to teach speaking. It can solve the problems that are faced by the students such as they have limitations in speaking English and they do not have the motivation to

learn English. By teaching speaking through CLT, the students can speak English fluently and make them confident.

References

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