



The Efficacy of Using Communicative Language Teaching (CLT) in Teaching Writing Descriptive Text to Indonesian English as Foreign Language (EFL) Students

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Abstract

This research aims at finding out the efficacy of using Communicative Language Teaching (CLT) in teaching writing especially descriptive text to Indonesian English as Foreign Language (EFL) students. The main question of this research: Is the use of CLT effective in teaching conditional sentences to Indonesian EFL students?. The research can be an addition to the persisting teaching writing in English particularly the descriptive text through the use of CLT. The research was conducted in August 2019. This research was conducted at First semester students of the English Study Program of Nusa Cendana University, Kupang. The population of this research was First semester students of the English Study Program of Nusa Cendana University, Kupang in the 2020/2021 academic year. The number population is 160 in four classes.. The research used a pre-experimental method with a pre-test and post-test design. The pre-test was given to find out the basic ability of the students in mastering writing descriptive text and the post-test given to find out the students' improvement in mastering writing descriptive text after giving the treatment by using CLT. The findings show that using CLT is effective in teaching writing descriptive text to Indonesian EFL students. It is supported by the result of the significance test through SPSS 20 program that the P was 0.00. Therefore, it is recommended to use the CLT in developing students' writing descriptive of Indonesian EFL students.

Keywords: Indonesia EFL students; CLT; teaching writing descriptive text

Introduction

Writing is one of materials which are difficult for the students. Included First semester students of the English Study Program of Nusa Cendana University, Kupang in the 2020/2021 academic year. In writing descriptive text, students need to have some special skills such grammar, vocabulary etc. When the writer did observation in First semester students of the English Study Program of Nusa Cendana University, Kupang in the 2020/2021 academic year, he found that some of the students do not know how write a correct descriptive text and she found that the students still didn't understand about the material. Even though the students always learn it before the writer did observation there, they still confused about it.

To solve these problems, the English teacher try to apply various teaching techniques, or the teacher has to create class atmosphere of how to encourage student's writing ability. A teacher plays an important role in teaching and learning process in classroom activities. He or she is responsible to determine the aim of teaching and has to create favorable situation in motivation the students to study. To teach successfully, an English teacher has to use certain strategies to make the students understand the lesson. one of the techniques that can be used by a teacher in teaching writing namely Communicative Language Teaching (CLT).

A speedy change in communication technologies is changing language pedagogy (Kern, 2006). CLT is a mainstream of teaching English, which is aimed at cultivating students' ability of communication in real life situations (Chang, (2011). Since its initiation in the European countries in 1970, it has been a favorite research area for the educators across the world. Moreover, Second Language (L2) teachers are motivated to use CLT in their classrooms, as it views the language as a communication tool. After being recognized as a teaching approach that contributes to learners' communicative competence, CLT gained popularity in the nonnative countries too.

In the CLT context, learners are required to participate actively in learning new language. They need to take active part in devising the methods to use the language in changing situations, instead of merely following the information provided by teachers and books. Moreover, language teachers are not authoritarians as in a traditional classroom, rather they are the facilitators, Richard and Rodger (2014). The researchers further observe that teachers' role in CLT approach is more dynamic. They not only facilitate communication among students but also participate in all class activities. They are not only the need analysts but also the counsellors. Thus, they manage the process of language learning by creating more fascinating learning environment for them. After a thorough analysis of major English Language Teaching (FLT) methods applied at

schools, Sierra, and Fernando, (1995) also proposed an active role for teachers. In CLT approach teachers need to design their own content for interaction and methodology for instruction as well as for evaluation, likewise they need to create their own materials for the classroom activities too. Learners also need to participate actively to accomplish the communication tasks assigned to them. Thus, CLT empowers the instructor by minimizing their dependence on other people's designs and methods as well as motivates learners to make an innovative use of language.

Padmavathi and Reddy (2013) assert that the changing scenario of English has affected its curriculum, teaching methodologies and the medium of instruction in an EFL/ ESL class. Cook (2001) observed that most of the L2 classes were being conducted in L1. Levine, (2014) analyzed the effects of using L1 on foreign language learning students. Meskill and Mossop (2000) and Widdowson (2003) maintain that the use of L1 must be minimized in ESL/EFL classes. 'Input Hypothesis', by Krashen (2003), claimed that when students are given a comprehensive output in the target language then they can learn in a better way. Moreover less L2 input would result in more difficulty in the process of L2 acquisition. Analysis of an English textbook was done to explore the issues in implementation of CLT in Saudi Arabia. The study concludes that despite being balanced in accuracy and fluency, the book still includes such activities which refrain students from using the target language in the class (Alharbi, 2020). A meaningful interaction in the L2 needs to be the goal of language classes where students must use the L2 to "negotiate meaning" in order to understand 'what is being said' in a communicative and real-world context (Savignon, 1987). A survey of NATC graduates was conducted to highlight the importance of learning L2. Results revealed that graduates of higher education institutions must be communicatively competent in the English language in order to achieve occupational aims in industry and business. Results of the studies showing the importance of L2 usage in the foreign language classes, eventually, drove to the adoption of Communicative Language Teaching (CLT). Today, CLT has become a medium of instruction in many classes of language and it minimized the use of L1 as a technique of teaching (Dudley-Evans & Johns, 1981).

Based on the situation the researcher is interested in conducting a research under the topic "the efficacy of using CLT technique in teaching writing descriptive text. to Indonesian English as Foreign Language (EFL) students" ,as a result in real situation he does not find an adequate and appropriate strategy teaching conditional sentences in SMA Kristen Mercusuar Kupang, an Indonesian High

School it may be caused by most English teachers still teach by using conventional method in teaching grammar. Therefore, it is very important to provide an alternative technique to improve student; it is assumed that using pair work technique might for improve the students' ability in mastering grammar especially conditional sentences.

From the background of the study, the researcher formulated the research questions such as below: Does the use pair group improve the ability in writing descriptive text of First semester students of the English Study Program of Nusa Cendana University, Kupang in the 2020/2021 academic year,?. Then, the researcher formulates the objective of the research as follows: To find out the effectiveness of using CLT in improving the ability in writing descriptive text. of First semester students of the English Study Program of Nusa Cendana University, Kupang in the 2020/2021 academic year,.

This research is expected to be useful information for teacher and the students about teaching writing descriptive text by the students through CLT. Also it expected to be a reference for the next researcher who wants to do a research about writing descriptive text. The scope of the research is to know what teaching descriptive text of First semester students of the English Study Program of Nusa Cendana University, Kupang in the 2020/2021 academic year.

Method

In this research, the researcher applied a pre-experimental method. Pre-experimental design used pre-test and post-test where pre-test was held before treatment and post-test after treatment.

The design of the research is as follow:

O₁ X O₂

Where:

O₁ = pre-test

X= treatment

O₂ = post-test

(Best 1997:103)

The population of this research was the tenth grade students at First semester students of the English Study Program of Nusa Cendana University, Kupang in the 2020/2021 academic year. In determining the sample of this research. The researcher took 24 students as sample of this research. The writer used writing test to measure the students' ability in mastering descriptive text. Before and after giving treatment writing involves

The data was collected by using the procedure below:

1. Giving Pre-test

Firstly, the researcher introduced himself to the students and explained purpose of her coming in their class. The researcher gave pre-test to the students to measure the skill of the students before giving treatment.

2. Giving Treatment

The researcher conducted the treatment to the students for sixth meetings by CLT in teaching conditional sentences. the steps as follows: (1) Before: in this stage, teacher needs to follow engage instruct-initiate sequence. It is to give understanding to the students about what they are going to do and when they have to finish their task. (2) During: while students are working in group, teacher can keep an eye on what happening and decide whether need to approach students or not. (3) After: teacher gives feedback after students finish their work.

3. Giving Post-test

The students were given the same activity in the pre-test after the treatment. The researcher gave writing test and asked the students to answer. It aimed at finding out the students' ability in writing skill after giving treatment..

In analyzing data, the researcher giving score to the students based on the result of their writing test in pre test and post test. The last step of the data analysis was the hypothesis testing. The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and post test.

Results

From the result data analysis, shows that the mean score of the students pretest was 40 and the mean score of posttest was 75 It means that using reciprocal teaching technique in teaching reading can enhance the students' achievement especially for the students' writing skill.

From the statistical analysis, the researcher concludes that there is a significant difference between pretest and posttest in enhancing the students' writing ability through CLT as a way to deliver learning material. CLT teaching technique is effective in enhancing the students' writing ability. Based on the describing above, the researcher concludes that one of important point that teacher should accommodate he/she should give full the attention especially in writing skill. Therefore, in teaching writing one of technique that the teacher may use this technique in teaching, especially in writing or constructing ideas is greatly expected to make the students easier in generating and expressing their idea in different mode and sense.

After calculating the result of the students' pretest, the mean score and standard deviation of both groups are presented in following table:

	Pretest	Posttest
Mean	30	68
Standard dev.	8.30	10.49
Max	43	64
Min	21	37

The data shows the mean score of the students pretest was 40 and the mean score of posttest was 75. Standard deviation of pretest was 8.22 and the standard deviation of posttest was 11.27. It means that using CLT teaching technique in teaching writing can enhance the students' achievement in writing descriptive text.

The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N - 1, where N = 25, then the t-test is 10.81 P is 0.00

From the analysis, the researcher concluded that there was a significant difference between pretest and posttest in enhancing the students' writing ability through pair work technique as a way to deliver learning process. The result of statistical analysis for level of significance ($p=0.05$) with degree of freedom (df) = N-1, where (N) = 25, df = 24. The probability value was smaller than α ($0.00 < 0.05$). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that CLT is effective in enhancing the students' writing ability especially descriptive text.

Discussion

Based on the result of data analysis, the researcher found out that the use of CLT technique is effective in developing students' competence in writing skill at the First semester students of the English Study Program of Nusa Cendana University, Kupang in the 2020/2021 academic year. Actually, there are some techniques that we can use to teach writing but the researcher using CLT technique, moreover the application of CLT gave good effect in enhancing the students' skill in writing.

Based on the data collected, using pair work technique in teaching conditional sentences can enhance the students' achievement. It was proved by students' score on the writing test. All students' score was improved after conducting the treatment through CLT technique. The result of this research is supported by Harmer (2001:207) as cited in Mulya (2016:79) defines CLT as a way of increasing students participation and language use. This technique can be used in enormous

number activities whether speaking, reading, or writing.

The results of this hypothesis are consistent with the previous researches. Lightbown and Spada (1990) conducted a research on 100 native speakers of French language (aged 10–12 years). Participants of this study had already got training of ESL for a period of five months. Study concluded that CLT brings higher scores in language classes. Spada (1997) did the same study with native learners from Spain. Fotos (1994) explored word order tasks in his study and found that these tasks successfully promote the proficiency gains and L2 interaction in the learners. Wong and Marlys (2012) in their study on the L2 teacher's perceptions and implementations with regard to CLT found that the college level teachers in Southern United States adopt CLT for explicit grammar instructions for good outcome. Richards and Rodgers (2014) and Rodgers (2001) recommend the CLT for teaching in ESP (English for Specific Purposes) classes as they notice the positive results of this approach being used by most L2 teachers in their classrooms.

This research has shown that CLT can increase the students' ability in mastering writing skills. So, in teaching writing, the students should be in CLT that will be a useful situation where the students can share their knowledge and support their pair in mastering writing in English.

Conclusion

The researcher concludes that the use of CLT is effective in developing students' competence in mastering writing skill at the First semester students of the English Study Program of Nusa Cendana University, Kupang. It was proven by there was a significant difference between the students' mean score of pretest and posttest. The result of statistical analysis for level of significance ($p=0.05$). The probability value was smaller than α ($0.00 < 0.05$). It indicated that there is significant differences between the result of pre-test and post-test after giving treatment in improving students' competence in mastering writing skills through applying CLT to the First semester students of the English Study Program of Nusa Cendana University, Kupang.

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