

**DEVELOPING TEACHING WRITING PROCEDURE BASED ON
COMMUNICATIVE LANGUAGE TEACHING (CLT) TO IMPROVE
STUDENTS' WRITING ACHIEVEMENT**

A THESIS

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LAMPUNG UNIVERSITY
2024**

ABSTRACT

DEVELOPING TEACHING WRITING PROCEDURE BASED ON COMMUNICATIVE LANGUAGE TEACHING (CLT) TO IMPROVE STUDENTS' WRITING ACHIEVEMENT

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This study aims to find out the significant difference in students' writing achievement after being taught using the procedure of teaching writing based on Communicative Language Teaching and using the original procedure of teaching writing. Moreover, the researcher also wants to find out aspect of writing that improves the most after being taught by using procedure of teaching writing based Communicative Language Teaching. An experimental design was employed within quantitative research framework, involving two classes of seventh-grade of junior school students, each consisting of 20 subjects. The experimental group participated in a learning process applying procedure of teaching writing based on CLT principles, while the control group was taught through original procedure of teaching writing. The data were collected through writing tests given to the students before and after receiving the treatment. Afterwards, the data were analyzed through the independent t-test to answer first research question and Repeated Measure t-test to answer second research question. The results show a significant improvement in students' writing achievement after being taught by using the procedure of teaching writing based on CLT principles. This was evident from the increase in the mean score of posttest higher than pretest ($75.7 > 69.4$). Moreover, the result showed that sig. (2-tailed) is 0.000 which is lower than 0.05 ($0.000 < 0.05$). It means that H1 is statistically accepted. It can be proved that there is a significant difference in the students' writing achievement between the experimental and control group. Particularly, the highest increase was observed in the aspect of organization. In conclusion, this study affirms possibility of implementing CLT principles on the procedure of teaching writing in English learning.

Keywords: *Communicative Language Teaching, Procedure of Teaching Writing, Students' Writing Achievement.*

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**By:
Mulia Zalmetri**

A Thesis

**Submitted in a Partial Fulfillment of
Master of English Education
Teacher Training and Education Faculty**



**MASTER PROGRAM OF ENGLISH EDUCATION
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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BASED ON COMMUNICATIVE LANGUAGE
TEACHING (CLT) TO IMPROVE STUDENTS'
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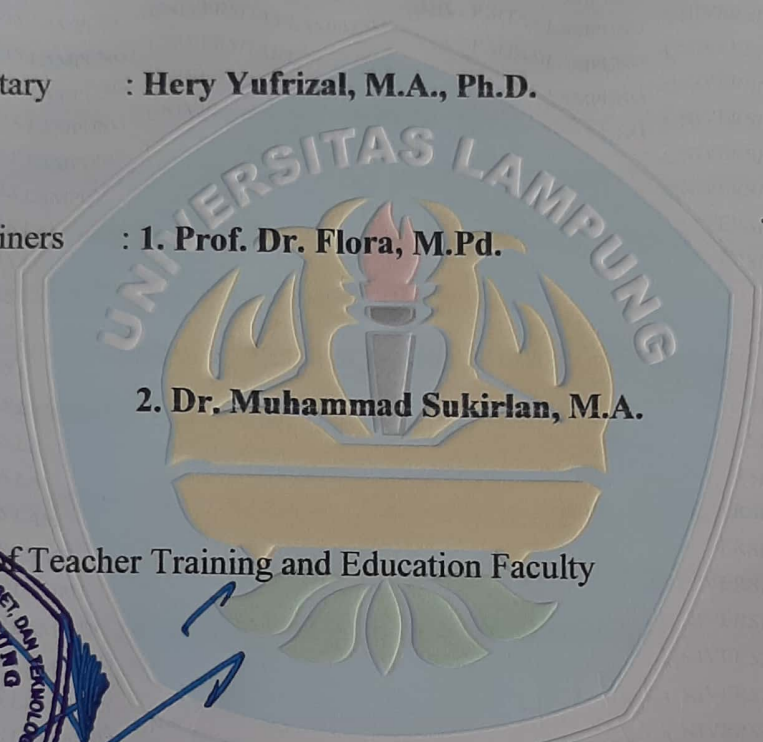
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CURRICULUM VITAE

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MOTTO

My Suffering became easier because my lord promised me ease, not once but twice.

يُسْرًا أَلْتَسِرُ مَعَ إِنَّ , يُسْرًا أَلْتَسِرُ مَعَ فَإِنَّ

For indeed, with hardship (will be) ease.

Indeed, with hardship (will be) ease.

(QS. Al-Insyirah: 5-6)

¹ *Sher'Ali, Maulawi. The Holy Qur'an: Arabic Text and English Translation, (United Kingdom: Islam International Publications Ltd., 2015)*

DEDICATION

This thesis is wholeheartedly dedicated to all people who didn't give up on me to finish my magister degree. I give my deepest gratitude and dedication to Allah SWT. Thank you for the guidance, strength, power of mind, protection, and skills and for giving us a healthy life to finish this study. Heartfelt appreciation goes to my dearest parents, Mr. Adnan and Ms. Nurul Ainun, who have been my source of inspiration and gave me strength when I thought of giving up, who continually provide me with moral, spiritual, emotional, and financial support. To my one and only brother, Ananda Rizqy Pala and my lovely sister, Intan Shalehah, who shared their words of advice and encouragement to finish this study. All my beloved friends for the companion and love. Thank you so much for having me. Lastly, special dedication to all the lecturers in the English Education Study Program at Lampung University, who give us the guidance, advise, and knowledge to finish our study.

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This thesis entitled "Developing Teaching Writing Procedure Based on Communicative Language Teaching (CLT) to Improve Students' Writing Achievement" is presented to the English Education Study Program of Lampung University as compulsory fulfillment of the requirements for Magister Degree.

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Bandar Lampung, 29 Maret 2024
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I. INTRODUCTION

This part presents; background of the study, research questions, the objectives of the study, uses of the study, scope of the study, and definition of the terms.

1.1 Background of the Study

Writing is one of the skills that must be mastered in learning English. Writing is also needed by students to achieve other English skills such as reading, speaking, and listening. Therefore, writing can be a crucial skill among other language skills. Reszy (2013) states that writing is one of the language skills besides listening, speaking, and reading that must be mastered by English learners. Students have to able to express their thoughts in writing to develop their ideas, and make readers interested. Through writing, students can transfer information and knowledge to others. Basically, writing is the most complicated language skill to master. This is reasonable because writing required mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements (Heaton, 1990). Since writing is a productive skill, it also helps the students develop their ability in expressing what they feel and think. Writing is one of the communication skills that is important in all subject areas in the curriculum. This is because the students should be able to communicate in the target language in spoken and written language.

As a crucial skill, writing should be taught intensively at school. The process of learning writing has widely spread from junior level of education through university levels. Especially in junior high schools, writing has been a compulsory subject and part of overall evaluation of English learning. One of learning writing skills in junior high school is learning to write descriptive text. Descriptive text is a kind of text that describes something, a person, a scene, or an object in words so others can imagine it (Jayanti, 2019). The researcher uses descriptive text in order to make students interested in writing class because they can describe things, place, or people around them which are impressed them very much.

In writing, students are trained to be a good writer. Meanwhile, for some students, writing is more difficult than other skills. Most students have struggled to explore, organize, and generate ideas in writing text (Nurlatifah and Yusuf, 2022). Although the students were aware about the topic they would be writing about, they struggled with how to express them. They often had difficulties expressing their ideas into appropriate words or sentences as stated by Nuriasih et al. (2019). Despite having been assigned a topic to write on, they were unable to immediately begin their writing. Although they have produced a few lines, it can be noted that they typically struggle with how to continue writing. Therefore, they frequently stop writing. As stated by Silva (1993), EFL students tend to do less planning, less fluent by using fewer words, and less effective in organizing materials. Some of the students also do not know how to write a correct descriptive text and she found that the students still did not understand about the material and describing objects in detail. Related to a recent study by

Febriani (2022), students had issues when the teacher's strategy and approach were improperly used. The use of ineffective teaching strategies might make students less motivated to learn, which affects how well they absorb the lessons they are taught. Recognizing that language mastery is a component of communication skills. Emphasizing a person's capacity to utilize the language is crucial.

The purpose of teaching and learning English in Indonesia based on *Kurikulum Merdeka* is to use the language for communication. Communication takes place in two forms namely spoken and written form. The spoken form is considered to be the easiest, simplest and the most effective way to communicate in any language. On the other hand, the written form is not as simple and as easy as the spoken one, but it is also important to be applied in communication (Harmyn, 2013). It is related to the goal of the English subject to provide the students' English communication skills in the material context both orally and written. Agbatogun (2014) states that second language (L2) learning needs to use the target language in interaction among the learners, and needs their active participation in authentic context. It means that students' active engagement and participation in the classroom can influence the students' academic performance positively through interaction and communication.

According to Long (1996) as cited in Muho and Kurani (2011), interaction and communication are the facilitator of language acquisition. Meaningful interaction and communication are crucial to provide the information gaps between students and teachers regarding stimulating students' active participation in the activities. It is in line with Murcia (1991) who states that

teachers should present activities which are meaningful and to the students and which will motivate them to become committed to sustaining that communication is intended to accomplish a specific learning goal in the classroom. Therefore, it is important to give the students meaningful interactions through communicative activities in the teaching and learning process which enables students to transmit, interpret messages, and give meanings in the interaction between the students (Astawa et al., 2017). If they can achieve meaningful interactions, it can improve their learning motivation and achieve learning goals easily.

Furthermore, what happens in the world of teaching writing is that the teacher does not pay attention to provide the students with communicative activities. That can be important factor that influences the result of the students' writing because the students cannot understand the message that the students are trying to convey. This happens because the students only focus on how to write individually rather than communicatively. Students must write many things at once because the process of writing itself has correlation between writing activity and other aspects. In the process of writing, the students need to explore ideas by having some communicative activities as they practice their ideas before they start to write. Megaib (2014) and Ariyanti (2016) realize that the problems faced by the students are because writing was not taught in an effective way by the teacher and was not learned maximally because it does not provide meaningful interaction and communicative activities. There are still many EFL teachers in Indonesia who do not pay attention to providing the students in teaching writing communicatively to fix and help the students'

problems in writing (Halimi, 2008; Fan, 2016). This is also in line with Marcellino 's (2009) and Walia's (2012) studies that show the students have a passive style of learning and students resist participating in communicative class activities. Learning activities in English classes at schools still minimally apply communicative activities which make the students are not able to express and organize their ideas well in constructing a text.

Persuading students to actively participate in the writing process is one of the most frequent problems teachers come up. Teachers often talk about how hard it is to get their students to actively participate in writing assignments. It frequently happening, they noted, that students exhibit a lack of excitement, which restricts the development of interest and involvement in writing assignments. This lack of motivation is a significant barrier to creating engaging and successful writing teaching. Moreover, many teachers have shared concerns over countering students' lack of interest in writing. They claimed that students see writing as a chore rather than a way to express themselves, which makes teaching writing skills even more difficult. For teachers, it is discouraging when students do not possess a natural motivation for striving hard at their writing. Moreover, teaching of writing should be properly and effectively conducted by teacher in order to improve the Indonesian EFL students' writing achievement and to resolve their problems in writing. Since the learning objective in teaching English in Indonesia based on *Kurikulum Merdeka* which involves developing communicative competence of students, it is considered a challenging task for teacher to create an effective and communicative classroom activity.

To solve such problems, there should be a method or approach used by the teacher which can provide more effective with communicative activities in the classroom to help difficulties in writing faced by the students. Communicative Language Teaching (CLT) approach comes with an idea that is in line with that viewpoint. Richards (2001) defines CLT as an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence. Littlewood (1981) explains that one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view. Communicative Language Teaching (CLT) focuses on students' interaction with the teacher and other students as a means of creating language skills in a target language.

In CLT, classroom activities should facilitate learners to be actively involved in the learning process so that they get more target language exposure by practicing the language learned. As stated by Alharbi (2020), CLT becomes an approach focused on student-centered and aims to improve listening, reading, writing, and speaking skills, while at the same time enhancing students' understanding of cultures and helping them advance the target language for everyday use. One of the misconceptions about CLT is that it can only be applied to improve speaking skills. In fact, it might be used to teach writing as well as the other two skills. As Savignon (2003) states that the principles of communicative language learning may be equally applied in teaching English toward reading and writing. It is not merely about teaching English for oral communication. Therefore, it is clear that any English teacher should treat the

teaching of writing with the same intention as in teaching speaking skill, so that the goal of the English teaching as a whole can be achieved.

CLT has several characteristics that can be incorporated in teaching writing procedure (Richards and Rodgers, 2001). First, CLT engages the learners in real life situations and real communication in the classroom with communicative and information gap activities. Different from traditional methods which focus on grammatical units, the application of CLT focuses on various communicative activities such as working in pairs or groups, the use of pictures, videos or animations, peer feedback, and the presentation. Meanwhile, the teacher also provides the students with information gap activities. Information gap is an activity where learners are missing the information that they need to complete a task and need to talk to each other to find it (Harmer, 2004). Information gap activities are useful in developing the students' ability to organize information. This principle highlights several important things including creating a classroom situation in which information gaps exist among students, encouraging students to participate in group, and providing meaningful tasks.

Second, authentic and learning materials should be the goal of classroom activities. Authentic means provide the students with "real-life" materials. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as outline, maps, pictures, symbols, graphs, and charts. Different kinds of objects can be used to support communicative exercises. Third, CLT emphasize cooperative tasks rather than individualistic tasks. In its application, CLT has created a comfortable writing

learning condition. Thus, students enjoy the activities because the students can work collaboratively and compete hard in groups as well as individually work. They achieve greater success in writing because they are a part of the teaching learning process. Students are expected to interact with other people in their writings. Many students struggled to put their thoughts into the form of text. Thus, communicative and information gap exercises were strongly advised. Students can share their ideas on the topics and help them to process ideas into the form of text. Teachers should also help develop an environment in which students are comfortable with group work.

Fourth, communication is the fundamental objective of language and learners need to develop all the skills of language. In the CLT context, communication may be encouraged from the very beginning of the teaching and learning process. CLT emphasizes meaningful communication from the beginning of class to help the students develop and achieve the combination of other skills such as reading, speaking, and listening. Lastly, learning is a process of creative construction that involves trial and error. It is important to provide the students with feedback during the teaching writing process to make sure they get an explanation of what is accurate and inaccurate about their work. Not only from the teacher, peer feedback is also beneficial for students. Peer feedback allows students to clarify their own ideas as they explain them to classmates and as they formulate questions about their classmates' writing. It also helps students to continuously improve and keep their work at an optimal level and keep on track in writing. Therefore, five characteristics or principles of CLT above can

be applied in teaching writing procedure to help the students achieve the learning of goals communicatively.

Most previous studies conducted by some experts such as Nunan (1989), Littlewood (1981), Savignon (2003) agree that communicative language teaching is one of the innovative approaches to enable the students to communicate in the target language. It means in teaching writing, CLT will provide the useful situation where the students can share their knowledge and support their pair in mastering writing in English (Liunokas, 2021). Communicative language teaching also motivates and encourages the students to trigger the language acquisition (Burke, 2013). It focuses on student-centered activities that involve the students to actively participate in the classroom activities to effectively achieve learning goals. Therefore, CLT approach is suitable to reduce the problem faced by the students in writing and achieve successful writing achievement.

Furthermore, teachers can manage the process of language learning by creating a more fascinating learning environment for students by providing them with communicative activities to achieve the communicative competence as the goal of learning objective. After engaging and gaining students' motivation in learning through communicative activities, it could impact students' successful writing achievement. Moreover, the researcher wants to identify the difference in students' writing achievement by using the procedure of teaching writing based on communicative language teaching, and the aspects of writing which improve the most in teaching and learning process.

I.2 Research Questions

1. Is there any significant difference in students' writing achievement after being taught by the procedure of teaching writing based on CLT and using the original procedure of teaching writing?
2. Which aspect of writing that improves the most after being taught by the procedure of teaching writing based on CLT?

I.3 The Objectives of the Study

In accordance with the research questions, the present study is aimed at:

1. To find out the significant difference in students' writing achievement after being taught by the procedure of teaching writing based on CLT and using the original procedure of teaching writing.
2. To find out aspect of writing that improves the most after being taught by the procedure of teaching writing based on CLT.

I.4 Uses of the Study

Considering the aims of the research, the significance of the study can be described as follows:

1. Theoretical Use

The research findings might help support the previous theory about the implementation of procedure of teaching writing based on Communicative Language Teaching.

2. Practical Use

- a. For the students, the implementation of procedure teaching writing based on the Communicative Language Teaching approach in the teaching-learning process is expected to help them to improve their achievement in writing.
- b. For the teachers, it can help the teacher with a new insight that might be taken as a guideline in teaching writing so that the students could comprehend their understanding in English texts and optimize their writing achievement.

I.5 Scope of the Study

The researcher limits the scope of this research with some limitations. The first limitation was restricted to the students of the Seventh grade with 20 students of SMPN 1 Bukit Kemuning Lampung Utara. The second limitation was restricted to the improvement of the students' writing achievement after being taught by using procedure of teaching writing based Communicative Language Teaching (CLT). The researcher chooses five principles of Communicative Language Teaching suggested by Richards and Rodgers (2001). This research also focused on descriptive text that describes people.

I.6 Definition of the Terms

Writing

Writing is a process of presenting ideas, in a rational, organized, systematic, reasonable, and logical way which is intended to make the reader understand about certain things by following certain rules and features.

Communicative Language Teaching (CLT)

Communicative Language Teaching is an approach that focuses primarily on the development of students' communicative competence in language teaching and the development of procedures of teaching four language skills that acknowledge the interdependence of language and communication.

Descriptive Text

Descriptive text is a text that has the purpose for giving information about people, place, and things.

Student Writing Achievement

Student writing achievement is the student's skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

II. LITERATURE REVIEW

This part presents some parts of notions. It consists of concept of writing, aspects of writing, procedure of writing, teaching writing, types of genres writing text, descriptive text, concept of communicative language teaching (CLT), the procedure of teaching writing descriptive text based on communicative language teaching (CLT), theoretical assumption, and hypotheses.

2.1 Concept of writing

Writing is one of the skills in English that must be mastered by students to achieve learning objectives. They can communicate their ideas through writing. They can also transfer information and knowledge to other. In other words, writing can be said as a mean of communication between the writer and the reader. It is stated by Heaton (1990) that the writing is complex because it is not only including grammatical and rhetorical devices but also conceptual and judgment elements. Ghufron (2016) states that writing requires the students to perform their skill in expressing and arranging their ideas into a written text which should be understandable for any readers. Another opinion comes from Reszy (2013) states that writing is one of the language skills besides listening, speaking and reading that must be mastered by English learners. They have to able to express their thoughts in writing to develop their ideas, and make readers interest. Through writing, they can also transfer information and knowledge to others.

Based on the explanation above, the researcher can conclude that writing is the ability to express the writer's ideas and convey messages in written form for readers to read as a verbal communication to be meaningful and comprehensible.

2.2. Aspects of writing

There are some aspects in writing that need to be considered for authors to be successful in their writing (Jacob, 1981). They are mentioned below.

1. Content refers to the substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as a unit in developing a subject. Content paragraph does the work of conveying ideas rather than fulfilling the special function of transition, re-statement, and emphasis.
2. Organization refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collections of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.
3. Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he or she can. Generally, clarity should be the prime objective.
4. Grammar of language is a description of the way that the language behaves. Without having knowledge of grammar, the writer cannot make his or her language communicative to a great variety of readers from different situations.

5. Mechanic refers to the use of conventional graphics of the language, i.e., the step of arranging letters, words, paragraphs, by using knowledge of structure and some others related to one another. A writer must pay attention to the use of the punctuation and applying of the word of sentences.

Heaton (1990) also mentions that there are several aspects that should be considered in producing a written work, those are:

1. Content refers to the ideas and information that are conveyed. This aspect emphasizes the author's communication skills to convey a message to the reader. Therefore, the writer's ideas must be clear, coherent, and relevant to the context.
2. Organization refers to how the author structures his or her ideas and information. It addresses the author's capacity to organize and express his or her ideas in a logical and consistent manner. To have a good organization, the writers should consider the use of transitions, topic sentences, and paragraph structure.
3. Vocabulary refers to the variety and appropriateness of the words employed. This aspect of writing highlights the writer's ability to employ words correctly and effectively in context. The writer necessarily needs to use precise and varied vocabulary in his or her writing.
4. Grammar refers to the accuracy and complexity of the sentence structures used in a piece of writing. It points out the author's command of correct and appropriate grammar usage.

5. Mechanics include punctuation, capitalization, and grammar. This aspect of writing focuses on the writer's ability to use correct mechanics to effectively communicate their ideas.

Regarding producing a well-developed and effective writing, it is crucial to consider the application of five writing aspects in the teaching and learning process. Both the teacher and students might gain from it. These elements will improve students' writing skills, and teachers may employ them as a guide when assessing their writing.

2.3 Stages of Writing

According to Harmer (2004), writing process has four main stages, they are:

1. Planning

In this stage, students plan and decide what they are going to write. Students start gathering information and ideas for writing by making notes or doing all their planning in their minds. When planning, they have to consider three main issues, they are the purpose of the writing, the audience and the content structure to sequence the facts, ideas or arguments which they have decided to include.

2. Drafting

In this stage, students write tentative ideas which are related to the topic that they are going to write without paying attention to the errors.

3. Revising

After the students made their draft, they re-read their draft to see where it works and where it does not. Perhaps the order of the information is not clear or the sentence is ambiguous. This stage helps the students to make a revision of their writing. Revising is looking back over what has been written.

4. Publishing

The students make a change of their work after the process of editing. The final product may be different from the first draft after going through some steps. All the writing processes above cannot be separated because those are elements in composing a well-written text.

From the explanation above, this research will apply Harmer (2004) writing procedure which includes planning, drafting, editing, and publishing. By following those stages, students will compose a piece of writing and be able to produce a piece of written work. Therefore, teacher should consider applying the steps above in the process of teaching writing. It is important since the students have to guide and make sure they pass all main activities in writing.

2.4 Teaching Writing

Teaching writing is to guide the students to express and elaborate their ideas in written form. Arends (2012) states that teaching is a process of promoting growth in students. Referring to the statement, teaching writing can be a good step in improving students' achievement to express their ideas or thoughts on paper. This means that teaching writing is very important to build students' language achievement

To guide the students in writing, the teacher needs to choose the appropriate way, by knowing first what kind of the difficulties faced by the students, then finding the fit approach or technique to solve the problems. A writing process is done through some stages. Harmer (2004) stated that the process of writing consists of planning (pre-writing), drafting, revising, and producing the final version (publishing).

Furthermore, to achieve the goal of teaching writing, Nunan (2003) states that there are several concepts for writing that may be used in classroom settings, as follows:

1. Fully understanding the reasons behind students' writing

When a teacher's aims do not align with those of the students or those of the school or institution where the student is enrolled, this causes the most displeasure with writing education. Students should be informed of the learning objectives in a manner that makes sense to them.

2. Giving students several opportunities to write

Writing is an essential ability that requires someone to express their thoughts in the form of text. As a result, the teacher should often ask the students to write. The students will get used to writing, which will enhance their writing abilities. Thus, the teacher should provide students with several chances to write by assigning them various forms of writing.

3. Making input valuable and meaningful

Students need writing feedback. Provide clear comments to the students in order to assist them in improving their writing abilities. Giving feedback on a student's work should include the process of editing and revising. To encourage independent inquiry, the teacher might provide a summary of comments that tells students to identify their problems and correct them on their own.

4. Clearly explain to students how their work will be evaluated.

Students often believe that the teacher subjectively assesses their writing. This implies that the teacher should know the writing standard and

assessment. When evaluating writing, the teacher should consider to several components and make sure that the students understand that.

Before the teacher starts to teach the material, the teacher should make decisions in making lesson plans. Callum et al (2000) states that the lesson plan is the product of teachers' thoughts about their classes; what they hope to achieve and how they hope to achieve it. Lesson plan contains very detailed activity from pre-teaching, main and the closing phase as a partial lesson plan document. Moreover, lesson plan is a face-to-face learning activity plan for one or more meetings. In implementing the lesson, there are some activities the teachers should be done: (1) explain to the students the purpose of the lesson, (2) discuss the material, (3) gives the concrete examples for each material, (4) conclude the lesson. Regarding to *Kurikulum Merdeka*, there are three stages of teaching writing: pre-activity, whilst activity and post activity. The following were descriptions of teaching stages:

a. Pre-activity

Pre -activity is the first step in teaching. Here, the teachers prepare the students physically and mentally before they are active in the lesson.

b. Whilst-activity

Whilst-teaching is divided into three stages: exploration, elaboration, and confirmation.

1. Exploration

In this stage, the teacher explores the students' background knowledge of the material that will be discussed in the meeting.

2. Elaboration

After the students understand the materials, the topic is chosen as the foundation to start writing. The teacher asks the students to deliver as many ideas as they have about the topic through various activities.

3. Confirmation

Teacher clarifies the work and adds some information needed. It provides teacher correction feedback for students' writing.

c. Post-activity

In a post activity where teacher and students conclude the lesson.

In conclusion, teachers should choose the appropriate activities in every stage of teaching writing to facilitate students to achieve the goals of learning, especially writing achievement by considering the principles of teaching writing.

2.5 Descriptive Text

Descriptive text refers to the senses, describing how an object looks, feels, smells, tastes, and sounds into several paragraphs. Fawcett and Sandberg (1984) in Jayanti (2019) define a descriptive text as a kind of text that describes something, a person, a scene, or an object in words so others can imagine it. Wyrick (1987) also states a descriptive writer creates a word image of people, places, and things and uses emotion to pick out subtleties in the description to impress the person. In addition, descriptive text is a kind of text whose purpose is to describe a particular person or thing in detail. Descriptive text has some language features that both students and teachers must consider. As stated by Emilia and Christie (2013) in Anggun (2016), the language features found in descriptive text are:

1. It focuses on specific participants as the main character
2. It employs simple present tense as dominant tense, but sometimes it uses the simple past tense when the object described no longer exists
3. It uses linking verbs or relational processes frequently (such as is, are, has, have, belongs to) to classify, and describe appearance or qualities and parts or functions of phenomena.
4. It applies action verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in text.
5. It makes use of a mental verb or mental process when describing feelings.
6. It utilizes nominal group or noun phrases frequently to describe the subject or object in more detail.
7. It employs adjectives to add information to nouns and uses adverbs to add information to verbs to provide a more detailed description of the topic.
8. It uses adverbial phrases to add more information about manner, place, or time and is sometimes realized in the embedded clause which functions as circumstances.

In writing descriptive text, it consists of generic structure. Gerot and Wignell (1994) as cited by Jayanti (2019) stated that descriptive text has a generic structure as follows:

1. Identification

Identification is an advent to the item or component defined which includes who, what, when, or where. It is an opening statement in the first paragraph that introduces the subject of the description.

2. Description

The description can be in the form of an explanation of the subject's physical appearance, the qualities of the subject, advantages, or special aspects that the subject has.

2.6 Concept of Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is one of teaching approaches that starts from a theory of language as communication then formulated into a design of an instructional system, materials, classroom activities and technique, and for teacher and learner roles (Richard and Rodgers, 2001). This approach involves developing language proficiency through interactions inserted in meaningful contexts. Brandl (2008) defined that CLT is based on the theory that the primary function of a language is to use it in communication. Liao (2000) stated CLT views a language as a functional system. CLT emphasizes the activity through interaction and communication rather than memorization (Toro et al, 2019). From the explanations of the theories above, it can be concluded that the Communicative Language Teaching (CLT) is an approach that mainly focuses on learning the language through communication. Communicative Language Teaching also has some principles as follows (Richards and Rodgers, 2001):

1. Communicative Language Teaching engages the learners in real life situations and real communication in the classroom for example role-play, simulation, telling story, discussion, presentation, group work, information gap, and games so that they can understand how to communicate and use the language in the real world.

2. Authentic and meaningful communication should be the goal of classroom activities. Authentic means provide the students with “real-life” materials. These might include language-based realia, such as signs, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as outline, maps, pictures, symbols, graphs, and charts. Different kinds of objects can be used to support communicative exercises.
3. CLT emphasizes cooperative tasks rather than individualistic tasks for the students.
4. CLT believes that communication is the fundamental objective of language and the learners need to develop all the skills of language.
5. Learning is a process of creative construction and involves trial and error. It offers opportunities to join in teacher-students and students-students interactions in the classroom.

It has been mentioned earlier that CLT promotes students’ active learning by meaningful interactions and the teacher can focus on encouraging the students to participate in group work. Meaningful interaction is the communication among language learners that focuses on the message they want to convey instead of the form (Young, 1988). Jeyasala (2014) claims that EFL teachers need to provide students with spaces to interact with others to enhance their abilities to use the language. Krashen & Terrell (1983) added that when the teacher wants his or her students to acquire a second language, teacher needs to provide them with comprehensible input and natural communication chances in a psychologically nonthreatening ambience. In light of CLT, students should participate in classroom

activities collaboratively rather than individually. In this situation, students feel more comfortable listening to their friends rather than relying on the teacher as the model. On the other hand, teachers should function as facilitators and monitors, then as models for accurate speech and writing, holding students accountable for producing numerous sentences without errors. By becoming a facilitator for language learning, the instructor acquires a different attitude regarding learners' errors. Teachers do scaffolding in order to help students produce output where they may still have difficulties in writing or give corrections with a supportive and positive attitude.

The classroom activities in communicative language teaching are unlimited, provided that such exercises enable learners to engage learners in communication and attain the communicative objectives (Richard and Rodgers, 2001). The teacher should make problem solving activities for example information gaps in order to make the students have a lot of interactions in the classroom (Firiady, 2018). Information gap is when one side of the communication does know about something and the other shares the information with it through communication. In this case, the students have the choice to use different forms to express the same function they intend to convey in their communication. On the other side, the students give feedback to each other and this way learning takes place. The students had very few chances to use information gaps and knowledge sharing. With those interactions, students can develop their own learning to master writing skill. Interaction plays an important role in language learning since it gives the students the opportunity to practice and use the language (Toro et al, 2019). It also can give benefits for students to expose the ideas of a text by emphasizing on the cooperative

tasks rather than individualistic tasks in the learning process (Richard and Rodgers, 2001). For this reason, it is necessary to find effective ways to adapt English teaching using pair or group work activities. Abe (2013) also claims that information gap activities, collaboration development, and discussions are useful in classrooms where the CLT approach is applied. Here are some information gap activities that can be implemented in teaching and learning process in the classroom (Harmer, 2004; Legutke and Thomas, 1991):

☐ Role-play a character/person

- a) The students are divided into pairs.
- b) Student A is given a card that contains a character/person. Student A will read the information about that person and try to introduce herself/himself to others as that character.
- c) Student B tries to guess the character or person by asking some questions to student A in the form of Yes/No questions. Student A must give the information by answering the questions.

☐ Reassembling a text

- a) The class is divided into four sub-group. Each sub-group is given a descriptive text which has been photocopied and cut into several pieces according to the number of paragraphs in the text.
- b) Each individual in the sub-group reads a piece of the text and try to write the text in their own notebook. After that, they try to shares the information from the text to others. From this collective information, they try to sequence the paragraphs and thus reassemble the text.

☐ Describe and Draw

- a) The students are divided into pairs.
- b) Two students in which each of them has different task, one as the instructor who describes the original picture to his/her partner, and the other one act as the artist who draws the picture based on his/her partner instruction.

The researcher used all those information gap activities above in teaching descriptive text as one of the principles of CLT proposed by Richards and Rodgers (2001). Moreover, the researcher also implemented all the CLT principles suggested by Richard and Rodgers (2001).

2.7 The Procedure of Teaching Writing Descriptive Text based on Communicative Language Teaching (CLT)

In this case, the researcher's goal is to develop and combine the procedure of teaching writing based on Communicative Language Teaching (CLT) in order to solve students' difficulties faced in the writing process. There are three procedures in teaching writing. They are the pre-activity, whilst activity, and post-activity. Pre-activity is the beginning stage in teaching. Pre-activity is the teacher's first session starting the lesson by greeting all students. The teacher then goes over the absence list with the class before praying together. Then, the teacher prepares the necessary materials and equipment for the lesson or when the whole activity begins. Furthermore, the second session is whilst activity. The primary action begins during this session. The teacher employs a variety of media or learning strategies, including

information gap activities, pair work, group work, writing on handouts or outlines, presentation, and so on. During this session, many students will pay close attention and participate actively in learning by asking questions of the teacher or answering questions provided by the teacher. Then, the teacher offers comments on the day's learning. The last session is post-activity. Teacher and students do some reflection by asking several questions related to the material or asking their feelings toward learning process. After that, the teacher gives students homework, which is frequently followed by praying and greeting the students to end the lesson. The use of CLT principles can be included at each lesson stage. These are the procedure of teaching writing based on CLT principles are:

1. Pre-activity

- a. Teacher starts the class by greeting and checking the attendance list of the students first.
- b. Teacher stimulates and brainstorms the students by giving questions related to their personal experience to introduce the topic.
- c. Teacher does apperceptions.
- d. Teacher shows some pictures of famous people.
- e. Students are asked to give their opinion about the descriptions or appearance of the pictures.
- f. Teacher and students are having discussions together about how to describe people.
- g. Teacher shows an example of descriptive text in the form of a video or picture and explain the material.

- h. Teacher wrote some sentences from the text to show its tenses then connected them to the descriptive text.

2. Whilst-activity

- a. Teacher divides the students into some groups.
- b. Students will choose their topic that closely related to their daily lives or famous people.
- c. Teacher provides a handout for each student as a media to describe the people.
- d. Students are asked to do several information gap activities.
- e. Students are discussing and sharing their ideas in groups and try to make a simple descriptive text.
- f. Teacher walks around and monitors, encouraging the students in a supportive way to provide everyone's communication in the target language.
- g. Teacher allows the students to do peer feedback by exchanging their writing. After that, they prepare questions based on the information that is provided (and the information that is left out).
- h. Teachers give some comments or suggestions (teachers' feedback).
- i. Students are revising and publishing their descriptive text.

3. Post-activity

- a. Teacher and students do some reflection.
- b. Teacher closed the lesson.

There is no exact way or model in applying Communicative Language Teaching (CLT) principles in writing procedure. Therefore, the teacher should be creative to create or to develop available models as a suitable learning process both in the classroom. The explanation can be seen in the following table.

Table 1. Procedure of Teaching Writing Descriptive Text based on Communicative Language Teaching (CLT)

No	Procedure of Teaching Writing based Communicative Language Teaching (CLT)	Principles of Communicative Language Teaching (CLT) by Richards and Rodgers (2001)	Stages of Writing (Harmer, 2004)
1.	Teacher shows pictures of famous people and try to ask some questions to students about their opinion in describing people. Teacher and students are collaboratively discussed the material of descriptive text.	Authentic and meaningful communication should be the goal of classroom activities. “real-life” materials such as pictures should be introduced.	Planning
2.	Teacher wrote some sentences from the text to show its tenses then connected them to the descriptive text.	Learning to use language forms appropriately is an important part of communicative activity.	Planning
3.	Students are divided into some pairs or groups.	Engaging the students with communicative activity such as pair work or group work.	Planning

4.	Students will choose one of the topics that are close to their life as an object that they will describe together in their group.	Provide the students with authentic material (real-life).	Planning
5.	Teacher provides a handout for each student as a media to describe the people. Teacher can also provide the students with information gaps activities (Role-play a character, Reassembling a text, and Describe & Draw)	Exposing the students with communicative activities such as information gap activity, group discussion, pair work and different kinds of objects or media can be used to support communicative competence to achieve target language.	Drafting
7.	Students are discussing and sharing their ideas in groups and try to make a simple descriptive text.	CLT emphasizes cooperative tasks rather than individualistic tasks for the students. Students should be given an opportunity to express their ideas and opinions with peers.	Drafting
8.	Teacher walks around and monitors, encouraging the students in a supportive way to provide everyone's communication in the target language. Teacher also gives some feedback to the students in revising their writing.	Teacher acts as an advisor and facilitator during communicative activities.	Revising

9.	Students can do peer feedback by exchanging their writing. After that, they prepare questions based on the information that is provided (and the information that is left out).	Learning is a process of creative construction and involves trial and error. Students should be given an opportunity to express their ideas and opinions.	Revising
10.	Students revise their work and write the complete descriptive text in the group.	Cooperative tasks rather than individualistic tasks for the students.	Revising
11.	Students publish their works using presentation.	Engages the learners with real life communication in the classroom.	Publishing

It is clearly stated that in the four steps process of writing will take place in some communicative activities that employ CLT principles such as pair and group work, discussion, information gap activities, peer-feedback, authentic materials, and presentation. All five the CLT principles proposed by Richards and Rodgers (2001) can be implemented in the communicative activities above.

In planning, students and teachers discuss together in determining topics that they like and related to their daily life for students. Then, students will be divided into group work and having discussion together in gathering ideas or information related to the topic. In this case, the teacher also helps the discussion between groups to make the discussion more focused. In the drafting stage, the teacher provides a handout about the material to help students develop their ideas. Teachers also provide the students with several information gaps activities (Role-play a character,

Reassembling a text, and Describe & Draw) in order to help them elaborate and gather the ideas.

In the revising stage, students exchange their writing with other groups and ask them to make some questions based on the information that is provided (and the information that is left out). This activity gave the opportunity for students to express their ideas and opinions related to the topics freely and built students' creativity as well. After that, students will collect ideas together and determine which ideas will be used together in their writing. Next, students can continue working in their groups and complete the whole text. Teacher walks around and monitors, encouraging the students in a supportive way to provide everyone's communication in the target language. Teacher also gives some feedback to the students in revising their writing.

In the final stage that is publishing, students will be asked to present their writing in the form of a presentation in front of the class and other groups can observe and appreciate their writing. Hopefully, the implementation of CLT principle in the procedure of teaching writing can maximize the students actively participation in the classroom that can enhance students' writing achievement.

2.8 Theoretical Assumptions

Based on the explanation on literature review, it can be assumed that writing is the complex and crucial skill in learning a language. Several problems faced by the students in writing, especially descriptive text such as; lack of express, organize, generate their ideas, lack of motivation, and students only focus on individual

learning in writing. Sometimes students lack of ideas to make their word network because they do not have ideas about the topic discussed. It is sometimes too difficult for them to organize in writing so it impacts to their skill at making sentences and they tend to be passive in writing. Teachers need to create learning activities using methods or approaches that are able to give students increased motivation through communicative learning. Communicative Language Teaching (CLT) approach is one of approaches which emphasizes that the goal of language learning is communicative competence. CLT approach can offer a limited procedure for resolving students' problems during each writing process, such as planning, drafting, revising, and publishing by providing communicative activities.

Communicative activities such as information gap activities, provide handout and pictures, authentic materials, peer feedback, teacher feedback, and presentation would accommodate meaningful interactions by giving students a chance for students to work collaboratively rather than individually. It has been mentioned earlier that CLT offers opportunities to join in teacher-students and students-students in the classroom. As a result, students can actively participate in activities through group work and easily elaborate and organize their writing a text, especially descriptive text. It happens because they can share ideas among students and are guided by the teachers to write. By using the CLT approach in the procedure of teaching writing, the students feel more enjoyment and interest in the learning process. They may have a chance to discuss and select the appropriate sentences related to the topic with another student or teacher in order to reflect their errors. Hence, the students are more likely to produce well-developed and well-organized writing content. Therefore, the researcher assumes implementing a communicative

language teaching approach in the procedure of teaching writing can help both students and teachers in learning process to promote communicative activities as well to guide students to work collaboratively while solving the students' problem in writing descriptive text.

2.9 Hypotheses

The following hypotheses are proposed to answer the stated research questions:

1. H_0 = There is no significant difference in students' achievement in writing descriptive text between those who are being taught by using the procedure of teaching writing based on CLT and those who are being taught by using the original procedure of teaching writing.

H_1 = There is a significant difference in students' achievement in writing descriptive text between those who are being taught by the procedure of teaching writing based on CLT and those who are being taught by the original procedure of teaching writing.

2. H_0 = There is no aspect of writing which improves significantly after being taught by using the procedure of teaching writing based on CLT and those who are being taught by using the original procedure of teaching writing.

H_1 = There is an aspect of writing which improves significantly after being taught by using the procedure of teaching writing based on CLT and those who are taught by using the original procedure of teaching writing.

Therefore, the theories that have been discussed in this chapter are concept of writing, aspects of writing, procedure of writing, teaching writing, types of genres writing text, descriptive text, concept of communicative language teaching (CLT), procedure of teaching writing descriptive text based on communicative language teaching (CLT), theoretical assumption, and hypotheses.

III. METHODS

This chapter discusses how to conduct research which consists of research design, setting, subject of research, data collecting technique, research procedure, research instrument, reliability and validity of instrument, rubric scoring system, data analysis, data treatment, and hypothesis testing.

3.1 Design

Using a quantitative design, the researcher conducted an experimental design to see students' writing achievement after being taught using procedure of teaching writing based on Communicative Language Teaching (CLT) principles. Control group pretest-posttest design was used in this research to answer the first research question because in the experimental group the students learned through a procedure of teaching writing that has been incorporate with CLT and the control group did the original teaching writing procedure. The research design was conducted as follows:

G1: T1 O T2

G2: T1 X T2

(Setiyadi, 2018)

Note:

G1 : Experimental group (Procedure of teaching writing based on CLT)

- G2 : Control group (Original Procedure of teaching writing)
T1 : Time to take the first data collection before treatment (Pre-test)
T2 : Time to take the second data collection after treatment (Post-test)
X : Treatment 1 (Procedure of teaching writing based on CLT)
O : Treatment 2 (Original procedure of teaching writing)

The researcher conducted this research in three meetings. In the first meeting, students were given a pretest. In the second meeting, the students worked collaboratively in information gap activities. In the third meeting, students were given post-test at the end of the treatment.

3.2 Variables

Variable is a noun that stands for variation within a class of object, such as gender, achievement, motivation, behavior, or environment (Setiyadi, 2018). There are two kinds of variables namely independent variable (X), dependent variable (Y). In this research, the variables are described as follows:

1. Procedure of teaching writing through CLT approach as the first independent variable (X_1).
2. Original procedure of teaching writing as the second independent variable (X_2).
3. Students' achievement in writing descriptive text as dependent variable (Y).

It can be stated that there are two independent variables and one dependent variable in this research.

3.3 Setting

The research was conducted at SMP Negeri 1 Bukit Kemuning which is located in Kecamatan Bukit Kemuning, Lampung Utara. The researcher collected the data from the 7th grade students in SMP Negeri 1 Bukit Kemuning.

3.4 Data Sources

The population of this research was seventh-grade students at SMP Negeri 1 Bukit Kemuning. The sample in this study was chosen by using purposive sampling based on the English teacher's recommendation. The researcher used two classes, the first class is VIII.1 for control class which consists of 20 students and the second class is VIII.2 for experimental class which consists of 20 students. The students in the first class learned through the procedure of teaching writing based on the CLT approach while the students in the second class learned through the procedure of teaching writing.

3.5 Data Collecting Technique

The data collecting procedure are as follows:

1. Writing test

- ☐ Pre-test

The pre-test was given to the students before conducting the treatments. It aimed to assess students' descriptive text writing achievement by using the original procedure of teaching writing. The test also aimed to determine if students' writing achievements improved from the pretest to the post-test by following the treatment.

☐ Post-test

Post-test was given to the students after conducting the treatments to find out the students' writing achievement in both classes. The students' post-tests were examined by the teacher based on the aspects of writing.

In addition, the data are obtained from two kinds of tests namely pre-test and post-test. The two tests were administered to an experimental and control group.

3.6 Research Procedure

The procedure of the research are as follows:

1. Determining the population and sample

The researcher chose seventh-grade students of SMP Negeri 1 Bukit Kemuning as the population of this research. The researcher took two classes as the sample of the research.

2. Selecting the materials

The material is based on *Kurikulum Merdeka* for the 7th grade students in junior high school. The researcher selected some examples of descriptive text from English books and the internet.

3. Administering the pre-test

The pretest was given to the students before the teacher taught them by using the procedure of teaching writing to determine their writing achievement. The students were asked to create descriptive text based on the topic and instruction given by the teacher.

4. Giving the treatments

The treatments were given for three meetings. In the control class, the researcher applied original procedure of teaching writing. Moreover, in the experimental class, the researcher implemented the procedure of teaching writing based on the CLT approach. The first was the preparation to assist students in engaging their schemata, which would aid them in predicting the material. Teacher was given some pictures that describing the people and provided some examples of descriptive text. The teacher discussed together with the students as a result the students would actively engage in learning the materials.

After that, the teacher divided the class into pairs or groups. They worked collaboratively using information gap activities to engage their motivation and interest in the learning process. The teacher asked the students to discuss with their friends to build knowledge of the topic they will write with outline. After brainstorming and generating their ideas in a group about the topic, students can start writing their sentences. After that, they continued writing a paragraph and then a whole text. Next, the students were asked to revise their writing by peer feedback. Teacher also gives some feedback related to their writing. Lastly, the teacher asked the students to publish and share their writing by presentation using various media or graphic design.

5. Administering post-test

After receiving treatment, the students did a post-test. This test aims to evaluate the progress of students' writing achievement of descriptive text after the implementation of procedure of teaching writing based CLT approach. The test is similar to the pre-test taken by the students yet they would write in different topics.

These are some of the steps that the researcher took while conducting the research. It is critical to point out that the procedure must be completed in the correct sequence in order for the research results to be valid and reliable.

3.7 Validity and Reliability

The researcher understood that measuring instruments' validity and reliability are important. As a result, the researcher used the following procedure to measure the validity of the instruments used in this research:

1. Validity of writing test

It is valid if the test measures the object being tested and meets the criteria. According to Setiyadi (2018), validity refers to how well a test measures what it is designed to measure. Two types of validity must be evaluated:

☐ Content Validity

Content validity is the extent to which a test measures a representative sample of the subject matter content (Hatch and Farhady, 1982). The writing test was given to students, which was arranged based on the syllabus from *Kurikulum Merdeka* for the 7th grade students of junior high school. In this research, the researcher

examined the test based on the learning objectives stated on the syllabus made by the teacher in order to compose the material and activity. The tests given to the students are made based on the indicators on the syllabus.

☐ **Construct Validity**

Construct validity is concerned with whether or not the test performance can be described psychologically (Hatch and Farhady, 1982). The researcher measured the students' writing tests based on five writing aspects using the following criteria (Heaton, 1990); content, organization, language use, vocabulary, and mechanics. The test construction could be considered valid if the test items measure every written form aspect. The researcher used table checklists to measure content and construct validity.

2. Reliability of writing test

Reliability refers to how consistent a test score is and gives us an indication of how accurate the test score is. This research used *inter-rater reliability* to achieve the writing pretest and post-test reliability. The first rater was the researcher herself, and the second rater was an English teacher of SMP Negeri 1 Bukit Kemuning. The researcher utilized *Rank Spearman Correlation* to examine the correlation between two raters. The formula used in this study:

$$R = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

(Hatch and Farhady, 1982)

Notes:

R: Reliability of the test

N: Number of students

D: The difference of rank correlation (mean score from pre-test and post-test)

1 – 6: Constant number

The criteria of reliability proposed by Setiyadi (2018) are as follows:

- Reliability range from 0.800 up to 1.000 is very high
- Reliability range from 0.600 up to 0.800 is high
- Reliability range from 0.400 up to 0.600 is fair
- Reliability range from 0.200 up to 0.400 is low
- Reliability range from 0.000 up to 0.200 is very low

3.8 Data Analysis

Independent sample T-Test was used in this research to answer the first research question and *Repeated measure T-Test* to answer the second research question. The researcher measured the students' results in writing using a scoring rubric adopted from Jacob et al (1981). Then, the scores of the two raters were combined, and the average score used as the final score. There are two raters to score the writing tests. The researcher who filled the scoring test will be the first rater and the English teacher at school will be the second rater. In order to answer two research questions, the students' scores were computed as follows:

1. Scoring the pre-test and post-test by using inter-rater.
2. Tabulating the result of the test and calculating the gain of pre-test and post-test. The researcher used a statistical application called *SPSS* to calculate the scores and to analyze whether there is an improvement on students' writing achievement after the treatments.
3. Composing a discussion regarding the result.
4. Drawing a conclusion from tabulated results of pre-test and post-test. Then, the data was analyzed by *Independent Sample T-test* for the first research question and *Repeated Measure T-Test* for the second research question.
5. Interpreting the obtained data.

3.9 Data Treatment

In this part, there are some steps before answering the hypothesis testing, the researcher conducted normality and homogeneity for the writing test.

3.9.1 Normality Test

The aim of composing the normality test is to find out whether the data is normally distributed or not. The researcher used the *SPSS Shapiro-Wilk* formula to analyze the data in order to find the value. The hypotheses of the normality test as follows:

H_0 : The distribution of the data is not normal.

H_1 : The distribution of the data is normal.

The level of the significance use is 0.05. H_1 is accepted if the result of the normality test is higher than 0.05 ($p > q$).

2.9.2 Homogeneity Test

To find out the homogeneity, Levene's Test was applied by using SPSS. In this test, the decision was taken by considering the score of probability. If the probability score (Sig.) is > 0.05 , the dependent variables' variances are homogeneous. If the probability score (Sig.) is < 0.05 , the dependent variables' variances are not homogeneous.

3.10 Hypotheses Testing

The researcher used *Independent Sample T-Test* in SPSS to find out the significant difference of students' writing achievement. The hypothesis was approved if the sig value is lower than 0.05. The formulation could be seen as follows:

H_0 = There is no significant difference in students' achievement in writing descriptive text between those who are taught by using the procedure of teaching writing based on CLT and those who are taught by the original procedure of teaching writing.

H_1 = There is a significant difference in students' achievement in writing descriptive text between those who are taught by using the procedure of teaching writing based on CLT and those who are taught by using the original procedure of teaching writing.

The researcher also analyzed which aspects of writing skill that improve significantly after being taught through the procedure of teaching writing based CLT and those who are taught using the original procedure of teaching writing. The

researcher used *Repeated Measure T-Test* and it is calculated by using SPSS. The formulation could be seen as follows:

H_0 = There is no aspect of writing which improves significantly after being taught by using the procedure of teaching writing based on CLT and those who are taught by the original procedure of teaching writing.

H_1 = There is an aspect of writing which improves significantly after being taught by using the procedure of teaching writing based on CLT and those who are taught by the original procedure of teaching writing.

This chapter has discussed research design, variables, setting, data sources, data collecting technique, research procedure, validity and reliability, data analysis, data treatment, and hypothesis testing.

V. CONCLUSION AND SUGGESTION

This final chapter focuses on the discussion of two points, conclusion of the research finding and suggestions for English teachers who want to implement the modified method in teaching writing and the other researchers who want to conduct investigation in the same area.

5.1 Conclusion

After conducting the research and composing the result and discussion, several conclusions can be drawn to sum up the main points of the study. First, CLT (Communicative Language Teaching) principles, especially information gap activities, is very possible to be applied in English teaching by using its principles into the procedure of teaching writing. The procedure of teaching writing using the CLT approach may give a positive impact to the students' writing achievement, as found in this research that students were able to make written work clearer and more well-organized. It can be seen that the aspect of writing that is organization was the highest aspect that was enhanced. The group work in information gap activities helped students organize their thoughts better as they talked and worked together. This suggests that using information gap activities through teaching and learning processes can make written work clearer and more well-organized because the students enjoy the collaborative activities. It has been mentioned earlier that CLT offers opportunities to join in teacher-students and students-students in the

classroom. As a result, students can actively participate in activities through group work and easily elaborate their writing, especially descriptive text.

Secondly, for teachers, it is essential to recognize the limitations of a methodology or procedure and come up with a solution, such as changing it using a certain approach. It enables them to ensure that the procedure utilized delivers enhanced results in terms of students' achievement throughout the learning process. This research has provided evidence that the experimental group taught by procedure of teaching writing based CLT showed more significant gain in scores compared to the control group that followed the learning process using the traditional procedure or method. This was attributed to the freedom and flexibility granted to the experimental group in expressing ideas and actively participating in learning activities.

5.2 Suggestions

These following suggestions are proposed for both English teachers and further researchers. They are elaborated in the explanation below.

5.2.1 English Teachers

Considering the positive result of using CLT principles in the procedure of teaching writing in enhancing students' writing achievement, English teachers are intended to implement the CLT principles, specifically information gap activities in teaching writing. Information gap activities helped students to actively participate in classroom activities and give them more flexibility to express their ideas collaboratively. Information gap activities can be created through various kinds of activities that can give

students the opportunity to exchange information that they did not know before in completing assignments given by the teacher. Students can use language more actively because they are forced to interact more by asking specific questions and most of them are not passive anymore in classroom activity. Therefore, students can activate their communicative competence by practicing more language use.

It is highly recommended for teachers to examine the implementation of CLT approach, especially one of the crucial elements that is information gap activities to improve writing achievement of students in lower level, for example other grades in junior high school or even senior high school students. Moreover, the information gap activity required learners to interact for achieving their learning goals. It helped students to increase their responsibility to pay attention to their tasks and to be able produce well-organized writings. The teacher is suggested to let the students dominate the classroom even engage actively in the teaching and learning process to achieve language achievement especially in writing.

5.2.2 Further Researchers

For further research, it is better to use CLT approach in teaching writing especially information gap activities in the EFL classroom packed with lower-level students in junior high school who are considered to have a greater chance to use the language inside the classroom.

This research focus on the small sample size. Therefore, it is crucial to pay attention to this limitation because the use procedure of teaching writing

based on CLT would be effective in the small sample size rather than larger sample size. As far as CLT implementation is concerned, it is often said that communicative activities are not relevant to the overcrowded class because such activities consume too much time and the student numbers minimize the chance of individuals to actively participate in language learning.

However, in contrast to the traditional practice in which the teacher talks most of the time, collaborative learning such as information gap activities helps to solve the problem of classes being too large to offer many opportunities for students to participate in a communicative classroom. Another way of solving this problem is by holding extracurricular activities outside the classroom. Teacher can compensate for this situation by providing out-of-class communicative opportunities such as homework or English club.

As a final point, those statements above represent the conclusion of this study during the present research. Moreover, the suggestion above can be considered to conduct better further research with respect to students' achievements and CLT approach.

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