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## **7. Conclusion and Suggestions**

### **7.1 Conclusion**

After the methodology for Communicative Language Teaching in this study was put into practice, it is known that the t-observed value of 3.855, with a degree of freedom (df) of 34, is greater than the value of t-table 2.120, at a threshold of significance of 0.05, for the two-tailed test. The alternative hypothesis ( $H_a$ ) is therefore accepted, it can be said. As a result, it suggests that using Communicative Language Teaching when writing an argumentative essay is suitable.

### **7.2 Suggestions**

This study demonstrated that employing CLT could raise students' proficiency in argumentative essay writing. The following recommendation list is provided.

CLT is advised that teachers teach writing using the Communicative Language Teaching methodology. The CLT technique teaches students how to create outlines and discover keywords so that it might help them write more effectively.

When teaching English to stu-

dents, communicative language methods should be used. This method's activities can enhance communication and enjoyment in the teaching-learning process.

When conducting further research, other researchers should design a study on the effects of Communicative Language Teaching on other abilities because it has a significant impact on how well students write.

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## 6.Result and Discussion

The purpose of this study is to investigate whether, as suggested earlier, using the CLT approach significantly affects students' ability to write argumentative essays. The outcomes of the writing test were used to collect the data. The research revealed that the students struggled with developing a thesis, developing arguments, and creating persuasive proposals. As can be seen, the experimental group's mean pre-test score was 49.99, whereas the control group's pre-test score was 46.29. The therapy was administered to the test group.

The experimental group received the treatment. Because the teacher utilized visuals to stimulate them during the first lesson, the students responded quite well to her explanation of the hortatory text. The pupils were then instructed to recreate the hortatory language with their own lines and create their own titles based on the image. In the second method, the pupil fills in the graphic pyramid with keywords and outlines their sentences. The student pairs in the third treatment

were more involved and focused as a consequence of the utilization of pictures, graphic pyramids, an outline, and an editing checklist to check for faults in their hortatory writing. The pupils created further original titles after the last treatment. Individually, each student created an outline, developed the keywords for the question, and then traded their writing for peer review.

The post-test result reveals that the experimental and control groups' writing accomplishments were considerably different. The experimental group's mean post-test score is 75.55, while the control group's are 66.67 on average. It is safe to presume that the therapies were effective. The t-test observed is 3.855 when the study results are calculated using the t-test formula. We discover that t-observed exceeds t-table. It denotes acceptance of the alternative hypothesis ( $H_a$ ). In other words, the success of the students in writing an argumentative essay is substantially influenced by communicative language teaching. This study seeks to ascertain whether or not using the CLT technique has a substantial impact on students' writing performance.

Any group of individuals who have one or more qualities that the researcher finds charming constitute the population. The second-grade Alfarabi students in district Al-Resafa took part in this investigation. There were 75 students there in total. 30 students from class B made up the sample.

## 5.Data Analysis

Tests were utilized to compare the experimental group and control group in order to determine the relevance of the effect of communicative language education on the student's ability in writing an argumentative essay. The researcher utilized the following t-test formula to determine the different means of the two groups.

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

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

initiates the conversation with a question, the student responds with an answer, and the teacher offers feedback on the student's response (Samiullah, 2018, p. 124).

The teacher very infrequently evaluates the student's response. There are several ways the teacher can use the Initiation-Response-Feedback pattern (IRF). In order to boost the student's confidence in the classroom activities, the teacher makes sure that he participates. They sought to conduct additional studies to demonstrate how engaging students in class activities enhance their motivation to learn (Samiullah, 2018).

#### 4. Methodology

The research procedure involved experimentation. By altering an independent variable and seeing how it impacts a dependent variable, the experimental design was used to demonstrate cause and effect. One dependent variable and at least one independent variable were both altered in this design. The independent variable in this study is the CLT approach, and the dependent variable is writing achievement. The two student groups used in this research design were the control group and the experimental group. Both groups received pre-and post-tests. The experimental group got an education in the CLT technique, but the control group didn't get any, thus they weren't exposed to it. The search plan is described 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	√

structors seek to help their students write better. The use of language is one of these strategies (Eggen & Kauchak, 2011; Guerra & Bota, 2011; Hight, 2013; Liu & Lan, 2016). in Madkour (2016).

According to Jeffery, using examples from the actual world might help students' writing skills (2009). Students' communication skills should be improved through writing. The message that is conveyed through the writing can be used to gauge its quality. Classroom conversation, according to Yang and Cheung (2003), enhances students' capacity to generate proposals (Samiullah, 2018, p. 123).

The goal of writing exercises is to get students interested in writing. The ability of students to write proposals and synopses has improved as a result of using the Argument-Driven Inquiry (ADI) instructional paradigm, according to Walker and Sampson (2013). ADI involves peer evaluation of students' proposals and synopses and revision of the written report after peer review. Additionally, it allows for improved written communication with the reader, which is standard scientific

practice (Samiullah, 2018, p. 123). Writing is a tool that can be utilized for a variety of activities. According to Samiullah, teachers don't believe they are qualified to teach research writing (Samiullah, 2018, P. 124). When it comes to meeting the deadlines for the curriculum, teachers are subject to time restrictions. Due to a lack of class time, science students cannot be taught writing. The majority of scientific students have not been supplied with the conditions to write in accordance with the rules and standards of the proposal (Samiullah, 2018, p. 124).

Yore et al. (2003) claim that students may produce better research papers if they work on their grammar, spelling, and punctuation. Mulat (2003) asserts that teachers' willingness to employ a communicative technique may contribute to its effectiveness. Different discourse techniques can be applied in the classroom (Samiullah, 2018, p. 124).

Teachers employ discourse techniques, such as asking insightful questions, to engage students in class conversation. The dialogue proceeds as follows: the instructor

It can be claimed that using the Communicative Approach is one of the best strategies to assist children in making connections with others so they can talk properly, express themselves successfully, and deal with a variety of social challenges in their surroundings as soon as feasible (Irmawati, 2012, p. 92). Little Wood asserts that the communicative approach to language learning emphasizes both the language's structural and functional components. Functional features of language pertain to the purposes of language form itself, while elements of linguistic structure concentrate on language form grammatically (Littlewood, 1988).

## **2. Research Question**

The following conundrum is expressed in light of the study's background, which was previously described: How much does the CLT methodology affect students' capacity to compose an argumentative essay?

### **3. Literature Review**

Writing is a difficult task that requires highly developed linguis-

tic abilities. Even after spending twelve years in prep and high schools studying English as a foreign language, many college students still struggle to produce accurate writing that complies with the standards of their respective institutions (EFL). The inability of students to come up with ideas, plan discussions, manage sentence structures, select appropriate vocabulary, and employ effective styles are just a few of the problems they face (Madkour, 2016, p. 241).

Writing has a special function as a tool for communication and as one of the core components of language proficiency. Writing is a useful tool for both academic and professional aims, and it is taught as a separate subject in many higher education institutions, claim research (Elbeltagi, 2013; Jayaron & Abidin, 2016).

The writing process is challenging, though, as it needs the mastery of multiple abilities, including information management, thinking organization, and the use of grammatical conventions and rhetorical devices. By utilizing the most effective teaching strategies, EFL in-

determine how meanings and interactions are constructed and not merely as a set of words and rules (Chuquimarca, 2020, p. 276).

In support of this strategy, Bowkett (2014) argues that merely teaching and studying grammar in L2 (foreign language) is insufficient. This common practice needs to be altered in order to provide non-native pupils with ample writing practice. Community involvement is promoted by CLT, which improves writing effectiveness. It's critical to stimulate pupils' attention and support them in completing more written work (Chuquimarca, 2020, p. 276).

There is no doubt that English language learners need to write more effectively. Writing needs to be improved in terms of language, structure, and communication. The "Communicative Approach" is a teaching strategy for learning a second or foreign language that places special emphasis on the growth of communicative ability, which Richards (2010) defines as "the capacity to employ the linguistic rule to create grammatical sentences and comprehend "when, where, and to

whom" sentences are utilized." The use of language as a tool for communication is strongly emphasized by the communicative approach. Given that the learner has information to share or learn, it acknowledges that communication serves a societal purpose. "Communication encompasses a wide range of concepts and functions" (Irmawati, 2012, p. 91).

As an alternative to grammatical techniques, the communicative method developed in the 1980s. It's a method of communication training that prioritizes the growth of communicative competence. This strategy places a focus on using language to accomplish significant goals in a real-world setting (Irmawati, 2012, p. 92).

The communicative method is guided by the following ideas: Effective communication involves a number of elements, including a focus on meaning and appropriate language, accuracy and flexibility, the use of authentic materials to simulate real-life situations, and the integration of four skills (speaking, writing, reading, and listening) (Irmawati, 2012, p. 92).

## Abstract

The effects of communicative language instruction on students' success in writing argumentative essays are the subject of this study. This study's objective is to ascertain whether teaching communicative -based language to students considerably affects their ability to write a descriptive essay. This study used experimental research methods. The population of this study consisted of 70 Al Farabi School students in second intermediate. 30 students from class B made up the sample. An experimental group and a control group were created with the students. The control group did not receive instruction using the CLT approach while the experimental group did. The t-observed was calculated for the data and with respect to the t-table at a minimum 0.05 using the t-test formula. The t-observed is shown to be greater than the t-table (t-observed= 3.635 > t-table =2.09; p = 0.05), indicating indicates students' success in writing argumentative essays is greatly impacted by communicative language instruction.

**Key words:** Communicative Language Teaching, Writing, An argumentative Essay.

## 1.Introduction

English is regarded as the most important language in the world. A significant amount of bibliographical materials employ this language. In light of this, students need to be literate in English in order to think critically. A plan for enhancing English writing is now required (Chuquimarca, 2020, p. 275). Numerous countries have done studies demonstrating how English language teaching techniques have improved student learning outcomes. One of these important ways, Communicative Language Teaching (CLT), which is one of these relevant approaches, can impact the development of writing in a foreign language while producing texts for academic, scientific, economic, cultural, and social causes (Chuquimarca, 2020, p. 275). Effective writing development techniques are necessary for the creation of these texts because they

# *The Impact of the Communicative Language Teaching Approach on the Development of the Writing Skill*

## تأثير نهج تعليم اللغة التواصلي على تنمية مهارة الكتابة

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### المستخلص

تتناول هذه الدراسة تأثيرات تعليم اللغة التواصلي على نجاح الطلاب في كتابة المقالات الحجاجية. يهدف هذه الدراسة إلى التحقق مما إذا كان تدريس اللغة التواصلي يؤثر بشكل كبير على قدرة الطلاب على كتابة مقالة وصفية. تستخدم هذه الدراسة أساليب البحث التجريبي. يتألف عينة هذه الدراسة من ٧٠ طالباً في المرحلة المتوسطة الثانية في مدرسة الفارابي، وتم اختيار ٣٠ طالباً من الصف الثاني ب. تم إنشاء مجموعتين، وهي مجموعة تجريبية ومجموعة ضابطة. لم تتلق المجموعة الضابطة تعليماً باستخدام منهج اللغة الاتصالية، في حين تلقت المجموعة التجريبية التدريس بتطبيق هذا المنهج. تم حساب القيمة المرصودة  $t$  للبيانات وبالنسبة للجدول  $t$  بحد أدنى  $0,05$  باستخدام صيغة الاختبار  $t$ . يظهر القيمة المرصودة  $t$  أنها أكبر من الجدول  $t$ -observed  $t = 3,635 < t\text{-table} = 2,09$ ;  $p = 0,05$ ، مما يشير إلى أن نجاح الطلاب في كتابة المقالات الحجاجية يتأثر بشكل كبير بتعليم اللغة بطريقة تواصلية.

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