

**THE EFFECT OF COMMUNICATIVE LANGUAGE
TEACHING ON THE STUDENTS' ACHIEVEMENT IN
WRITING HORTATORY**

Fatin Nadifa Tarigan

Rahmad Husein

Abstract

This study deals with the effect of Communicative Language Teaching on the students' achievement in writing hortatory. The objective of this study is to find out whether Communicative Language Teaching significantly affects students' achievement in writing hortatory. This study was conducted by experimental research. The population of this research was grade XI students of MAN Aek Natas. The sample was class XI-IPA with 36 students. The students were divided into experimental and control group. The experimental group was taught using CLT approach and the control group was taught without using CLT approach. The data were analyzed by using t-test formula to find out the t-observed, which was compared to the t-table in level of 0.05. It is found that the t-observed is higher than t-table (t-observed= 3.855 > t-table =2.102 ; p =0.05) meaning that Communicative Language Teaching has significant effect on the students' achievement in writing hortatory.

Key words: Communicative Language Teaching, Writing, Hortatory.

Introduction

Background of Study

Developing the students' communicative skills both in oral and written forms is one of the objectives of English teaching. These communication skills

involve four language skills. Among them, writing is the most difficult skill to be mastered. Yet, writing plays a vital role in this modern life.

In context of education, writing is a predictor of academic success. Writing is not only a mean to express ideas, feeling and thought but also is useful to develop critical thinking skills. Thus, Educational Unit Oriented Curriculum 2006 expects that students are able to write short essay text in any kinds of genre. One of them is hortatory text.

Hortatory is a type of genre that is often found in magazines, newspapers, journals, scientific books and research reports. Hortatory presents persuasive arguments that develop critical thinking.

However the fact indicates most students were still difficult in producing good writing. Based on the observation in MAN Aek Natas, most students still had difficulties in constructing well formed sentences. They often did repetition in their writing, for example *if we cheat we can't get the best score because we only cheat it and not study*. As a result, the sentence was ambiguous and idea was not conveyed properly.

Furthermore, they also produced many grammatical errors such as verbal errors and conjunction errors. It was commonly found that they often did verb errors such as don't ready, gaved, use to cheat.

Related to hortatory text, the students get many difficulties in the rhetorical structure. From the facts found in the field, the thesis was often missed in the first paragraph. They generally started from description and ended with a

recommendation. Meanwhile in argument paragraph, they often gave only one argument without supporting facts or expert's opinions.

To solve such problems, there should be a method or approach which can build students understanding in writing. There are many approaches which can be applied in teaching writing hortatory. One of new approaches is Communicative Language Teaching (CLT).

CLT is different from other approaches because it helps the students to produce effective sentences by making graphic pyramid. In this step, the students determine the keywords that are going to use to develop arguments in graphic pyramid. By doing this, the students can construct systematic paragraph and avoid repetition.

To construct good rhetorical structure of hortatory, CLT applies step of constructing outline. By doing this step, the students can understand how to make good thesis, argument and recommendation. In addition, constructing outline is useful to develop ideas.

Applying CLT for writing can motivate students to be creative in writing. Different from traditional methods which focus on grammatical units, the application of CLT focus on various communicative activities such as guessing pictures, making graphic pyramid, constructing outline and evaluating partner's work. Nevertheless, learning by CLT does not mean to neglect grammar.

A number of researches have been conducted in related to teaching by CLT. A study conducted in Pakistan identified the communicative approach is better than the traditional method (GTM) in teaching English at the higher

secondary level (Ahmad, 2013). The study showed that experimental group significantly improved in speaking skill. Another study by Fatima (2012) has proved that communicative activities are very helpful in teaching technical writing like report writing skills. This approach helps the students to become more creative in writing. In addition, CLT is really significance to help students to improve their learning strategies and building up the communicative consciousness to help them enlarge their vocabulary (WU, 2009).

Based on the explanation above, it is essential to use a suitable and effective method to help the students to solve the difficulty of the students' writing achievement. Therefore, this study focused on using CLT as teaching method for writing.

Research Question

Based on the background of the study above, the problem of the study is formulated as the following: "Does CLT approach significantly affect students' achievement in writing hortatory exposition text?"

Conceptual Framework

Writing is a complex activity. It is also a result of combining graphic symbols such as word, phrase, and sentence later on formed become a paragraph. However, writing cannot be seen as only a support system for learning grammar and vocabulary, but also as a communication skill. Many students still find it difficult to write even though they have learnt it for years, especially hortatory exposition. Hortatory exposition is one of types of text to give clear opinions about certain subject being talked using supporting evidences with logical reason

and organization so that the readers get the points from what are being discussed. Hortatory exposition is type of genre that is often found in daily life such as in advertisement, newspapers, magazines or articles in internet. It is a necessity genre to be learnt. That is why it is necessary for teacher to have a way in helping students to learn writing hortatory exposition.

One of the effective approaches is Communicative Language Teaching (CLT). CLT is a student centred pedagogy in which students learn about a subject in the context of communication. Working in pairs or groups, students explore their activity of communication. In its application, CLT has created a comfortable writing learning condition. All components in CLT involve many activities such as using pictures, graphic pyramid and table of evaluation. In CLT the students enjoy the activities because they can work independently and compete hard in teams as well as individually work. They achieve greater success because they are a part of the teaching learning process.

Methodology

This research was conducted by using experimental design. Experimental design was used to establish cause and effect by manipulating an independent variable to see its effect on a dependent variable. It was a design in which at least one independent variable was manipulated and its effect on one dependent.

In this research, CLT approach is the independent variable and writing achievement is the dependent variable. In this research design, there were two groups of students namely experimental group and control group. Both groups were given pre test and post test. The experimental group was taught by using

CLT approach while the control group was taught without CLT approach. The research design is figured out in Table 3.1.

Table 3.1 Research Design

Sample	Pre-Test	Treatment	Post-Test
Experimental Group	√	Using CLT approach	√
Control Group	√	Without using CLT approach	√

Population is any group of individual that have one or more characteristics in common that is interest to the researcher. Population of this research was the the second grade students of MAN Aek Natas in district Labuhan Batu. The total number of the students was 70 students. The sample was class XI IPA with 36 students.

Technique of Analyzing the Data

The experimental group and control group were compared by applying t-test to know how significant the effect of Communicative Language Teaching on the students' achievement in writing hortatory text. Thus, in order to find out the difference mean of the two groups, the researcher used the t-test formula is as follows.

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right) \left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

Where :

Ma = the mean of experimental group score

Mb = the mean of control group score

da = the standard deviation of experimental group score

db= the standard deviation of control group score

Na = the total number of samples in experimental group score

Nb = the total number of samples in control group score

Result and Discussion

As stated before, the objective of this study is to find out whether or not the using CLT approach significantly affects the students' achievement in writing hortatory .

The data were obtained from the result of writing test. From the result, it was found that the students faced the difficulties in constructing thesis, developing arguments and composing a good recommendation. It could be seen from the mean score of pre test in experimental group was 49.99 and the score of pre test in control group was 46.29.

The treatment was given to the experimental group. At the first treatment, the students were very enthusiastic to the teacher explanation about hortatory text because the teacher used pictures to motivate them. Then the students were asked to make own title based on the picture and rewrite hortatory text with their own sentences. At the second treatment, the student write keywords in graphic pyramid and develop their sentences in outline. At the third treatment, the student in pairs were more active and more focus because they were taught by using pictures, graphic pyramid, outline and using editing checklist to check their mistakes in writing hortatory. At the last treatment, the students were more creative to make own title. The students individually developed the keywords in graphic pyramid,

constructed outline and exchanged their writing to be commented by other students .

The result of post test shows that the experimental and control group were significantly different in their writing achievement . The mean of post-test score of experimental is 75.55 meanwhile the mean of control group is 66.67. It can be assumed that the treatments has been done successfully.

Based on the calculation of the study result by using t-test formula, the t-test observed is 3.855. It is obtained that $t\text{-observed} > t\text{-table}$. It means that the alternative hypothesis (H_a) is accepted. In other words, Communicative Language Teaching significantly affects the students' achievement in writing hortatory. As stated before, the objective of this study is to find out whether or not the using CLT approach significantly affects the students' achievement in writing hortatory .

Conclusion and Suggestions

Conclusion

After applying Communicative Language Teaching approach in this research, it is known that t-observed value 3.855, with the degree of freedom (df) 34 is higher than the value of t-table 2.120 at the level of significance of 0.05 of two tailed test. It can be concluded that the alternative hypothesis (H_a) is accepted. Therefore, it implies that Communicative Language Teaching is appropriate to be applied for writing hortatory.

Suggestions

This study showed that using of Communicative Language Teaching could improve students' achievement in writing hortatory text. Some suggestions are pointed out as follows .

1. For the teachers, it is suggested to use Communicative Language Teaching approach in teaching writing. CLT approach practices the students to identify keywords and construct outline, so it can guide to write better.
2. For the students, Communicative Language Teaching should be applied in learning English. The activities of this approach can make teaching learning process more enjoyable and communicative.
3. For other researchers to develop study Communicative Language Teaching approach on other skill in conducting further research as it significantly affects the students' writing achievement.

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