

Evaluation of the Communicative Language Teaching (CLT) Program in Enhancing Junior High School Students' Self-Confidence in English Speaking

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ABSTRACT: This study examines how Communicative Language Teaching (CLT) addresses junior high school students' low confidence in speaking English by creating supportive, student-centered environments that reduce anxiety, encourage participation, and connect classroom communication to meaningful, real-life use. The study aims to identify which CLT activities most effectively enhance speaking confidence, examine how peer interaction influences learners' willingness to communicate, and determine the overall level of self-confidence after sustained exposure to CLT practices. Using a descriptive quantitative design, data were collected from fifty randomly selected Grades 7–10 students via a validated 4-point Likert survey measuring perceptions of CLT activities and peer interaction, then analyzed using frequency, mean, and standard deviation. Results show consistently high mean scores indicating “strong agreement” that discussion, performance, and collaborative CLT tasks especially group presentations, language games, role-play, and problem-solving significantly increase confidence, while peer support reduces fear, motivates participation, and reinforces communicative competence. The findings confirm that CLT effectively enhances students' English-speaking self-confidence by fostering interactive, low-anxiety, student-centered classrooms where authentic communication is prioritized and regular practice enables learners to express ideas more fluently and confidently. It is recommended to expand sample size, employ experimental or longitudinal designs, focus on specific activity types, and integrate CLT with internationalization initiatives to evaluate transfer of confidence beyond the classroom across varied contexts in diverse educational settings. This study provides practical guidance for teachers and curriculum developers to implement engaging CLT strategies that build communicative competence and confidence, ultimately improving learners' participation, academic performance, and readiness to use English effectively in real-world situations.

KEYWORDS: Communicative Language Teaching, speaking confidence, junior high school, peer interaction, English language learning

INTRODUCTION

Background of the Study

Being able to speak English confidently is important for doing well and getting good opportunities. But many students struggle with feeling unsure of themselves when speaking the language. This lack of confidence makes for less effective communication – which further impacts both school performances and learning of that language. Students feel this way because of fears of making mistakes, not having an outlet or space to practice speaking, or having limited vocabulary to express themselves (Hutabarat & Simanjuntak, 2016). Students who can speak confidently do express themselves better, they understand others more easily, and they learn more quickly. Therefore, helping build confidence in speaking English provides plenty of opportunities for practice – and making students feel comfortable and supported whilst doing so is crucially important.

In connection with this, the English Area of St. Mary's College of Meycauayan Inc. always introduce new program that could help students develop competence and fluency as well as self-confidence in speaking the English language. To establish a systematic way of achieving this goal, the area introduces Communicative Language Teaching (CLT) which supports the RVM's theoretical paradigm of constructivism. The researchers believe that students have prior knowledge about things around them, and as such, students would be the center and the recipient of processed and valid information. CLT could possibly help the students in gaining self-confidence in speaking the English language, but the question lies on what specific activity could help the students gain this selfconfidence and what is the chance that this self-confidence will be sustained until they grow-up. While multiple research studies study the effectiveness of CLT in improving language skills, few focus specifically on its role in enhancing speaking self-confidence amongst Junior High School learners.

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This study aims to look at how the Communicative Language Teaching approach can help Junior High School students feel more confident when speaking English. The goal is to see which activities – such as debate, roleplaying, panel discussions and practicing real-life situations – may make students more confident in speaking English – rather than through more traditional ways of learning things such as grammar and vocabulary. Performing such activities that simulate real life and conversation helps students develop their speaking skills in a more authentic and meaningful way, which in turn has the power to create confidence within students and make them more effective communicators in English. The study therefore aims to show how the Communicative Language Teaching approach may assist Junior High School students to overcome their fears regarding speaking in English – and feel more confident doing so. Such an approach creates a supportive learning environment while also focusing on activities that promote real communication – all of which builds the skills and confidence necessary for success in learning English.

LITERATURE REVIEW

Challenges in speaking

The Philippines is home to students who appear to be fluent in English. Considering that the language is the country's official second language, it is not a shock that many learners of today know how to speak English. However, many second-language learners feel less confident when learning and speaking – that includes Filipinos. In a research study conducted in Davao del Norte in 2026, Filipino students were found to perceive themselves as average in terms of speaking English. However, these students expressed issues in confidence in speaking English due to their fear of making mistakes. These feelings affected their second-language development which hindered their ability to speak with fluency (Tancio & Cubio, 2026).

Research by Orge, Pameron, and Cocolan (2024) also found the same speaking challenges. Students fear being judged because of their incorrect grammar by their teachers and by their audience. Aside from fear of committing mistakes, students also cited that their lack of vocabulary and nervousness to speak with others contribute to their lack of English-speaking confidence.

Enhancing Confidence using Communicative Language Teaching

There are various student-centered strategies that have emerged in response to the need to improve students' language skills – one of these strategies is Communicative Language Teaching. At a university in Samar, students underwent eight weeks of interview-type speaking activities, each lasting 30 minutes per class session. This activity is found to increase students' confidence in speaking as students are provided with opportunities and spaces to practice (Cadiz-Gabejan, 2021).

Akkasorn and Chaiyasuk (2021) found that the integration of CLT techniques significantly improves the confidence of secondary school students in their speaking of English. The use of role-playing, guided discussions, and other interactive tasks within the classroom allowed students to feel more comfortable and less anxious about speaking in class. As a result, students felt more confident in expressing themselves.

Lumy (2018) also found that the use of CLT methods significantly enhances the speaking skills of students and, more importantly, the confidence that they exhibit when speaking English. When given opportunities to work with others in the classroom and to discuss topics of their interest, students begin to feel more confident in their abilities to speak and express themselves. This is due to the reduction of their fear of making mistakes while speaking.

Furthermore, Batuto and de la Pena (2019) found that the implementation of CLT significantly improves the speaking competence and confidence of students. Students that were provided with various interactive activities began to feel more willing and confident in speaking and communicating with others in the classroom. Activities included dialogues with other students, role-playing, and group discussions all significantly contributed to the enhancement of student confidence and speaking competence.

CONCEPTUAL FRAMEWORK

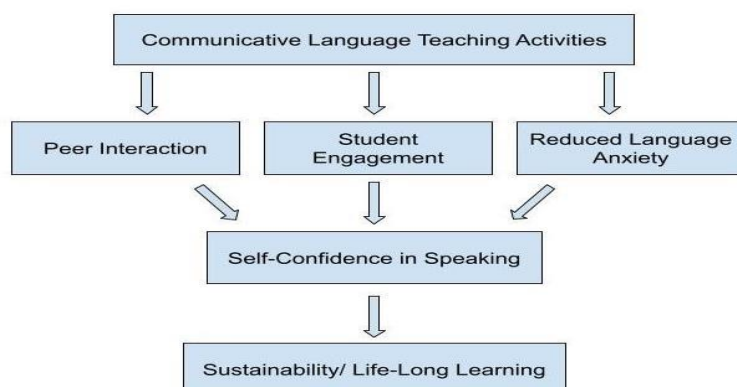


Figure 1: The Conceptual Framework of the Study

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The conceptual framework of this study presents that the activities included in the principles of CLT are instrumental in enhancing the self-confidence of students in their speaking of English. Activities like roleplaying, debate, and panel discussions have an impact on the interaction between the students, the engagement of the students within the classroom, and the anxiety linked with language use. Through interacting with other students, students are made to engage in speaking with their classmates.

Furthermore, because the language classroom utilizes the Communicative Language Teaching (CLT) methodology, the students do indeed become more engaged within such classrooms as a result of being required to actively participate in their classrooms. Students feel driven both to speak and to share their thoughts or ideas with others within the classroom. Finally, because there is less emphasis on grammar within the classroom, students also feel comfortable speaking but without being fearful of making mistakes within class.

These three factors lead to the development of the self-confidence of students in their speaking skills. As a result of students feeling confident in their abilities to speak and communicate in English, they are more likely to continue practicing their speaking skills, which ensures the life-long learning of these students.

Research Objectives

The research aims to achieve the following:

1. To identify the CLT activities that are most effective in enhancing the confidence of speaking among junior high school students.
2. To examine the effect of interaction with peers during CLT activities upon the confidence of students to speak English.

Research Questions

1. What specific Communicative Language Teaching (CLT) activities are most effective in enhancing speaking confidence among Junior High School students?
2. How do peer interactions during Communicative Language Teaching (CLT) activities contribute to students' confidence in speaking English?
3. What is the overall level of students' self-confidence in English speaking after exposure to CLT activities?

Scope and Limitations

This study is focused on the effectiveness of the Communicative Language Teaching (CLT) program in enhancing the self-confidence of students in speaking in English. Furthermore, the study will specifically look at certain activities within the CLT program and how those activities influence the confidence students have in their speaking of English. The study was performed on randomly selected students from the Junior High School levels (Grades 7 - 10) at St. Mary's College of Meycauayan, Inc.

However, because the study is reliant on the self-confidence reports of the students, the study could be influenced by the perceptions of each student in terms of their levels of confidence in speaking the English language. Furthermore, because the study is focused on the confidence that students have in their ability to speak English only, the study does not measure any other language skills such as writing, listening, and reading. Finally, the study will be performed only during the Academic Year of 2025-2026 and only considers certain activities within the CLT program.

Significance of the Study

This study is highly significant as it provides valuable insights into the effectiveness of the CLT program in boosting the self-confidence of Junior High School students in speaking in English. The findings will benefit *students* to have greater confidence and willingness to engage in speaking activities. *Teachers* may find this study helpful guide to adopting or implementing effective strategies for CLT approaches. The findings could furthermore help *school administrators* and *those who develop curriculum and instruction* to improve and strengthen such communicative approaches to English instruction. This study also may prove a helpful reference for *future researchers* investigating language teaching methods and students' speaking confidence.

Definition of Terms

Communicative Language Teaching - a learner-centered strategy aimed at fostering communicative competence, or the capacity to use language in practical contexts.

METHODOLOGY

Research Design

The researchers utilized a descriptive research design in this study. Descriptive design is appropriate for collecting information about individuals' attitudes, perceptions, and behaviors (Orodho and Kombo, 2005). This approach involved gathering data that provide a clear description of the current situation, particularly in relation to the implementation of the Communicative Language Teaching (CLT) program and its influence on students' self-confidence in English speaking. Through this design, the study aimed to examine students' engagement in CLT activities and how peer interaction during these activities develops or enhance their English-speaking confidence.

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Research Locale

The study was conducted at St. Mary's College of Meycauayan, Inc. in Meycauayan City, Bulacan. The Junior High School students were the respondents of the study and were administered an online form by their English teachers. The selected institution was home to the English Area that implements Communicative Language Teaching as its area program. The data was collected during the Academic Year 2025-2026 to ensure that the findings are relevant and can be used in the following academic year.

Sampling and Participants

The participants of this study are Junior High School students from St. Mary's College of Meycauayan, Inc. The respondents were randomly selected from Grades 7 to 10 to ensure a representative sample of learners exposed to the Communicative Language Teaching (CLT) program. A minimum of 50 students participated in this research study. By including students of varying grades within this study, the researchers were able to determine the effectiveness of CLT activities in increasing the self-confidence of students in speaking English.

Instruments

The researchers used a self-constructed survey questionnaire for data collection. The survey was constructed to evaluate the effectiveness of the CLT program on the self-confidence in English speaking of Junior high school students. The survey contained two main parts reflecting the research questions of the study.

The instrument used a 4-point Likert scale in determining the level of agreement with each statement – with options ranging from 1 - Strongly Disagree, 2 - Disagree, 3 - Agree and 4 - Strongly Agree. This scale was used to avoid the notion of neutrality in responses from participants. The first part of the questionnaire looked at CLT Activities and Speaking

Confidence – determining which type of CLT activity (role-playing, group discussions, storytelling, games/problem-solving) is most effective in building speaking confidence within students.

The second part looked at the element of Peer Interaction within the described types of activities and its influence on speaking confidence – factors including comfort in speaking, encouragement from peers, collaboration and motivation were included in the questions.

Data Gathering Procedure

The data was gathered first by the implementation of activities related to Communicative Language Teaching (CLT) throughout the school year by the various English teachers during their regular class. After the completion of the academic year, a survey was distributed to randomly selected students from each Junior High School classroom (Grades 7-10). The questionnaire was distributed online. After the completion of the distribution of the questionnaire, the data from the survey were gathered, organized, and analyzed to determine the effect of the Communicative Language Teaching activities on the students' self-confidence in speaking English.

Data Analysis

The data was interpreted effectively using descriptive statistics. The researchers used the following:

1. Frequency and percentage

This will be used to determine the frequency and percentage distribution of students' responses in relation to their experiences with CLT activities.

2. Mean

The mean was used to determine the overall level of students' self-confidence in English speaking and their experiences with CLT activities.

3. Standard Deviation

Standard deviation was used to determine the gap of individual responses to a question to vary or "deviate" from the mean.

4. 4-point Likert scale interval

This scale interval is utilized to determine the scores of the participants in their evaluation of the CLT activities and peer interaction and its effect on their confidence in speaking.

Table 1: 4-point likert scale interval for learning style preference

Scale interval	Interpretation
3.26 – 4.00	Strongly Agree
2.51 – 3.25	Agree
1.76 – 2.50	Disagree
1.00 – 1.75	Strongly Disagree

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RESULTS AND DISCUSSION

Results

Table 2: CLT Activities and Speaking Confidence (Discussion-based)

Indicators	Mean	Standard Deviation	Interpretation
Activities like debates or sharing opinions make me less afraid to speak English.	3.35	2.93	Strongly Agree
Group discussions/works help me share my ideas in English.	3.37	3.11	Strongly Agree

The data in Table 2 strongly indicates that Communicative Language Teaching (CLT) discussion-based activities have a significantly positive impact on learners' speaking confidence in English. Both indicators fall under the "Strongly Agree" category, suggesting that students perceive these activities as highly beneficial in reducing anxiety and encouraging participation.

The indicators show high mean scores, with 3.35 for activities such as debates or sharing opinions, and 3.37 for group discussions or collaborative work. Both are interpreted as Strongly Agree, suggesting that learners perceive these activities as effective in reducing fear and encouraging participation in speaking English.

Table 3: CLT Activities and Speaking Confidence (Performance-based)

Indicators	Mean	Standard Deviation	Interpretation
Group presentations help improve my speaking confidence.	3.48	3.00	Strongly Agree
Role-playing activities help me feel more confident speaking English.	3.35	2.22	Strongly Agree
Storytelling activities help me speak English more confidently.	3.40	2.50	Strongly Agree

Table 3 illustrates the positive influence of activity types within the CLT approach on the speaking confidence of students learning English as a foreign language. All three activity types scored high mean values on the confidence scale (3.48 for group presentations, 3.35 for role-playing, and 3.40 for storytelling), all of which indicate the respondents' Strongly Agree responses. These high mean values indicate that students feel that these activities have successfully boosted their speaking confidence in English.

The group presentation activity received the highest mean confidence value. Presenting in front of their peers is one of the best methods of boosting speaking confidence in another language. Meanwhile, role-playing allows the students to speak in a more engaging and realistic environment that poses less stress when speaking in front of others. Similarly, storytelling also allows the students to express themselves creatively while gaining confidence speaking in the target language.

Table 4: CLT Activities and Speaking Confidence (Collaborative thinking and critical thinking-based)

Indicators	Mean	Standard Deviation	Interpretation
Think-pair and share or pair speaking activities help me practice speaking English.	3.49	3.02	Strongly Agree
Problem-solving tasks in stories or drawing inferences help improve my speaking confidence.	3.51	3.34	Strongly Agree
Games like "Guess the Word" or "Charades" encourage me to speak English.	3.52	3.76	Strongly Agree

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The data in Table 4 illustrate the highly positive effect of collaborative and critical thinking-based CLT activities on students' speaking confidence in English. All the indicators show high mean scores (3.49, 3.51, and 3.52, respectively), which denote a strong agreement of students regarding the positive impact of these activities.

The language games prove to have the highest mean score. It demonstrates that incorporating fun and engaging activities motivates students to speak in English. Problem-solving tasks require students to think more critically and speak up with their ideas, which improves their speaking confidence and communication skills. Think-pair-share activities allow students to gather their thoughts before they have to speak up in the classroom.

Table 5: Peer Interaction and Speaking Confidence

Indicators	Mean	Standard Deviation	Interpretation
I feel more comfortable speaking English when I interact with my classmates.	3.46	3.00	Strongly Agree
My classmates encourage me to speak English during group activities.	3.37	2.92	Strongly Agree
Working with peers helps me overcome my fear of speaking English.	3.60	3.11	Strongly Agree
Listening to my classmates speak English motivates me to participate.	3.56	3.08	Strongly Agree
My classmates help me improve my speaking skills through feedback.	3.52	3.04	Strongly Agree
I feel more confident speaking English when practicing with a partner.	3.48	3.02	Strongly Agree
Peer support during activities makes speaking English easier for me.	3.57	3.09	Strongly Agree
Collaborative activities help me express my ideas more confidently in English.	3.57	3.09	Strongly Agree

The data presented in Table 5 show that there is a strong and positive influence of peer interaction on students' speaking confidence in English. All the indicators gathered high mean scores that range from 3.37 to 3.60, all of which signify that students feel that the interaction with their peers has a beneficial influence on their speaking confidence in English.

The question that stated that "Working with peers helps me overcome my fear of speaking English" garnered the highest mean score of 3.60. Furthermore, students agreed with the statements that working alongside peers and collaboratively with other students motivates them to participate and have speaking confidence in the targeted language.

DISCUSSION

The findings of this study demonstrate that CLT activities significantly contribute to the improvement of speaking confidence among students in the target population. Various types of activities were found to be highly effective in improving their confidence in speaking English. Examples of these activities include group presentations, language games, role-play, group discussions, and storytelling. Among these activities, group presentations and language games were found to be the most effective, as they received the highest mean scores. The results of this study support previous studies that employed similar activities within their studies, as the outcomes of these studies also indicated that the implementation of activities like role-play, group discussions, and storytelling significantly improved the confidence and speaking performance of the students who participated in these activities (Komol & Suwanphathama, 2020; Fauzi & Ridwan, 2025).

Furthermore, incorporating students into group projects and activities within the classroom has been shown from previous studies to transform the classroom from teacher-centered to student-centered classrooms, which ultimately improves the speaking competence of these students (Susanti, 2025). These findings reinforce the importance of incorporating interactive and performance-based activities into the classroom to improve the speaking confidence of students who participate in these activities.

In addition to these findings, it was also determined that the peer interaction among students significantly contributes to the improvement of their speaking confidence. Students who completed these activities have high mean scores for each of these indicators. Working alongside their peers allows students to feel more comfortable with speaking and to overcome their fears regarding speaking English in class. Students also most strongly agreed with the statement that working alongside their peers allows

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them to overcome their fear of speaking English. Consistent with these findings, previous studies that incorporated aspects of peer interaction into the classroom have significantly improved the speaking and communication skills of their students (Fauzi & Ridwan, 2025; Susanti, 2025). Additionally, listening to other classmates' responses to the questions and seeing their positive reactions significantly motivates students to participate in the classroom discussions and to work on their speaking skills. The encouragement from their peers also significantly increases the confidence that students have in their ability to communicate.

The degree of self-confidence that the students have in their abilities to speak English after the implementation of these CLT activities was also found to be high. For each of the different indicators of the students' confidence, the students indicated that they "Strongly Agree" with the statements. Therefore, these activities have been found to be significantly effective in the improvement of their speaking confidence. Furthermore, the fact that these activities encourage students to interact and to use English in the same way that they use it in real-life situations allowed for students to develop their confidence in speaking the language. These findings are again supported by previous studies that found that CLT activities significantly enhance students' confidence, speaking skills, fluency, and their ability to effectively communicate within different situations with others (Drilon, 2025; Fauzi & Ridwan, 2025). Overall, these findings indicate that the use of various CLT activities alongside the incorporation of peers into these activities significantly contribute to the high levels of speaking confidence exhibited by the students in the target population.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary of Findings

The findings of this study reveal that the activities connected with CLT have a significant impact on enhancing the self-confidence of students about their speaking skills in English. Furthermore, within each of the categories of activities (those that involve discussion, performance, and collaboration and critical thinking), students greatly agree with the statements regarding the impact that each of these activity categories has on their confidence in English speaking. More specifically, both debate and discussion activities are recognized by the students as those that help them to express themselves in their speaking activities. In addition, performance activities like group presentations, role-playing, and storytelling have positive impacts on the confidence of the students in their speaking skills; group presentations specifically received one of the highest mean scores for any indicated activity. Finally, activities that involve collaboration and critical thinking, such as think-pair-share, problem-solving activities, and language games were positively recognized by the students; games like "Guess the Word" or "Charades" received the highest mean score for any language game.

Furthermore, the role of peer interaction in the development of students' speaking confidence was also identified. Students strongly agreed that working alongside their classmates, receiving encouragement from their peers, and participating in various classroom activities helped them to overcome their fears regarding speaking and improve their speaking skills altogether. These two indicators received some of the highest average scores on the questionnaire.

CONCLUSIONS

The findings demonstrate the effectiveness of the CLT program lies not just in the activities implemented within the classrooms but in the communicative environment created within those classrooms. The high level of response from the students indicates that when students are placed in student-centered communicative environments, they become more confident in their ability to use the English language.

The influence of interaction among peers is also an indication of the role of social interactions and experiences with classmates in the development of the students' confidence in speaking the language. As a result, the development of a positive and engaging classroom atmosphere is essential in the language learning process.

Overall, the findings of this research study suggest that the CLT approach creates a classroom and learning environment that encourages both communication and the development of the students' self-confidence in their speaking of English. Therefore, the CLT program is an effective teaching approach in the development of the students' abilities to use the English language in their daily lives.

RECOMMENDATIONS

- Increase the number of students who respond to the questionnaire to obtain more comprehensive and generalizable results.
- Focus on one specific type of CLT activity to determine which is the most effective in increasing students' speaking confidence.
- Perform an experimental type of research in which the teachers can observe the growth in students' speaking confidence before and after the implementation of the program.
- Utilize the school's internationalization program to determine whether students who have developed confidence in speaking can appropriately apply that confidence in other areas outside of the classroom.

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