The Effectiveness of Communicative Language Teaching towards Students' Ability in Essay Writing

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Abstrak

Penelitian ini membahas keefektivan dari penggunaan *Communicative Language Teaching* dalam menulis essai. Penelitian ini menggunakan metode kuantitatif eksperimental. Desain penelitian menggunakan Kuasi eksperimen penelitian dengan menggunakan model *one group pretest-posttest*. Test tertulis merupakan instrument yang diterapkan dalam penelitian untuk mendapatkan data penelitian. Dalam menganalisis data, langkah-langkah yang dilakukan terdiri dari 1) menghitung mean pretest dan posttest, 2) menghitung standar deviasi pretest dan posttest, 3) menghitung normalitas pretest dan posttest, 4) menghitung homegenitas pretest dan posttest, dan 5) menguji hipotesis. Hasil penelitian menunjukkan bahwa penggunaan *Communicative Language Teaching* efektif untuk diimplementasikan dalam menulis essai. Hal ini dibuktikan dengan nilai $t_{count} > t_{table} = 4,30 > 1,70329$. Itu artinya Ha diterima dan Ho ditolak. Dalam hal ini, seluruh mahasiswa lebih menikmati belajar menulis essai dalam kelas dan mereka termotivasi untuk meningkatkan keterampilan mereka khususnya dalam menulis essai.
Kata Kunci: *Communicative Language Teaching*, Essai, Menulis.

Abstract

This study discusses the effectiveness of using Communicative Language Teaching in essay writing. The research method used experimental quantitative method. The design of research was a quasi-experimental research using a one group pretest-posttest model. Written test was an instrument that was applied in research to obtain research data. In analyzing the data, the steps taken consisted of 1) counting mean of pretest and posttest, 2) counting standard deviation of the pretest and posttest, 3) counting normality of the pretest and posttest, 4) counting the homogeneity of the pretest and posttest, and 5) testing the hypothesis. The result of the study shown that the using of Communicative Language Teaching was effective to be implemented in essay writing. This is proved by the value of $t_{count} > t_{table} = 4.30 > 1.70329$. That means Ha is accepted and Ho is rejected. In this case, all students are more enjoyable in learning essay writing in class and they are motivated to improve their skill especially in writing essay.
Keywords: Communicative Language Teaching, Essay, Writing.

INTRODUCTION

Writing is one of skills in English that used as a communication device in human life. Through habit, human could create a writing (Warburton, 2006) It is a thinking and expressing process some thoughts, opinions, and ideas in a paper (Rivers, 1981; Brown, 2001; Hammer, 2004; Nunan, 2003; Meyers, 2014; Warburton, 2006; Meyers, 2014; White, 1986 Nunan, 2003;). The symbol of language is also produced by writing (Ramelan, 1992; Tarigan, 1984)

Writing is difficult work for human, especially to learners. A great writing contains ideas and insights that can be written in written form by learners. The activity is not easy to be conducted. In writing, it will find constraint, some problems and difficulties that students got and faced, namely making organization and building ideas (Ariyanti & Fitriana, 2017b; Yoandita, 2019), content (Ariyanti & Fitriana, 2017a; Cheng, A., & Lee, 2018; Loureiro, A., & Bettencourt, 2014) ,diction (Ariyanti & Fitriana, 2017a; Cheng, A., & Lee, 2018; Loureiro, A., & Bettencourt, 2014), cohesion and coherence (Ariyanti & Fitriana, 2017a; Cheng, A., & Lee, 2018; Loureiro, A., & Bettencourt, 2014; Sitorus, 2021), structure (Handiani, 2013; Ariyanti & Fitriana, 2017; Yoandita, 2019; Pratiwi, 2015), vocabulary and language use (Jordan, 1997; Ariyanti & Fitriana, 2017;Pratiwi, 2015; Widiastuti, 2010; Riemenschneider et al., 2021). In other hand, self-efficacy has impact to students' writing too (Lee & List, 2021).

An essay is an academic article. It's necessary to learners as their base to be a great writer. An essay is a piece of script (Meyers, 2014; Langan & Winstanley, 2014; Warburton, 2006). Essays are prominent things and they are used to be extended in academic writing (Jo, 2021). Building thesis statement is the most important thing in writing essay. Because it's the key in writing a great essay.

An essay must have a structure. An essay base structure consists of introduction, body and conclusion (Langan & Winstanley, 2014; Meyers, 2014). Building introduction is difficult to be conducted. In can be seen from the previous research that done by Sitorus. Sitorus (2021) said that not all tertiary learners were able to write a good essay. In this case, the learners had difficulties in building introduction and thesis statements. And she suggested to the next researcher to apply an approach or method in teaching process, especially in teaching essay. That's why the writers conduct this research by applying Communicative Language Teaching in essay writing.

Besides that, the writer also found students' difficulties in writing when the educator taught them. It is caused of the students had low vocabularies, are not able to create and build a sentence based on the structure. That's why the students' difficulties should be solved. To solve it, they needed an approach to be conducted in learning English.

Regarding to the problems above Communicative Language Teaching (CLT) is a suitable approach that could be applied to complete students' matter in writing. Richards (2006) said that Communicative Language Teaching (CLT) could be comprehended as the principles towards objectives of teaching language, how students study a language, class activity types that are able to accomodate learning process well, and teachers' roles and learners' roles in class. The goal of CLT in teaching is building communicative competences. It includes the use of languages for a range of different function and purposes, how to generate and comprehend different kinds of text, and etc. It means that by using CLT the students' ability can be improved in English.

The previous researchers have ever implemented CLT in teaching English, such as Sarfraz and Sitorus. Sarfraz et al., (2015) found that the using of Communicative Language Teaching(CLT) can enhance students' abilities in four skill of English. In writing, the use of CLT could assist students to build and expand an appropriate thesis statement. It means that the approach is suitable to be applied in teaching English, especially in building thesis statement in essay. Besides that CLT also can improve students' ability in speaking (Sitorus, 2019). It can be concluded that the CLT is appropriate to be implemented in learning English.

Based on the previous explanation, the writers are interested to investigate the use of CLT in essay writing deeply by using quantitative research. It is based on the previous research that still discuss the use of CLT in speaking (Sitorus, 2019). In other hand, (Sarfraz et al., 2015) only gives a questioner to the students to know that the use of CLT in learning English without seeing students' paper result. She also uses qualitative research in conducting her research without proving CLT effective or not in Learning English. So, the researchers want to see whether the use of CLT is effective or not to be applied in essay writing.

METHOD

The research method used quantitative experimental research. Quasi-Experimental research was design of the research. The research used one class that contained 28 students. The pre-test and post-test were given to control and experimental class. The design was shown below.

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Experimental	√	Communicative Language Teaching	√

To get the data, written test was to be applied in this research. Here, the writers asked them to write an essay. After the writers got the students' writing, then giving score by using five aspects, namely content, organization, vocabulary, language use, and mechanic in assessing students' paper. After completing to give students' score, then the data was analysed. In analysing the data, the writers conducted the following step, namely:

1) Calculating mean of students' score before and after applying treatment (Sudjana, 2005)
2) Calculating standart deviation before and after applying treatment (Sudjana, 2005)
3) Normality test by applying Liliefors test
4) To decide the data was homogen or not, used variant homogenity test by using Bartlett's Test.
5) Testing hypothesis
   Hyphothesis testing , used t-test formul, namely:

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2}$$

(Sudijono, 2007)

Where :

t_o : t observation
M_1 : Mean post-test
M_2 : Mean pre-test
SEM_1 - M_2 : Standard error difference between
the two groups

The formula above can be tested at significant level 5% or $\alpha = 0,05$ from the list of distribution t dk = (n-1) with the rule $t_{count} > t_{table}$, Ha is accepted and Ho is rejected if $t_{count} < t_{table}$

RESULT AND DISCUSSION

Result

This research was done at Universitas HKBP Nommensen. There was one class that used by the writers to conduct this research. Communicative Language Teaching (CLT) was only applied for experimental class.

After the writers got the data before and after applying CLTl in teaching writing report text, then the writers made table distribution of students. It was conducted to calculate mean of data, standard deviation of data, and standard error of data, both pre-test and post-test.

Table 2 Distribution of Students' Scores in Essay Writing (Pretest)

X	f	fX	x	x^2	fx^2
45	1	45	-19,28	371,72	371,72
50	2	100	-14,28	203,92	407,84
55	2	110	-9,28	86,19	172,38
60	6	360	-4,28	18,32	109,92
65	8	520	0,72	0,52	4,16
70	4	280	5,72	32,72	130,88
75	3	225	10,72	114,92	344,76
80	2	160	15,72	247,59	495,18
	N=28	**∑fX=1800**			**∑fx²=2036,88**

From the table above, the writer could calculate the average of students' result (Mean), Standart Deviation and standart error of the variable, namely

1. Mean Group X

$$Mx = \frac{\Sigma fX}{N}$$
$$Mx = \frac{1800}{28}$$
$$Mx = 64,28$$

2. Standart Deviation Group X

$$SDx = \sqrt{\frac{\Sigma fx^2}{N}}$$

$$SDx = \sqrt{\frac{2036,84}{28}}$$

$$SDx = 8,53$$

3. Standart Error of Group X

$$SDmx = \frac{SDx}{\sqrt{N-1}}$$
$$SDmx = \frac{8,53}{\sqrt{28-1}}$$
$$SDmx = \frac{8,53}{\sqrt{27}}$$
$$SDmx = \frac{8,53}{5,20}$$
$$SDmx = 1,64$$

Table 3 Distribution of Students' Scores in Essay Writing

X	F	FX	x	x^2	Fx^2
55	2	110	-22,32	498,18	996,36
60	3	180	-17,32	299,98	899,94
65	4	260	-12,32	151,78	607,12
70	1	70	-7,32	53,58	53,58
75	4	300	-2,32	5,38	21,52
80	2	160	2,68	7,18	14,36
85	5	425	7,68	58,98	294,9
90	1	90	12,68	160,78	160,78
95	6	570	17,68	312,58	1875,48
	N=28	**∑fX= 2165**			**∑fx²= 4924,04**

From the table above, the writer could calculate the mean, standard deviation and standard error of variable, namely:

1. Mean Group Y (Post-Test)

$$My = \frac{\sum fx}{N}$$

$$My = \frac{2165}{28}$$

My = 77,32

2. Standart Deviation Group Y

$$SDy = \sqrt{\frac{\sum fx^2}{N}}$$

$$SDy = \sqrt{\frac{4924,04}{28}}$$

SDy = 13,26

3. Standart Error of Group Y

$$SEmx = \frac{SDx}{\sqrt{N-1}}$$

$$SEmx = \frac{13,26}{\sqrt{28-1}}$$

$$SEmx = \frac{13,26}{\sqrt{27}}$$

$$SEmx = \frac{13,26}{5,20}$$

$$SEmx = 2,55$$

4. Calculating the Standard Error of Group X and Group Y

$$SEmx - my = \sqrt{(SEmx)^2 + (SEmy)^2}$$
$$= \sqrt{(1,64)^2 + (2,55)^2}$$
$$= \sqrt{2,69 + 6,50}$$
$$= \sqrt{9,19}$$
$$= 3,03$$

From the calculation above, the difference between standart error of group X (pre-test) and Group Y (post-test), namely 3,03.

B. The Requirement Test for Data Analysis
1. Normality Test of Pre-Test Group (X)

Normality test was applied by writers using *Lilliefors*. Normality test of variable Y was seen in the following table.

Table 4 Normality Test of Pre-Test Group

X	F	fKum	Zi	F(Zi)	S(Zi)	L
45	1	1	-2,26	0,01191	0,036	0,02409
50	2	3	-1,67	0,04746	0,107	0,05954
55	2	5	-1,09	0,13786	0,179	0,04114
60	6	11	-0,50	0,48006	0,393	0,08706
65	8	19	0,08	0,53188	0,679	0,014712
70	4	23	0,67	0,74857	0,8214	**0,07283**
75	3	26	1,26	0,89617	0,9286	0,03243
80	2	28	1,84	0,96712	1	0,03288

M= 64,28; SD=8,53: N: 28

Table 4 shows that the greatest value between absolute value (L_{count})= 0,07283. Hereafter, at level α = 0,05 (5%) and N=28 L_{count} was consulted with critical value (L), thus L_{table} by α (0,05) = 0,167

Thus, $L_{count} < L_{table}$ (0,0989 < 0,167). It attested that data of variable X has normal distribution.

2. The Normality Test for Post-Test Group

Normality test was applied by the writers using *Lilliefors*. Normality test of variable Y was seen in the following table.

Table 5 The Normality Test for Post-Test Group

X	F	fKum	Zi	F(Zi)	S(Zi)	L
55	2	2	-1,68	0,04648	0,071	0,02452
60	3	5	-1,31	0,09510	0,179	0,0839
65	4	9	-0,93	0,17619	0,321	**0,14481**
70	1	10	-0,55	0,29116	0,357	0,06584
75	4	14	-0,17	0,43251	0,5	0,06749
80	2	16	0,20	0,57926	0,571	0,00826
85	5	21	0,58	0,71904	0,75	0,03096
90	1	22	0,96	0,83147	0,786	0,04547
95	6	28	1,33	0,90824	1	0,09176

M_y= 77,32; N= 28; S= 13,26

Based on the table above, the greatest value among the absolute value (L_{count})= 0,14481. Then, L_{count} was consulted with critical value (L) at the level α = 0,05 (5%). Where N=28, so L_{table} with α (0,05) = 0,167

Thus, $L_{count} < L_{table}$ (0,14481 < 0,167). It stated that data of variable Y had normal distribution.

3. Testing Homogeneity

Homogeneity test was applied for testing an equality of variables. Barlet's test was the method used in this study (Sudjana, 1989:261). It can be shown below.

$Sx^2 = (8,53)^2 = 72,76$

$Sy^2 = (13,26)^2 = 175,83$

Degree of Freedom (df)

$df = N - 1$
$= 28-1 = 27$

After writers achieved values by using Bartlet's test, statistics chi square (χ^2) was applied to get combined variance of samples (S_2), value B. The homogeneity data of each study variable could be shown below.

Tabel 6 The Necessary Values for Bartlett's Test

Samples	Degree of fredoom (df)	1/df	S_i^2	$LogS_i^2$	$(df)LogS_i^2$
X	27	0,037	72,76	1,86	50,22
Y	27	0,037	175,83	2,25	60,75
	54				**110,97**

a. Combined Variance of Sample

$S^2 = \dfrac{\Sigma(n_i-i)S_i^2}{\Sigma(n_i-1)}$

$= \dfrac{(n_x-1)s_x^2 + (n_y-1)s_y^2}{(n_x+n_y)-2}$

$= \dfrac{(27)(72,76)+(27)(175,83)}{54}$

$= \dfrac{1964,52+4747,41}{54}$

$= 124,295$

$Log\ S^2 = Log\ 124,295 = 2,09$

b. Value for B

$B = Log\ S^2\ \Sigma\ (n_i-1)$

$= (2,09)(54)$

$= 112,86$

c. Testing Bartlett by Applying Chi Square

$X^2 = (\ln 10)\ \{B - \Sigma(n_i - i)Log\ Si^2\}$

$= (2,3026)(112,86 - 124,295)$

$= (2,3026)\ (11,435)$

$= 26,33$

The calculation above shown that $X^2_{count} = 22,36$, X^2_{table} at trust level 95 % and df 27 was 46,194. So, $X^2_{count} < X^2_{table,}$ namely 22,36<40,1133. It shown variance of population in this study was homogeny.

C. Testing Hyphothesis

Based on the research of normality and homogeneity as it was previously known that the requirements of data analysis in the study were normal distribution and from homogenous population variance. Then, writers tested the hyphothesis by using applying T-test (Sudijono, 2007: 282-285):

$t_{0=}\dfrac{M_2-M_1}{SE_{mx-my}}$

$= \dfrac{77,32-64,28}{3,30}$

$= 4,30$

So, $t_{count} = 4,30$

The calculation above shown that $t_{count} = 4,30$ at significant level $\alpha = 5\%$, dk (n-1) = (28-1) = 27 thus, $t_{table} = 1,70329$. It was summarized $t_{count} > t_{table} = 4,30>1,70329$. It shown H_a was accepted and H_o was rejected.

It meant that the application of CLT is effective to be conducted in essay writing because it can make students are more spirit in studying and it can enhance students' ability. It's proved from their score.

Discussion

The result of this study shown that the application of CLT is effective to be conducted in learning essay writing. It can be seen from the students' score before (64,28) and after (77,32) implementing CLT in essay writing. The use of CLT in the classroom can make students be spirit in learning essay writing, relax and enjoy the class. So, it can help them to deliver their insight, ideas, and opinion in their paper. Besides that, they are able to use an appropriate language in writing and able to understand and produce some writing. Those are supported by Richards (2006) that said learners are easy to understand and produce some writings such as report, narrative, essay, and etc. and it make the learners to use a suitable language in writing.

In other hand, the use of CLT can generate students to write and earns a good idea. So, they can build a good thesis statement, giving description of the main ideas that have written in thesis statement and making conclusion during teaching learning process is running. It is relevant with the previous researcher that the using of Communicative Language Teaching(CLT) can enhance students' abilities in four skill of English. In writing, the use of CLT could assist students to build and expand an appropriate thesis statement (Sarfraz et al., 2015). In other hand, it also makes student be easier to organize and building ideas (Ariyanti & Fitriana, 2017b; Yoandita, 2019). It means that the approach is suitable to be applied in teaching English, especially in teaching essay writing. It is caused they are able to write an essay writing based on the part of essay writing, namely thesis statement, body of paragraph and conclusion.

In teaching process by using CLT, students are more motivated in writing essay. Because in the class, the educator gave them motivation. So, they have a willing to learn. Guo et al., (2020) stated applying CLT in classroom can enhance their motivation when they learn. Besides that, it can change their behavior, cognitive, and linguistics. It means that the use of CLT does not only make students more spirit but also it can motivate them in learning English, especially in essay writing.

It could be concluded that the use of CLT can make students be spirit, relax and enjoy the class. Besides that, it can be motivation for them to follow the lesson and it changes their behavior in class. So, they are able to build a good essay that consist of thesis statement, body of paragraph, and conclusion.

CONLUSION

The result of research shown that using of CLT is effective to be conducted in teaching writing. It this case, the ability of students in essay writing is inadequate before applying treatment, then, application of CLT is good in enhancing students' ability in essay writing. Those are seen from their score before and after implementing CLT in teaching writing essay in class. The writers suggest teachers and lecturers to apply this approach in teaching English because this approach is suitable to enhance students' abilities in English. Then, for the next researchers are suggested to apply CLT to other skill in English, such as listening and reading.

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