

HOW IS THE IMPROVEMENT OF STUDENTS' FLUENCY IN SPEAKING SKILL THROUGH THE USE OF CLT?

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Annotatsion: This article is about the use of Communicative Language Teaching to Improve the Students' Speaking Skill. It was focused on the Students' Speaking fluency and Accuracy. In addition this article discussed communicative language teaching method in motivating and overcoming the students' problem in learning speaking in English language.

Annotatsiya: Ushbu maqola talabalarning nutq mahoratini oshirish uchun kommunikativ tilni o'qitishdan foydalanish haqida. Unda talabalarning nutq ravonligi va aniqligiga e'tibor qaratildi. Bundan tashqari, ushbu maqolada ingliz tilida gapirishni o'rganishda talabalarning muammolarini rag'batlantirish va bartaraf etishda kommunikativ tillarni o'qitish usuli muhokama qilindi.

Аннотация: Эта статья посвящена использованию коммуникативного обучения языку для улучшения навыков устной речи студентов. Основное внимание в ней уделялось беглости и точности речи студентов. Кроме того, в этой статье обсуждался метод коммуникативного обучения языку для мотивации и преодоления проблем студентов в обучении разговорной речи на английском языке.

As one of the most essential language in the world, many people use it as a media of communication. In terms people are able to communicate easily from different countries. Interaction and communication are created among them by using English as the main language. Moreover, in the era of globalization, English plays a key role in many areas including economics, politics, culture, communication and education. In response to this, many aspects are demanded English is very important to be mastered.

In generally, English consists of four skills to be taught. They are listening, speaking, reading, and writing. Recently, speaking has played an increasingly important role in second/foreign language settings as a means of communication in daily life. It is supported by O'Malley and Pierce' (1996: 57) finding that is among the four skills, speaking seems to be an important skill that a learner should acquire since one of the major responsibilities of any teacher

working with English language learners is to enable students to communicate effectively through oral language.

Speaking is a kind of either productive or active skill. Though the four skills are equally important, speaking becomes the most important tool to communicate that needs to be accomplished. In other words, the goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency.

Speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the same time she or he tries to get the ideas or the message across. In this case, there is a process of giving message, which is called as the encoding process. At the same time, there is a process of understanding the message of the first speaker. Harris (1974) defines speaking as the encoding process whereby we communicate our ideas, thought, and feeling orally. It means that we deliver spoken language for someone to tell what we need and try to fulfill

what other people ask. People can express themselves to other people to get a comfort situation in understanding each other. So, Speaking is the verbal and nonverbal interaction with an audience to communicate thoughts, information, and feelings. Speech is one way human beings make connection with each other.

In speaking process, one tries to communicate with and send out his/her message to the others. In this case, the communication needs at least two people, a speaker who produces a message and a listener who receives the message. Therefore, in speaking process, especially in dialogue, needs at least two people because we cannot do it individually.

One becomes a speaker who produces information and the other become listener who receive information. Referring to this, transactional dialogue is suitable to measure students' speaking achievements since transactional dialogue refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

Speaking must fulfill these following aspects, they are:

1. Fluency

- Conversational Practice: Engaging in regular conversations with native speakers or language partners can boost fluency by encouraging spontaneous speech.
- Storytelling and Role-playing: Practicing storytelling and role-playing scenarios can improve fluency and help learners think on their feet.

➤ **Avoid Overthinking:** Encouraging learners to focus on conveying their ideas rather than obsessing over perfection can lead to more fluid speech.

2. **Accuracy (grammar and pronunciation)**

➤ **Grammar and Vocabulary:** Regular practice with grammar exercises and vocabulary drills can help improve accuracy in language usage.

➤ **Pronunciation Practice:** Engaging in pronunciation exercises and mimicking native speakers can enhance spoken accuracy and boost confidence.

➤ **Slow and Steady:** Initially, speaking at a slower pace can assist in avoiding mistakes and formulating accurate sentences.

Richard (2006) says that Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

Communicative language teaching has an essential relationship with communicative competence as Richard (2006) stated that the goal of CLT is the teaching of communicative competence. Communicative language teaching sets as its goal the teaching of communicative competence. Perhaps we can clarify this term by first comparing it with the concept of grammatical competence. Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences and how sentences are formed. Grammatical competence is the

focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term communicative competence.

Communicative competence includes the following aspects of language knowledge:

- ✓ Knowing how to use language for a range of different purposes and functions.
- ✓ Knowing how to vary our use of language according to the setting and the participants.
- ✓ Knowing how to produce and understand different types of texts.

✓ Knowing how to maintain communication despite having limitations in one's language knowledge.

Jack C. Richards (2006) in his book says that one of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use.

CLT emphasizes the process of communication and leads learners to different roles from the traditional approach. The role of the learner is negotiator between the self, the learning process, and the object of learning. Learners are actively engaged in negotiating meaning by trying to make themselves understood and in understanding others within the classroom procedures and activities. However, CLT does not exclude grammar. CLT suggests that grammatical structure might be better understood "within various functional categories". In CLT classes, both accuracy and fluency should be taken into consideration in language teaching, but the aim is to build fluency. However, fluency should not be built at the expense of clear communication.

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