Article

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EFL Lectures' Communicative Language Teaching Approach: Directing Students' Emotion in Distance Learning

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Abstract

The study investigated whether and how EFL lectures' Communicative Language Teaching Approach (CLTA) significantly influenced EFL students' affective learning norms and reduced the negative emotions in distance learning. The data were collected through online DASS 21 and motivation questionnaires, and tests from 76 university-level EFL students in Denpasar. The Pearson Correlation was used to analyze the effect of CLTA on student learning intention, performance, and perception of depression, anxiety, and stress. Descriptive analysis was also performed to examine the students' level of academic negative emotions. The quantitative results showed a significantly positive correlation between lectures' content-based teaching (CBI) and learning intention, where r_{ob} (0.536)> r_{cv} (0.226), lecture's communicative language teaching (CLT) correlated positively with learning encouragement, where r_{ob} (0.655)> r_{cv} (0.226), and lecture's task-based language teaching (TBLT) positively correlated with motivation, where r_{ob} (0.671)> r_{cv} (0.226). This means that CTS strategy strongly and positively encouraged students to study and decreased the students' negative emotions. The study revealed that 80% of the students did not feel any depression, 9% had mild depression, and 11% had moderate depression. Furthermore, 72% of the students did not feel any anxiety, 4% had mild anxiety, and 24% with moderate symptoms; 76% of the students felt no stress, 20% with mild stress. and 4% with moderate exertion. The more intensively the CLTA is applied, the fewer students feel depressed, and the better the students' achievement will be. The study suggests that CLTA activates affective. cognitive, and conative norms even in online learning.

Keywords: emotional norms, teaching strategy, TEFL achievement

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1. INTRODUCTION

Teachers of English as a Foreign Language (EFL) in Bali assert that language teaching strategy plays a crucial role in forming student learning behaviors, engaging students in the functional language learning process, and equipping students with language skills. The selection of the teaching strategy should thus relate to the learning objectives (Boon, 2011), the psychological condition of the students (Paul & Kumari, 2017), the learning media (Syahdan et al., 2021), and the environmental condition (Febrilia et al., 2011). EFL Lectures have applied multiple language teaching strategies in a stressful pandemic environment via distance learning. Distance learning does not only avoid face-to-face interaction in language teaching, but it also leads to a reduction in verbal and non-verbal aspects of functional language (Sai & Lin, 2021), therefore blended learning can be activated (Caner, 2012). For this reason, various research papers on English teaching-learning strategies from different perspectives and fields have been published (Bar-On & Parker, 2000; Goleman, 2012; MacCann et al., 2020; Salovey & Mayer, 1990) (Salovey & Mayer, 1990). Despite the flourishing research on English teaching strategy, research examining the effects of EFL lectures' communicative language teaching approach (CLTA) on students' positive learning emotion in distance learning is relatively new and less explored. In addition, the communicative approach encourages reflection on the learning experience and determines all possible factors that the strategy may affect language proficiency (Richards & Rodgers, 2014). The effectiveness of the applied communicative teaching strategy shows not only the performance of the students but also their permanent language habit formation (Wardana et al., 2020).

In keeping with the current emphasis on the complexity of distance learning in a pandemic situation, a communicative strategy in EFL teaching may recently be a consideration to achieve the learning goals with limited communication access, unstable internet flow, complaints about misunderstandings, and also frustrating task (Paul & Kumari, 2017). EFL lectures in Bali spend some time teaching students by activating three aspects of learning; speech behavior, speech recognition, and language skills. In this way, however, the goals of English proficiency may not be easily achieved as students treat the language they are learning not as a vital necessity in a daily communication context but as a curriculum requirement. Hence, a communicative language teaching strategy provides access to the use of language in a real social setting and can direct student self-emotion by balancing positive learner encouragement and depression triggers (Pishghadam et al., 2016). The anticipation of a psychological crisis in adult education can play a greater role in self-directed negative emotions; like depression, anxiety, and stress (Goleman, 2012). Emotional states can have a significant impact on education and learning (Pishghadam et al., 2016). Like many others, these authors believe that there is a link between distance learning and learning emotions. However, there are few results to show that the basic concepts of a teaching strategy related to academic emotions are required for management.

Based on the academic domain of emotions (Fredrickson, 1998) and (Febrilia et al., 2011) confirm that emotions are mostly misunderstood as an obstacle that hinders effective teaching. However, emotions play a more dynamic role in class than just an obstacle to logical thinking. Directing students' emotions in any classroom context could stimulate students to reflect (Barbalet, 2002). Therefore, emotional and conceptual content show a key role in language and cultural development resulting from pandemic conditions. From this point of view, the present study assumes that a

communication-based teaching strategy can strengthen the self-confidence of students and compensate for the negative influence of distance learning. There must be some triggers as behavioral responses, either from inside or outside of the individual, to the physical stimuli. Hence, affective education emphasizes the development of determination, emotions, and behavior in the student. Thus, the communicative teaching strategy of the EFL lectures can help students manage a self-directed emotion in any situation in order to master the English language.

For this reason, it is believed that the communicative language teaching strategy is able to cope not only with the cognitive and psychomotor encouragement of the students but also with the affective treatment. The communicative-based language lessons in EFL are developed from the association of stimulus-reaction through habit formation, operant conditioning, and stressed learning with chronological levels. Thus, the English-speaking habit is formed, developed, and strengthened through repetition and imitation. Some behavioral educational communicative teaching strategies observed in this study are content-based teaching (CBI), communicative language teaching (CLT), and task-based language teaching (TBLT). In the first phase, CBI aims to empower students to become independent learners and to continue the learning process beyond the classroom (Stryker & Leaver, 1997). Today this approach can be used in teaching multimedia to aid English learning through the use of computers that encourage self-directed learning (Milarisa, 2019). In the meantime, CLT aims to implement the theory of communicative competence by including the interdependence of language and communication (Chang & Suparmi, 2020). This study highlights the use of CLT in distance learning. The theoretical ground supports the view that the goal of language teaching with CLT enables students to communicate with the target language efficiently (Richards & Rodgers, 2014).

TBLT is based on communicative and interactive tasks that require meaningful communication and interaction between learners (Milarisa, 2019). Through such activities, learners acquire grammar implicitly and the need for explicit grammar teaching is neglected. The present study assumes that each approach has a different focus on student emotional learning on online platforms (Nadezhda, 2020). One approach might benefit a more efficient and workable goal, but less emphasis on balancing emotions or a different approach can benefit from both great competence and great emotions. Based on this preview, this study has a position of the initiation phase on the teaching model (theoretical language domain) and the learning model (affective domain) in the Covid-19 pandemic, which have an impact on language learning goals (König et al., 2020). Therefore, all kinds of communicative language teaching approaches and academic emotions will become a central subject of this study.

In view of the significant emphasis on the communicative approach and the self-directed learning emotion, the present study suggests two goals; (1) to describe whether or not EFL lectures' CLTA significantly influence the positive learning intention of the students and reduce the negative emotions in distance learning; and (2) to determine factors of weaknesses and strengths of the communicative teaching strategy affect the domain of emotions in distance language teaching. This study has two research questions.

1. Does the communicative language teaching approach (CLTA) affect the students' self-directed positive emotion in distance learning?
2. What factors might influence the weaknesses and the strength of communicative teaching strategy in distance language learning?

2. LITERATURE REVIEW

2.1. Communicative Language Teaching Approach (CLTA)

This study is concerned with the communicative language teaching approach (CLTA) of EFL lectures and the emotions of EFL students in language learning. The basic concept of language teaching as a functional language is communicative competence. One of the CLTA observed in this study is content-based teaching (CBI). Several definitions of CBI have been provided by various researchers and authors. CBI suggests an approach where students acquire the target language through content. Richards & Rodgers (2014) say that content-based teaching refers to an approach to second language teaching where teaching is organized around the content or information that student will acquire, rather than a linguistic or another curriculum (Wardana et al., 2020). Content usually relates to the topic that people learn or convey through language (Joo et al., 2014). Content-based teaching is language teaching by dealing with content that is interesting and relevant for the learner (Intarapanich, 2013)The principles of the CBI are firmly anchored in the principles of communicative language teaching, as they involve the active participation of students in the exchange of content. According to Richards & Rodgers (2014), CBI is based on two relevant principles: (1) People learn a second language more successfully when they use the language as a means of obtaining information rather than as an end in itself; (2) CBI better reflects learners' needs to learn a second language. It is safe to say that those faced with everyday needs in a real-life situation may find it easier to acquire and use the target language as a tool with a real purpose, for example, to get food, study, find a job, and others.

Communicative language teaching (CLT) advocates teaching methods that develop learners' ability to communicate in a second language (Chang & Suparmi, 2020). CLT represents a shift in focus in language teaching from the linguistic structure to the needs of learners to develop communication skills (Wardana et al., 2020). The study showed that the lectures had a positive attitude towards the CLT principles and had characteristics that can make teaching English effective and meaningful. The learner-centered approach gives students a sense of ownership for their learning and increases their motivation (Chang & Suparmi, 2020). CLT emphasizes the communication process and leads the learner to different roles than the traditional approach. In addition, the teacher acts as an analyst, advisor, and group process manager (Richards & Rodgers, 2014). In addition, the teacher is also a co-communicator who conducts communicative activities with the students (Intarapanich, 2013). However, CLT does not exclude grammar and suggests that the grammatical structure could be better understood within different functional categories (Pishghadam et al., 2016). Achievement can provide new information that changes beliefs, attitudes, and intentions (Joo et al., 2014).

Another communicative-based teaching approach that is examined in this study is Task-Based Language Teaching (TBLT). TBLT is based on communicative and interactive tasks that require meaningful communication and interaction between learners (Milarisa, 2019). According to (Ellis, 2009) task-based language teaching is related both areas of second language pedagogy (L2) and L2 acquisition research (p.4). TBLT refers to an approach based on using tasks as the core unit of planning and teaching in language teaching. Milarisa (2019) suggests that this approach makes students more active and enjoyable when they do each task as self-directed motivation.

Depending [12] their level of knowledge, TBLT offers students the opportunity to participate in the authentic use of the target language through tasks. Writing is a process of formulating and organizing ideas in the right words. The attitude of the students towards the use of TBLT is very positive (Fried, 2011). This was evidenced by the average student attitude rating of 90%. It has been categorized as a very positive attitude. Tasks are suggested as useful vehicles for applying these principles. Hence, effort or further research should be made to address the challenges or issues.

2.2   Academic depression, anxiety, and stress

Consistent with the affective domain regarding the effect of psychological pressure in a pandemic situation, (Syahdan [36] al., 2021) found that students who were evaluated during the pandemic had much higher levels of anxiety, depression, and stress than the same students who were observed before the pandemic. Depression can manifest debilitating desire, motivation, and productivity. In addition, Paul & Kumari (2017) noted that sources of academic stress include boring teaching activities, high assignments, disrespect, unstable internet distance learning, and confusing explanations. Light and medium stress levels can hinder the learning process. The increasing academic stress level can decrease academic competence, which affects the student performance index (Chang & Suparmi, 2020; Paul & Kumari, 2017). In the meantime, fear during a pandemic can also affect student performance as this emotion leads to confusion and distortion of perception. Distortions can disrupt students' concentration, memory, and inability to relate one thing to another (Paul & Kumari, 2017). Distance learning can potentially be stressful for students (Suadi, 2021). This occurs because the negative perception of one condition and negative emotion will arise on the surface that can influence the students; academic performances (Barbalet, 2002).

The present study is consistent with the authors' observations of the online teaching and learning process. Non-objective learning experiences lead to subjective evaluations. Although the end result of learning achievement is the understanding and ability of what is learned, this type of learning achievement shows no impact on learning outcomes. Therefore, there is a need for a method of balancing negative emotions through learning methods based on multiple intelligence theory. Strategies affect student learning outcomes because inaccuracies in strategies lead to confusion and perceptual distortions. These biases can impair learning by decreasing the ability to concentrate, reducing memory, and impairing the ability to relate one thing to another.

3.   METHODS

3.1 Research design

Taking into account the objective and the research questions, this study was carried out in a mixed quantitative and qualitative design. The quantitative research design was used to demonstrate the positive significant correlation between EFL lectures' teaching strategy, called communicative-based teaching strategies (CTS) in distance learning and students' emotions. On the other hand, qualitative design was used to examine the factors that determine the weaknesses and strengths of the

communicative teaching strategy in the area of emotions. It was also important to note that the design would provide a full understanding of this particular subject under study. The quantitative data were the numerical responses to the questionnaire on learning intention, the questionnaire of DASS 21 after the application of CBI, CLT, and TBLT. The effectiveness of the strategy also provided sufficient detail concerning students' positive and negative emotions during distance learning.

3.2 Sample of the study

The study was carried out in May 2021. It included university-level EFL students in Denpasar from three different universities; Mahasaraswati Denpasar, Warmadewa and Udayana University. The population consisted of 95 students who have been learning English since they were nine years old. The determination of the sample is based on the Slovin model with an error rate of 5% or 0.05. The samples were selected using purposive sampling with the lottery technique. Therefore, the samples were 76 students. The sample consisted of 25% and 33% boys and 51% and 67% girls, respectively. Where there were 20 students who were 18 or 19 years old, 37 students who were 20 or 21 years old, and 19 students who were 22 or 23 years old. The characteristics of the sample were analyzed in the descriptive statistic SPSS 25.

3.3 Instruments

The instruments that were used to observe the performance of EFL students following the communicative-based teaching approaches such as CBI, CLT, and TBLT were tests and questionnaires. The exams were taken from the lectures according to the learning objective and the learning experience. In the meantime, questionnaires used were to see how well students' learning attention, motivation, and encouragement were affected. The questionnaire consisted of 12 items. After applying the teaching strategy, an online questionnaire with DASS 21 items was distributed to the students to determine the effects of the strategy on the students' depression, anxiety, and stress levels. Students' responses were then judged against the criteria and categorized into normal, mild, moderate, and severe symptoms.

Tabel 3.1 Interpretation of questionnaire score in DASS 21

category	depression	anxiety	stres
Normal	0-9	0-7	0-14
mild	10-13	8-9	15-18
moderate	14-20	10-14	19-25
severe	21-27	15-19	26-33
Very severe	28+	20+	34+

The instruments were reviewed to measure validity and reliability so that they were deemed appropriate for use. Looking at the results of the validity test of the Pearson product-moment correlation of all DASS 21 questionnaire elements, it was found that the sample (N) 76 with the r-table significance was 5% and 1%, then the value of r_{cv} was 0.320. Therefore, the r-number was higher than the r_{cv} (0.320), so that all items were valid as research tools. In addition, Cronbach's alpha was higher than the r-table, so all elements were considered reliable.

3.4 Data Analysis

For the classroom study, the data were descriptively analyzed to determine the total score, mean, and standard deviation of student performance after using CBI, CLT, and TBLT in distance learning. Therefore, student performance was categorized as very high, high, sufficient, poor, and very poor. Descriptive analysis was performed to examine the level of academic negative emotions in the students. The Pearson Correlation was conducted to study the effect of CTS on student learning intention, performance, and perception of depression, anxiety, and stress. Multiple correlation statistical tests were also used to describe the two independent correlations that could affect the dependent variable at the same time (Bungin, 2003). Hence, this analysis was used to see if the strategy applied has a strong and positive correlation with learning intention and emotion. In addition, a two-tailed t-test was used to measure any correlation within variables when the correlation value of the coefficient was less than 0.05.2-tailed is used as a benchmark to reject or accept the hypothesis and it is used to test the undirected hypothesis.

4.   RESULTS

The present study presents the result of data analysis concerning the objective of the study and research questions. The results of the student tests after the lecturer used CLTA and questionnaire on their motivation, encouragement, and intention to learn were calculated descriptively and statistically compared. The rank categorization was based on the level of achievement and the proportion of positive emotions the students had. Furthermore, the DASS 21 questionnaire was descriptively recorded and evaluated, and presented in graphics and tables. Then this data was statistically analyzed using different variables to find a significant correlation. So, this study confirmed two analyses; (1) CLTA and (2) Emotion Norms.

4.1   CBI and language intention

Lectures on the CBI strategy promoted the students' understanding of the English language and confirm how they use the language in everyday life. To determine the effectiveness of the CBI strategy in English, coursework was taken from final grades of courses in which instructors used the CBI strategy in lectures. Then all the total scores were divided by the number of students to find the average score. To determine CBI's learning achievement levels, all scores were grouped into intervals, which were interpreted into learning achievement levels, namely very high, high, moderately high, low, and very low. Student grades of 84-100% were classified as very good, 68-83% as good, 52-67% as fair, 36-51% as bad, and 20-35% as bad. The achievement of students using the CBI strategy can be presented in Table 4.1.

Table 4.1. Learning achievement with CBI strategy

Criteria	Frequency	Male	Female	Percentage %
Very high	32	7 (9%)	25 (33%)	42%
high	41	16 (21%)	25 (33%)	54%
sufficient	3	2 (3%)	1(1%)	4%
low	0	0 (0%)	0 (0%)	0%
Very low	0	0 (0%)	0 (0%)	0%
Total	76	25 (33%)	51 (67%)	100%

The student's performance in the subjects in which the lecturers applied the CBI strategy in the study showed that 42% of the students, which consisted of 9% male students and 33% female students, performed very well. In addition, 54% of the students in the overall sample achieved good results where 21% male students and 33% female students performed the language well. Only a small number of students, consisting of 3% male students and 1% female students, had an adequate performance. The male student's high score was 79.72 with 65 as the minimum and 87 as the maximum. On the other hand, female students had a minimum passing grade higher than that of males at 80.63 points where the lowest score was 64 and the highest score was 88.

The application of CBI strategy in distance learning lectures influenced the increasing learning intention of the students. From 456 responses to the questionnaire, the mean scores were divided into an interval criterion, which was interpreted as high, sufficient, and low. Of 76 students, 31 or 41% had high intention to learn English through the CBI strategy. This was done where in the lectures it was expected that students would need functional language skills for daily life by including them in discussions or exercises. With this strategy, the lectures provided interesting topics and enabled students to find out more about references. The strategy also guides the way students solve the language problems they encounter, as the strategy turns them into independent learners. Meanwhile, 42 or 55% of the students had sufficient intention to learn when the CBI was used. However, 3 students or 4% of all samples had a low learning intention due to internal and external factors. Based on the observation, internal factors came from the weaknesses of the students' self-directed emotions related to the language they were learning and external factors related to the lack of feedback from the lectures on their language performance. Hence, the communicative strategy treats teacher feedback as basic concepts of reward and punishment. Student achievement level after applying the CBI strategy and student attentiveness to learning can be shown in Figure 4.1.
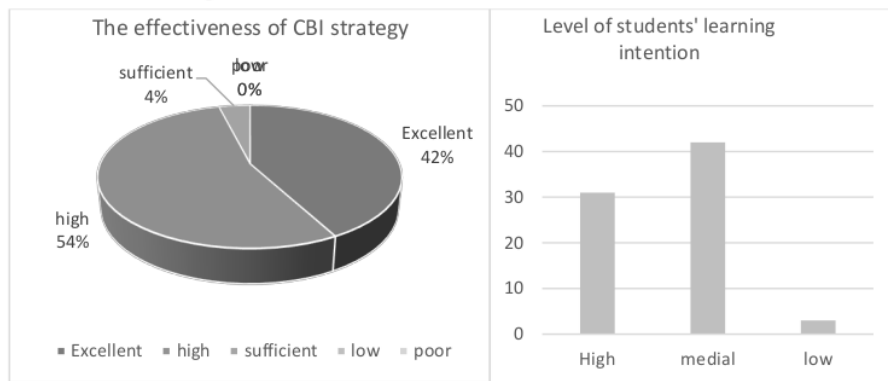

Figure 4.1. Effectiveness of CBI and increasing self-directed learning intention

This study found that teachers' CBI strategy affects students' learning intention in a distance learning setting. From the analysis of the SPSS statistics descriptively through Pearson's correlation with two-sided SPSS 25 where $p = 0.000 < 0.005$, which means a significant correlation between learning success with CBI and learning intention of the students. Meanwhile, based on the level of significant correlation, r_{ob} (0.536)> r_{cv} (0.226). So, the CBI strategy had a strong and positive impact on students'

learning intentions. This means that the more intensively the CBI strategy is applied, the more intention the students pay and the better the student's English language performance reveals.

4.2   CLT and learning encouragement

The observation of the implementation of the CLT showed that lectures activated the language competence and performance of the students and could modify the feeling of learning in a functional everyday context. Hence, this strategy helps students manage their language behavior, cognition, and verbal and non-verbal skills. Through the strategy, the lectures can promote the language proficiency of the students and stimulate the sensitivity to anticipate the expression of the partners. From this point of view, the performance of the students increased. Student performance with CLT can be shown in Table 2.

Table 4.2. Learning achievement with CLT strategy

Criteria	Frequency	Male	Female	Percentage %
Very high	42	15 (20%)	27 (35%)	55%
high	33	9 (12%)	26 (32%)	44%
sufficient	1	1 (1%)	0 (0%)	1%
low	0	0 (0%)	0(0%)	0%
Very low	0	0 (0%)	0 (0%)	0%
Total	76	25 (33%)	51 (67%)	100%

Student performance in the subject in which the lectures implemented the CLT strategy showed that increasing language behavior and competence. The data showed that 42 or 55% of students got very high scores, those of 15 or 20 % male students and 27 or 35% female students. Meanwhile, 33 or 44% of the language proficiency of students was rated as high, which was achieved by 9 or 12% male students and 24 or 32% female students. Only 1 male student achieved the sufficient performance class. The main CTL learning score for male students was 81.80 where a minimum score was 70 and a maximum score was 87. Meanwhile the average score for female students was 80.55, lower than that of male students with a minimum score of 68 and the maximum score was 87. The high student achievement in each lesson in which the lectures applied the CLT strategy encouraged students to develop a self-directed emotion for the influenced learning support.

The strategy had a major impact on the students' learning behavior. The result showed that 27 or 35% of students had high levels of self-directed encouragement to teach CLT. Meanwhile, 41 or 54% of the students achieved moderate self-encouragement. However, 8 or 4% of students showed little self-encouragement with the CTL teaching strategy. The mean of learning for self-encouragement with CLT was 2.9, which was rated as moderate. Some issues of self-encouragement with using CTL included the emphasis on nonverbal language in ZOOM meetings which emphasizes the importance, unpredictable instrumental errors, unstable internet, and difficulty managing partners in distance learning. However, the video demonstration activity could encourage the students to be learning models by drilling the speech utterance. The description of the effectiveness of CLT and increasing self-directed encouragement can be shown in Figure 4.2.
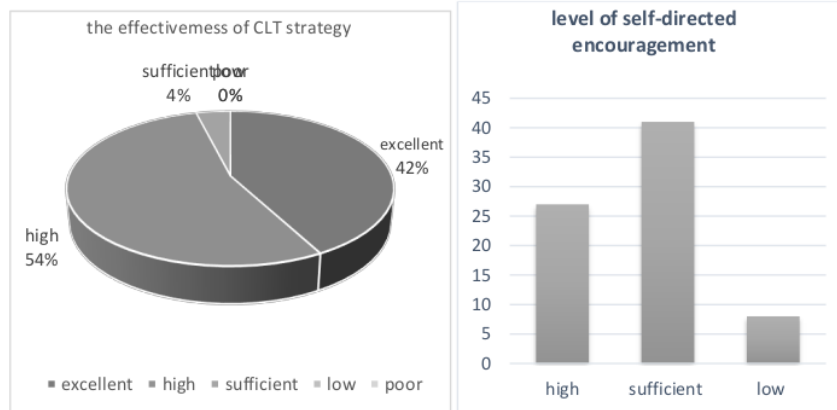
Figure 4.2. Effectiveness of CLT and increasing self-directed encouragement

The description of how the CLT strategies help students to build up their positive emotions under pandemic conditions was conceived in the communicative-based teaching theory. The study showed how CLT correlated significantly with self-encouragement in a distance learning setting. From the analysis of SPSS statistics descriptively by Pearson correlation with bilateral SPSS 25 with p = 0.000 <0.005. This means that there was a significant correlation between learning success and strategy and student self-directed encouragement. Meanwhile, by the degree of significant correlation, the CLT strategy had a strong and positive impact on student self-directed encouragement. This can be seen from r_{ob} (0.655)> r_{cv} (0.226). This means that the more intensively CBI strategy was applied, the more the students were able to direct their self-directed encouragement towards the goal of language learning, the higher the achievements of the students may reach.

4.3 Task-Based Language Teaching (TBLT) and motivation

Task-Based Language Teaching (TBLT) is one of the teaching strategies to optimize students' problem-solving skills. The strategy consists of three steps: language class preparation, task cycle, and language focus. Each step can guide and shape the construct of the students' language concept and influence the affective learning pattern of the students. Task-based language teaching (TBLT) is a communicative approach that, according to Spratt (2005: 63), includes any activity that emphasizes discussion patterns, tasks, presentations, and the focus on language performance. Therefore, the students were well motivated to manage their independent learning. The level and percentage of student performance after applying the strategy are shown in Table 4.3.

Table 4.3. Learning achievement with TBLT strategy

Criteria	Frequency	Male	Female	Percentage %
Very high	39	15 (20%)	27 (35%)	51%
high	37	9 (12%)	24 (32%)	49%
sufficient	0	0 (0%)	0 (0%)	1%
low	0	0 (0%)	0(0%)	0%
Very low	0	0 (0%)	0 (0%)	0%
Total	76	25 (33%)	51 (67%)	100%

The mean value of the learning outcome after applying the TBLT strategy was 81.64 with a minimum of 65 and a maximum of 87. Taking into account the performance of male and female students in the TBLT class, the mean value of the male students was 81.52 with a minimum number of points was 65, the minimum number of points 65, and the maximum number of points 87. Meanwhile, the mean number of points of the students in TBLT classes was 81.71 with a minimum number of 70 and a maximum number of points of 87. The TBLT was declared as an effective teaching strategy because the Learning steps were well received by the students with 39 and 51% respectively, who were made up of 20% male students and 35% female students. 37 or 49% of the students achieved a high category of learning objectives. However, the performance in the lower category was achieved by a student.

In terms of motivation influenced by the TBLT teaching strategy, students felt more confident and motivated, despite the pandemic and limited access to face-to-face classes. It can be seen that 25 or 33% of students were highly motivated, 42 or 55% of students were moderately motivated, and only 9 or 12% of students were low. This condition resulted from the external factor of the students gaining access to distance learning cheating so that they had no learning intent to learn independently so that they have a strong desire to address all of the problems they face in distance learning to solve and solve. The description of the effectiveness of TBLT and increasing self-directed encouragement can be shown in Figure 4.3.
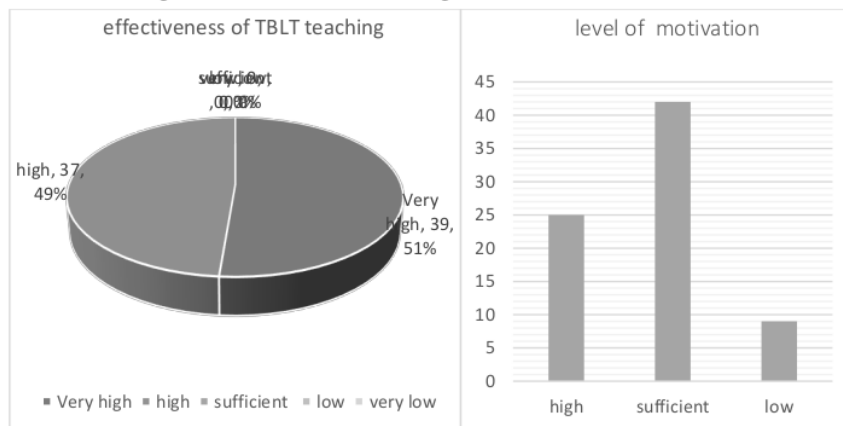

Figure 4.3. Effectiveness of TBLT and increasing self-directed encouragement

Based on the understanding of how the TBLT strategy might affect the motivation to learn, this underscores the idea that the teaching strategy serves not only to develop students' knowledge but also to direct their emotions. The description of how the TBLT strategies help students to build up their positive emotions under pandemic conditions was conceived in the communicative-based teaching theory. The study showed how TBLT correlated significantly with self-encouragement in a distance learning setting. From the analysis of SPSS statistics descriptively by Pearson correlation with bilateral SPSS 25 with $p = 0.000 < 0.005$. This means that there was a significant correlation between learning success and strategy and student self-directed encouragement. Meanwhile, by the degree of significant correlation, the TBLT strategy had a strong and positive impact on student self-directed encouragement. This can be seen from r_{ob} (0.671) $> r_{cv}$ (0.226). This means that the more intensively the

TBLT strategy was applied, the more the students have self-directed encouragement towards the goal of language learning

4.4   Academic Depression, Anxiety, and Stress

The data on the psychological states of the students in relation to depression, anxiety and stress in distance learning was collected from the responses to the online questionnaire DASS 21. The 21 items consisted of 7 items (3.5, 10, 13, 16, 17, 21) to measure depression, 7 items to measure anxiety (2, 4, 7, 9, 15, 19, 20) and 7 Stress measurement items (1, 5, 8, 11, 12, 14 and 18). A score of 0 3 was given for each item. medium and difficult. The interpretation of the interval values in DASS 21 is shown in Table 4.4.

Tabel 4.4 Percentage of student's academic depression, anxiety, and stress

Criteria	Frequency	Male	Female	Percentage %
Depression				
Normal	61	17 (22%)	44 (58%)	80%
mild	7	3 (4%)	4 (5%)	9%
moderate	8	5 (7%)	3 (4%)	11%
severe	0	0 (0%)	0 (0%)	0%
Total	76	25 (33%)	51 (67%)	100%
Anxiety				
Normal	55	16 (21%)	39 (51%)	72%
mild	3	1 (1%)	2 (3%)	4%
moderate	18	8 (11%)	10 (13%)	24%
severe	0	0 (0%)	0 (0%)	0%
Total	76	25 (33%)	51 (67%)	100%
Stress				
Normal	58	18 (24%)	40 (53%)	76%
mild	15	5 (6%)	10 (13%)	20%
moderate	3	2 (3%)	1 (1%)	4%
severe	0	0 (0%)	0 (0%)	0%
Total	76	25 (33%)	51 (67%)	100%

The communicative-based teaching strategy plays a crucial role in not only supporting cognitive stimulation but also promoting student character. CBI, CLT, and TBLT have the conceptual and procedural steps in place to encourage student participation so that students feel valued, respected, and motivated. This study found that 80% of distance learning students experienced no depression, 9% of students had mild depression, and 11% of students had moderate depression. Although the number of samples tended to be dominated by female students, male students felt slightly bothered by depression. Some factors that protect students from depression include self-directed emotions, personal learning goals, and family support. In the meantime, some factors that caused mild and moderate depression in the students were internal factors such as study devices (laptop, cell phone, and unstable internet), financial problems due to the Covid-19 pandemic, and the health of the individual.

Regarding the fear aspect of emotions, the study showed that 72% of distance learning students did not experience academic fear. Both male and female students did not exhibit equal parts anxiety due to their inward-facing ability to emotions, including positive thinking and step-by-step exercises. However, 4% of the total sample felt mild fear and 8% of students had moderate fear in the academic sense of distance learning.

Fear factors that primarily play a role in academic learning phenomena include the ability to socialize, the knowledge to handle and manage the emotions of today's pandemic, and better expectations. These three personal factors influence the straight line with learning intention, encouragement, and motivation. This means that the less fear the students are, the higher their learning intention and the better they will achieve their learning success.

The third emotional disorder measured using the DASS 21 questionnaire in the study was student stress levels. The stress scale is sensitive to non-chronic specific desires, such as B. Tense state, difficult to relax, nervous, easily offended and fearful, overreactive and impatient. The result showed that 76% consisted of 24% male students and 53% female students. Meanwhile, 20%, which was 6% ale students and 13% female students, suffered mild stress, and 4% of the students experienced stress in distance learning. The observation revealed several factors influencing the small number of students who experienced stress in pandemic learning, including individual mental maturity, classroom strategy, and social adjustment. These factors can directly affect the strength of self-directed emotions in distance learning. Figure 4.4 shows the level of academic depression, anxiety, and stress experienced by distance learning students.
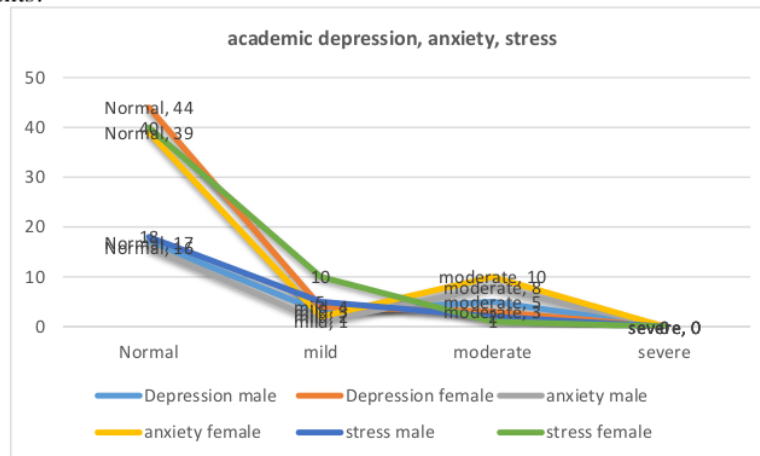

Figure 4.4. Student's academic depression, anxiety, and stress in distance learning

The teaching strategy of the EFL teachers CBI correlated significantly with either student depression and performance since Sig 0,000 < Alpha (0.05) and t_{ob} (27.048) > t_{cv} (1.667). The correlation test result, where Sig 0,000 < Alpha (0,05) and t_{ob} (5,866) > t table (1.667). In the meantime, depression correlated significantly with CBI and learning success due to Sig 0,022 < Alpha 0,05 and r_{ob} (2,349) > r_{cv} (1.667). Taking the analysis into account, this study found that Ho: p = 0 (there is no simultaneous correlation between CBI teaching strategy and depression with student English performance) is now rejected. H1: p # 0 (there is a simultaneous correlation between CBI teaching strategy and depression in students' English proficiency) is accepted. This means that student learning performance is influenced by teaching strategy and the level of depression. If the teaching strategy is ineffective, students become depressed that could affect the students' performance. It is also found that using the CBI strategy can reduce student depression so that students can achieve better learning performance in this way.

Taking into account the linear regression correlation test, this study showed that there was a significant correlation between student learning intention and student performance, with Sig 0.042 <0.05) and t_{ob} (2.067) > t_{cv} (1.667). Meanwhile, there was not any correlation between CLT and learning intention and students' achievement because Sig 0,126 >0,005 and t_{ob} (1,546) < t_{cv} (1667). Therefore, it can be determined based on the analysis that Ho: p = 0 (there is not any simultaneous effect between CLT teaching strategy and learning intention with students' English achievement) is accepted. Meanwhile, H1: *p # 0* (there is the simultaneous effect between CLT teaching strategy and learning intention with students' English achievement is rejected. This means that the learning output may not be directly affected by CLT strategy but the significant correlation between learning intention and language achievement is caused by the CTL strategy and strongly affect the students' learning performance.

Looking at the effects of stress, it can be determined that stress correlated significantly with the learning intention and at the same time had a positive effect on the learning performance of the students. The linear regression correlation test revealed that stress had p-value or Sig (0,002) < Alpha (0,05) and t count was 3.188. Meanwhile, learning intention had Sig (0,042) < 0,05) and t_{ob} (2.067) > t_{cv} (1.667). Both influenced significantly students' learning because Sig (0.000) < Alpha (0,05) and t_{ob} (4,112) > t_{cv} (1667). H1: *p # 0* (there is a simultaneous correlation between the level of stress and learning attention with students' English achievement) is accepted. It can be interpreted that the less stressed students feel, the more intensely they follow the learning process, and both of these can have an impact on better English learning success.

DISCUSSION

The Communicative Language Teaching Approach (CLTA) contains basic concepts of language learning for functional purposes. Therefore, the methods of language acquisition and processing in the findings of the study have fully taken into account the nature of language use as a communication device. Language acquisition and language learning can have different learning mechanisms; however, the communicative language teaching approach can serve both activities with the same concepts and purpose; to acquire and to share meaning. Even though CLTA has many appropriate strategies, EFL teachers in this study tend to use CBI, CLT, and TBLT because, through these strategies, teachers play the roles of learning facilitators, class activity managers, and performance reviewers (Milarisa, 2019) while the students in the meantime act as doers, performers, and problem solvers (Stryker & Leaver, 1997). This study supports the suggestion proposed by Salovey & Mayer (1990) that the strategies should emphasize affective norms, the cognitive domain, and the conative use of the English language.

Regarding affective norms, this study suggests that students control themselves to cope with their depression, anxiety, and stress caused by the pandemic condition. From a cognitive point of view, these strategies stimulate and activate the linguistic intuition and imagination of the students in the mental processing for functional language goals. The level of the conative, these strategies develop students' language skills. As Intarapanich (2013) suggests, CLTA activities give students more opportunities to communicate and exchange ideas. In relation to this suggestion, this study shows that the correlation between teaching strategies, affective norms, and learning outcomes was strong and they showed a positive correlation. These three

aspects of language learning have a positive impact on student language behavior, intensive language understanding, and functional language performance. CLTA used in EFL classes is believed to include social interaction activities, including conversation and discussion sessions, dialogue and role-play, simulations, soft skills improvisations, and debates.

Looking at the results and findings presented, this study suggest three additional benefits of CLTA: (1) the ability to shape students' mindsets that language learning is a process of language habit formation; (2) provoke affective norms, build recognition of language, and develop the conative sense of language performance; (3) provision of teaching strategies to integrate language learning into language competence in a functional everyday context.

The learning output found in this study may not be directly influenced by the CLT strategy, but the significant correlation between learning intention and language performance is caused by the CTL strategy and strongly influences student learning performance. Some factors influencing students' depression, anxiety, and stress in online language learning are students' ages, goal setting, and learning strategy. Younger students' emotions can easily be affected by pandemic negative pressure, but they take some time to adjust their attitude to social conditions. Older students may not be severely affected by depression, anxiety, and stress because of their resilience, maturity, and purpose. The learning purpose of the students may be considered as their live ambition target so the depression, anxiety, and stress may not affect them in distance learning. It means that the stronger their ambition or learning target, the less depression, anxiety, or stress they feel.

6. CONCLUSION

This study concluded that the CBI strategy explored and stimulated students' attitudes towards building learning patterns, therefore the results of the learning experience can be considered satisfactory. In addition, the CLT strategy accelerated and encouraged students to participate in learning activities, so that they subconsciously covered the learning cases given in functional communication. Furthermore, the CBLT strategy showed that the students experimented with language learning and found how to learn independently and achieve the goal in distance learning. These strategies may have affected affective norms by balancing and reinforcing the negative norms of distance learning in a pandemic situation. The students suffered from less academic depression, anxiety, and stress. However, students have developed heightened self-directed emotion to be well encouraged, positively motivated, and intentionally responsible. The more the CLTA is used, the fewer students feel depressed and the better the students can perform.

Some factors that caused the students to experience mild and moderate depression were internal factors such as learning devices (laptop, mobile phone, and tablet). financial problems due to pandemic covid-19, and any individual's health condition. Mostly, resilience, maturity, and future goals may affect the students in handling the depression, anxiety, and stress wisely. The study suggests that CLTA activates language learning attitudes, speech cognition, and communication skills. Three teaching strategies were able to positively influence the affective norms, cognitive frameworks, and conative goals of distance language learning.

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