

IMPLEMENTING COMMUNICATIVE FLUENCY ACTIVITIES AS LEARNING TECHNIQUE TO PROMOTE THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

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Abstract. This research explores the ability of students to write descriptive scripts through communicative fluency activities (CFA) as learning techniques. This study aims to determine whether the Communicative Fluency Activities has improved the ability second grade students of Politeknik Negeri Ambon in academic year 2019-2020. The method used is pre-experimental by providing two types of tests, namely pre-test and post-test. The research sample was selected using random selection. The number of samples is 27 students from class TKJJB. The instrument used was writing test. The data obtained were analyzed using t-test. The result of the research showed the students' writing ability after being taught with the CFA technique is better than before. This can be proven by the value of t-test (13.48) higher than the value of t-table (1.721) where $(df) = (N-1) = (22-1) = 21$ with a significant level of 0.05. That means that teaching through communicative fluency techniques can improve the writing ability of second grade students of Politeknik Negeri Ambon.

Keywords: *descriptive text, communicative fluency activities (CFA), learning technique*

Introduction

Writing is a way to communicate to another in written form by human. Ghaith (2002) stated that writing is a complex process that allows writers to explore thought and ideas, and make them visible and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added, rearranged, and changed. Writing is one of the four basic skills (listening, reading, speaking, and writing) which are related to the thinking process and expression of ideas on written form. It is important for the students to express their ideas and opinion. Writing is a complex activity. There are several processes, mental and physical being carried on the same time.

Writing has many types when we apply in teaching and learning process. One of those is descriptive text. In this case, the students are expected able to describe and dispense their idea and knowledge into written text. Descriptive text is one of the most important elements which students should acquire. Descriptive composition is perhaps one of the most difficult skills for students to really master. Particularly in

senior high school have great difficulty determining what information someone else might need to know in order to describe an experience accurately. Still, descriptive writing is foundational to all other forms of writing. Descriptive writing paints a picture in the reader's mind; it uses words to describe feelings, sights, sounds, taste, scents and touch.

Irvan (2011) defined characteristics of good descriptive writing. According to him, a good descriptive text should include many vivid sensory those paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate and makes use of figurative language such as analogies, similes and metaphors to help paint the picture in the reader's mind. Furthermore, he added that a good descriptive text should use precise language and well organized.

Writing is also becoming one of sub-topic of teaching English in Politeknik Negeri Ambon. Based on the previous observing with second grade students of Politeknik Negeri Ambon, the researcher found that in the process of teaching writing, particularly in comprehending the descriptive text, they have difficulty understanding the topic and of course also in writing descriptive texts. Based on the problem, the researcher decided to find a learning technique to solve the problem. That is why the researcher decided to implement learning technique in teaching descriptive text called communicative fluency activities (CFA).

Technique is an appropriate way to improve the student's writing ability. Communicative Fluency Activities technique is a technique that relates the learning concept material with the real situation and condition of the students so that they can encourage themselves to study because they will be more interested and comprehended in learning the material. Communicative Fluency Activities technique can provide learning activities that make use of the living environment as a platform, getting students more involved in learning, developing their generic skills like problem analyzing and solving, and communication, etc. The writer considers that the application of context has its value in achieving the students writing ability it is due to the Communicative Fluency Activities technique is reasonable and interesting, at the same time decide upon clear learning objectives, carefully edit and arrange the content of learning and its corresponding activities makes this technique be the most effective.

Communicative Fluency Activities (CFA) is Teaching Technique which main function offering many different kinds teaching method such as teaching using picture book, teaching through games and teaching using special topics. In this research, the researcher uses pictures as media in CFA technique to teach the students. Klippel (1987) propose that the lesson will be beneficial if the students learn the give material through their daily context, and find the learning process, so it can be account and fun. Furthermore, the sub-topics will create a class situation where the students become more active.

Communicative Fluency Activities technique can provide learning activities that make use of the living environment as a flatworm, getting students more involved in learning, developing their generic skills like problem analyzing and solving, and communication, etc. the writer considers that the application of context has its value in achieving the students' curetting ability.

In constructing the Communicative Fluency Activities technique, there are some considerations have to be paid attention such as some is pointing in choosing kinds of exercises in conducting writing English teaching and some factors of Communicative Fluency Activities in classroom.

Research Method

In this present research, the researcher applied pre-experimental design. This research employed one class as experimental class. This research design applied pre-test and post-test design. Treatment was given pre-test (O1) and post-test (O2). The design presented as follows:

$$O_1 \quad X \quad O_2$$

Where:

O1 : Pre-test

X : Treatment

O2 : Post-test

(Gay, Mills and Airasian, 2006)

The instrument of this research used writing test. It was applied into two tests namely pre-test and post-test. Firstly, the pre-test intended to find out the prior knowledge before acting the material. The material was descriptive text with the theme Architects. The pre-test was conducted by leading students to write descriptive composition. The allocation time of pre-test was 2x50 of learning times. Secondly,

the post-test was conducted after teaching and learning process through Communicative Fluency Activities technique. Post-test intended to find out the comparison between the results in pre-test and post-test. The allocation time of pre-test and post-test was similar.

The procedures of collecting data were conducted with three steps, namely pretest, treatment and post-test. The Pre-test conducted for one meeting. The participants ordered to write a paragraph with In the Market. It aimed to identify the students' prior knowledge of writing ability. The treatment was conducted for two week in third meeting. The researcher taught writing descriptive essay according to the story picture. After giving the treatment, the researcher gave posttest for the experimental class. It was conducted for one meeting. The participants ordered to write a paragraph in descriptive composition according to topics which was given. That aim was to find out the result of treatment.

Result and Discussion

The findings were obtained through the test which was conducted through two items, namely pre-test and post-test. The result of each was the reference of the students' previous achievement and latest achievement in experimental class. It was found that most of the students in the experimental class got poor classification in pre-test but in the post-test they got good classification, and even there was not students got poor classification score. The result of the pre-test in experimental class was not suitable with what the researcher expected but in the post-test the researcher had seen an increasing although there was thirty one students got very good classification in post-test. It indicated that the students' achievement increased after being taught through communicative fluency activities technique.

The mean score of pre-test (53.81) was lower than the pos-test (82.27). It showed that the mean score and the standard deviation of the pre-test and post-test were significantly different. It means that the writing ability of the students improve significantly after giving a treatment. In experimental class, the researcher gave treatment for three times, first stage the researcher explained about component of writing. The second of meeting the researcher explained about main point of paragraph. The last meeting the researcher explained about how to write paragraph in descriptive composition and then explain about kinds of tenses that is use in writing

descriptive composition using Communicative Fluency Activities (CFA) technique. The researcher asked to students to wrote descriptive text with the theme market.

Before giving treatment, the score of the students got poor classification until good classification. The percentage of the pre-test and post-test in experimental class. 2 students got good classification and 7 students got fair classification. There were 9 students got poor classification. 2 students got very poor classification. It was significance different after giving a treatment; the score classification was good classification. 9 students got very good classification, 10 students got good classification, 3 students got fair classification. Its means teaching writing through CFA technique better than conventional way (three phase technique) because the percentage and frequencies of students' score improved significantly.

The mean score and standard deviation are applied to pre-test in experimental class. It showed mean score of pre-test in experimental class was 53,81 with standard deviation 12,47. The mean score of post-test in experimental class was 82,27 with standard deviation 8,19. It reveals that the mean score and the standard deviation of pre-test and post-test in experimental class were different significantly. It means that teaching writing through CFA technique better than conventional method (three phase technique).

The t-table and t-test value of the students' pre-test and post-test in experimental class with degree of freedom ($df = N-1 = 22-1 = 21$) and level significant $\alpha = 0,05$. It was shown that t-table value (1,721) and t.test value was 13,48. This indicated that null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. It means that teaching writing through Communicative Fluency Activities (CFA) technique could improve the writing ability of the second grade students of Politeknik Negeri Ambon.

The result of the test showed most of the students very poor to good classification score in pre-test. It was shown that the researcher observation that indicated that the students writing ability was very poor before giving treatment. But in the post-test, most of them got good classification score, and even there was 3 student got fair classification score and none students got very poor classification score again. It indicated that the students' achievement in the post-test increased because during the treatment they were taught through CFA technique to improve

their writing ability. It was means that the students' achievement increased after being taught through CFA technique.

The students' writing ability achievement was also proved by their mean score and from the standard deviation in pre-test and post-test. The result of the students mean score of the test in experimental class showed that the mean score in the post-test was higher than the mean score of pre-test. And the result of students' standard deviation of the test showed the standard deviation was higher than in the post-test. It indicated that all the students showed an increased in their writing ability after giving the treatment through CFA technique.

Comparing the result of t-test value (13,48) with the t-table value (1.721) for $\alpha = 0,05$ level of significant, the researcher found that through CFA technique in teaching writing ability was better than conventional way to improve the writing ability of the students. Thus, from the discussion above, it could be concluded that H1 was accepted and Ho was rejected. In other word, through directed writing activity strategy was able to improve the writing ability of the second grade students of Politeknik Negeri Ambon.

This result of this research are supported some research finding such as Hasnawati (2007) on her research stated that the students' ability of the second year of SMP Negeri 9 Parepare in writing through sequence pictures as a teaching media helps students in writing particularly to employ student's ideas. While, Kasman (2003) in his research on using remedial teaching to improve the writing ability of SLTP students found that based on the data there was a significant difference between pre-test and post-test. It means that remedial teaching is effective to improve the students writing descriptive composition.

Conclusion and Suggestion

Based on the previous chapter, the researcher concludes that the students in experimental group who are taught through Communicative Fluency Activities (CFA) technique was better. It is proved by t-test value was 13.48 higher than t-table was 1.721, it means that null hypothesis (H0) was rejected and alternative hypothesis (H1) was accepted. The researcher concludes that teaching writing through CFA technique is able to improve the writing ability of the second grade students of Politeknik Negeri Ambon.

It is suggested that teachers and lecturers apply the communicative fluency activities technique in teaching and learning process, because it can improve the students' writing skill. In addition, the next researcher should learn and be creative to find way of how to teach writing ability communicative fluency activities technique. Also teach how to motivate the students to write and write, practice and practice. English teachers and lecturers can also give the students explanation how important writing because by writing we can express our idea and feeling.

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