**THE COMMUNICATIVE LANGUAGE TEACHING (CLT) STRATEGY FOR THE**

**IMPROVEMENT STUDENTS’ SPEAKING ABILITY**

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**ABSTRACK**

The primary focus of this study was to investigate whether there was a notable distinction in the speaking abilities of twelfth-grade students at Senior High School Shailendra Palembang when taught using Communicative Language Teaching (CLT) compared to those who were not exposed to this method. Thus, the study aimed to discern any significant differences between the two groups. The research employed a quasi-experimental approach with a total population of 220 twelfth-grade students at Senior High School Shailendra Palembang. The sample consisted of 62 students, with 31 in the experimental group (XII MIIPA 2 class) and 31 in the control group (XII MIPA 1 class). Data collection involved a written test requiring the creation of a dialogue, and statistical analysis was performed using SPSS 26.The findings revealed that the average pretest score for the experimental group was 64.48, increasing to 71.23 in the posttest. In contrast, the control group exhibited an average pretest score of 64.19, which only slightly rose to 65.65 in the posttest. The calculated t-value (3.788) surpassed the critical t-table value (1.671) at a significance level of 0.05 in a one-tailed test with 60 degrees of freedom. Consequently, the null hypothesis (HO) was rejected, signifying a significant difference in speaking abilities between students taught using CLT and those who were not, among the twelfth-grade students at Senior High School Shailendra Palembang.

Keyword: ***Communicative Language Teaching (CLT), Speaking***