

CHAPTER I

INTRODUCTION

A. Background

Writing is the process of creating records, information, or stories using written characters. Writing is typically done on paper using tools such as pens or pencils. It is also a way to pour creativity or ideas into written language, commonly referred to as a composition. Through writing, a writer expresses their thoughts, ideas, opinions, or desires. One of the language skills that is essential to teach from the school level to the university level is writing. This is because, through writing, students can practice developing their ideas in written language (Oktaviani et al., 2018).

Writing is an instance of language that is most exacting and concrete. If someone has enhanced writing abilities, they can write more meticulously. A man speaks, reads, and produces more precisely. Linguistic intelligence includes the ability to write. This information gives pupils the foundation they need to effectively communicate a message using their skills. One technique to convey one's ideas and spread them throughout the outer world is through writing. Oral and written communication are two areas of language intelligence (Saif, 2024).

Writing can help students develop critical thinking skills and significantly improve their language proficiency.

Writing is a verbal manifestation of critical thinking. Critical thinkers need to master various writing skills and abilities, such as analyzing facts, generating and organizing ideas, defending opinions, making comparisons, drawing conclusions, evaluating arguments, and solving problems (Susana Widyastuti., 2018). Thus, through a structured and reflective writing process, students can not only hone their language skills but also strengthen their critical thinking abilities, which are essential in facing the challenges of an increasingly complex world.

The ability to write argumentative essays is an essential aspect of the academic world. This skill is fundamental for students to possess, as strong argumentative writing is one of the important skills they must master to support their academic success and critical thinking abilities. However, this skill often presents challenges for students, especially in constructing logical, coherent, and structured arguments.

In the era of globalization and academic competition, the ability to write argumentative texts has become highly important in the senior high school curriculum. The curriculum in Indonesia requires eleventh-grade students not only to understand English structurally but also to be able to use the language in communicative and argumentative contexts that are academically relevant.

However, to achieve the goals of the English teaching and learning process that emphasizes using the language for communication, there is one teaching approach widely recognized as appropriate for teachers to apply, namely Communicative Language Teaching (CLT) (A'yuni, 2021). In Indonesia, several implementations of Communicative Language Teaching (CLT) have been conducted. Numerous studies have been conducted on the implementation of CLT at the Junior High School level and at the Senior High School level, investigating the challenges and problems of implementing CLT in Senior High School, examining the teachers' beliefs and perspectives about the implementation of CLT in classroom practices.

Communicative competence in ELT is complex, so English practitioners or teachers need to understand it deeply before applying the CLT approach. Understanding communicative competence appropriately guides English practitioners to prepare material and strategies for applying CLT properly (Kurniawan, 2022).

English teachers often face challenges in assessing and providing feedback on students' essays. A large number of students and limited time are two of the most common problems encountered. As a result, some teachers can only provide feedback on students' essays after class has ended. This makes teachers act merely as examiners who mark

papers, causing students to focus more on obtaining good grades (Putri, 2024).

A teacher plays an important role in the teaching and learning process in classroom activities. He or she is responsible for determining the aim of teaching and has to create a favorable situation to motivate the students to study. To teach successfully, an English teacher has to use certain strategies to make the students understand the lesson. One of the techniques that can be used by a teacher in teaching writing is Communicative Language Teaching (CLT) (Liunokas, 2021).

Research in Indonesia from 2020 to 2023 shows that most high school teachers have a good understanding of the CLT concept but face several practical challenges in its implementation: limited access to the target language culture, insufficient time to develop communicative materials, heavy workloads, and a lack of professional training. (Rizqi, 2020) also emphasizes the need for adapting CLT to the local context rather than adopting it blindly, as well as the importance of teacher professionalization to effectively develop students' communicative competence.

Communicative Language Teaching (CLT) is an approach that emphasizes students' ability to use language in a real and meaningful way, prioritizing interaction, the use of authentic texts, and the production of communicative spoken

and written language. Many international and local studies have shown that CLT can enhance students' confidence in speaking and writing, as well as increase their motivation to learn a foreign language (Chang A. &, 2020)

Meanwhile, a study by (Dewi, 2022) revealed that the implementation of the CLT approach in teaching writing and speaking through integrated skills helps 12th-grade students increase their participation and engagement, which ultimately supports the development of argumentative writing skills.

MAN 2 Bengkulu, as a religion-based senior high school with a strong academic focus, requires argumentative writing skills as an essential competency. However, based on national experiences, students in Indonesia often face low self-confidence, a lack of motivation, and cultural barriers in using English (such as the dominance of the mother tongue in the classroom and an emphasis on grammar). All these factors significantly affect their performance when constructing arguments in English.

This study aims to explore the perceptions of 12th-grade students at MAN 2 Bengkulu regarding the implementation of CLT in learning argumentative writing, as well as to identify the extent to which this approach can enhance their argumentative competence. Through this empirical approach, the research is expected to provide concrete recommendations for teachers, curriculum

developers, and policymakers in Islamic education in the region.

B. Identification of the Problem

Based on the background of the problem as described above, the problem identification is as follows:

1. How do Students' Perceptions of the Implementation of Communicative Language Teaching in Enhancing Students' Engagement and Motivation in Argumentative Writing Competence?
2. What are the challenges and benefits experienced by students in the implementation of Communicative Language Teaching (CLT) in their learning process?

C. Scope and Limitation of the Research

Scope: Focus on specific grade levels/ students (e.g., high school students), specific subjects where CLT is implemented, and the specific construct of "writing argumentative competence."

Limitation: In order for the researcher's discussion to be focused, the researcher limits it to "Students' Perceptions of The Implementation of Communicative Language Teaching (CLT) In Enhancing Writing Argumentative Competence In 12th-Grade Students of MAN 2 Bengkulu".

D. Research Question

1. How Students' Perceptions of the Implementation of Communicative Language Teaching in Enhancing Students' Engagement and Motivation in Argumentative Writing Competence among Twelfth-Grade Students of MAN 2 Bengkulu?
2. What are the challenges and benefits experienced by students in the implementation of Communicative Language Teaching?

E. The Pepouses of The Research

1. To analyze Students' Perceptions of the Implementation of Communicative Language Teaching in Enhancing Students' Engagement and Motivation in Argumentative Writing Competence among Twelfth-Grade Students of MAN 2 Bengkulu?
2. To identify the challenges and benefits students in implementation of Communicative Language Teaching?

F. The Significants of The Research

This study aims to explore and analyze the perceptions of twelfth-grade students at MAN 2 Bengkulu regarding the implementation of the Communicative Language Teaching (CLT) approach in English language learning, particularly in improving their ability to write argumentative texts. The

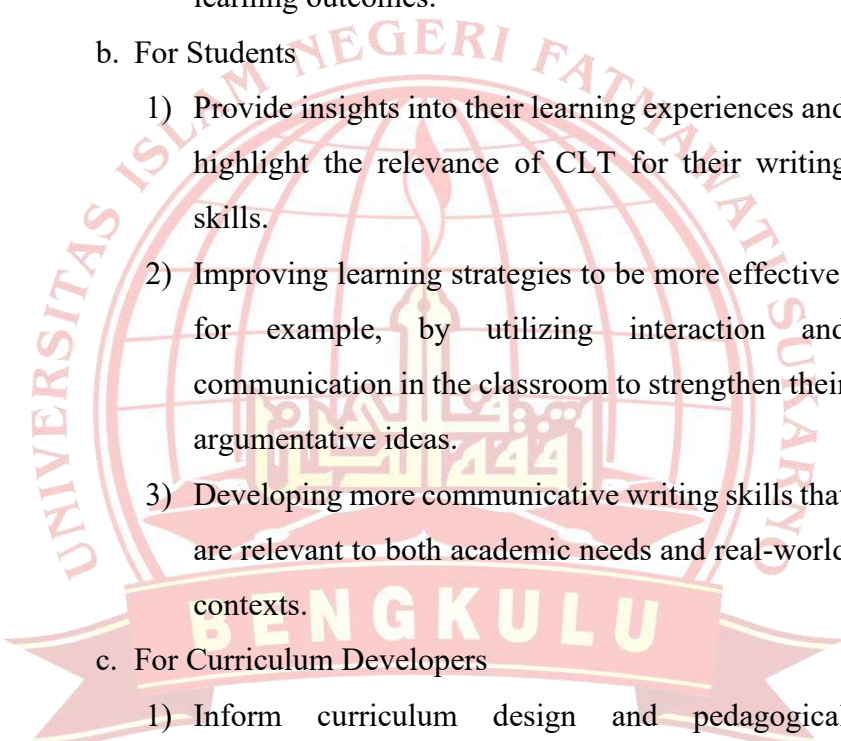
researcher hopes that after conducting this study, many benefits can be gained, as follows:

1. Theoretical Benefits

- a. Contribution to Language Teaching Theory. This research contributes to the development of language learning theory, particularly regarding the effectiveness of the Communicative Language Teaching (CLT) approach in improving argumentative writing skills. The findings can strengthen the theoretical foundation that CLT is not only effective for speaking skills but also relevant for writing skills, especially in the context of argumentative writing.
- b. Insights into Learners' Cognitive and Affective Responses. This study provides theoretical insights into how students' perceptions (both cognitive and affective) of CLT influence their argumentative writing skills. It supports the theory that positive perceptions of teaching methods affect motivation and language learning outcomes.

2. Practical Benefits

- a. For Teachers
 - 1) Offer feedback on the effectiveness of CLT implementation and suggest ways to optimize its use for argumentative writing.

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- 2) Optimizing CLT activities such as role-play, group discussions, and peer reviews to focus more on the development of argumentative ideas.
 - 3) Adapting teaching strategies to students' characteristics and needs to achieve optimal learning outcomes.
- b. For Students
- 1) Provide insights into their learning experiences and highlight the relevance of CLT for their writing skills.
 - 2) Improving learning strategies to be more effective, for example, by utilizing interaction and communication in the classroom to strengthen their argumentative ideas.
 - 3) Developing more communicative writing skills that are relevant to both academic needs and real-world contexts.
- c. For Curriculum Developers
- 1) Inform curriculum design and pedagogical strategies to better integrate CLT for writing development.
 - 2) Integrating CLT effectively into the syllabus and lesson plans, not only for speaking skills but also for writing.

- 3) Developing instructional materials that support the mastery of argumentation through communicative activities.

d. For Future Researchers

- 1) Serve as a basis for further research on CLT and writing competence.
- 2) Providing an initial overview of the effectiveness of CLT in the Indonesian context, particularly at the senior high school/Islamic senior high school level.
- 3) Serving as a foundation for developing more varied learning models, such as the integration of CLT with technology or blended learning methods.

G. Operational Definitions of Key Terms

This study employs several key terminologies to clarify the context of analyzing students' perceptions, the implementation of Communicative Language Teaching (CLT), as well as argumentative writing competence among 12th-grade students of MAN 2 Bengkulu.

1. In this study, students' perceptions refer to the twelfth-grade students' views, feelings, and interpretations toward the implementation of Communicative Language Teaching (CLT) in their English learning process. Perceptions are measured through students' responses in questionnaires and interviews regarding engagement, motivation, challenges, and benefits in learning argumentative writing.

2. Communicative Language Teaching is defined operationally in this study as an English teaching approach applied by the teacher that emphasizes real-life communication, interaction, and the use of authentic tasks such as group discussions, role plays, and peer feedback. In this research, CLT serves as the independent variable that is believed to influence students' ability in writing argumentative texts.
3. Writing argumentative competence is defined as students' ability to construct logical, coherent, and persuasive written arguments in English. This competence includes the skills of formulating claims, providing supporting evidence, organizing ideas logically, considering counterarguments, and presenting arguments in a structured essay. In this study, it is measured through students' self-reported perceptions and reflections on their progress in argumentative writing.