BUKTI KORESPONDENSI

ARTIKEL JURNAL INTERNASIONAL
BEREPUTASI

Judul Artikel   :   ELT Lecturers' Communicative Language Teaching Approach in Directing Students' Emotions in Distance Learning

Jurnal   :   SiELE (Studies in English Language and Education)

Penulis   :   I Ketut Wardana, Putu Ayu Paramita Dharmayanti, Anak Agung Putu Arsana

No	Perihal	Tanggal
1	Bukti konfirmasi submit artikel dan artikel yang disubmit	14 Februari 2022
2	Bukti konfirmasi review dan hasil review pertama	12 Mei 2022
3	Bukti perbaikan dan rebuttal form Review Pertama	31 Mei 2022
4	Bukti amandement artikel (native English proofreader)	17 Juni 2022
5	Bukti proofreading	7 Juli 2022
6	Bukti accepted	8 Jul 2022
7	Bukti sudah dipublikasikan	15. September 2022

1

Bukti Konfirmasi Submit Artikel dan Artikel yang Disubmit (Senin. 14 Februari 2022)

T

The Editors <jurnal@unsyiah.ac.id>

14 Feb 2022,
11.49

kepada saya

Inggris

Indonesia

Terjemahkan pesan

Nonaktifkan untuk: Inggris

Dear Mr. I Ketut Wardana:

Thank you for submitting the manuscript, "EFL Lectures' Communicative Language Teaching Approach in Directing Students' Emotion in Distance Learning" to Studies in English Language and Education. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Manuscript URL:
http://www.jurnal.unsyiah.ac.id/SiELE/author/submission/24830
Username: ketut_wardana

Please be reminded that this acknowledgement does NOT mean that your article is accepted. Every submission will go through the same process:

1. Initial screening by the Editorial Board (2 weeks time), if the article is suitable, then
2. Sent to 2 (two) reviewers (2-4 months time),
3. the reviewer results are: (a) accepted with minor revision, (b) accepted with major revision, (c) accepted as it is, or (d) rejected,
4. If revisions are required, the authors must do them as suggested by the reviewers,
5. The revisions will be further evaluated by our team of Editors,
6. If further amendments are needed, we will ask the authors to do so,
7. If all revisions are finalized, then the LoA (letter of acceptance) is assigned to the article.

The entire process for each article from submission to publication may take a minimum of six months to a maximum of one year, depending on the authors' efforts to do the revisions and slot for publication from the journal. SiELE is an international journal that strictly follows the policy and management of a professional journal. We do not offer fast-track publication services; if you need this service, please submit your article to another journal that offers it. Other information including the APC is available on our website: http://www.jurnal.unsyiah.ac.id/SiELE/about/submissions#authorGuidelines

Thank you very much. If you have any questions, please contact us at this email address:
sielejournal@unsyiah.ac.id. Thank you for considering this journal as a venue for your work.

Best Regards,
The Editors
Studies in English Language and Education
http://www.jurnal.unsyiah.ac.id/SiELE

BalasTeruskan

2. Bukti Konfirmasi Review dan Hasil Review Pertama (12 Mei 2022)

SiELE Journal Unsyiah <sielejournal@unsyiah.ac.id>   12 Mei 2022,
                                                                          17.24

kepada saya

Terjemahkan pesan
                                                            Nonaktifkan untuk: Inggris

Dear I Ketut Wardana, Putu Ayu Paramita Dharmayanti, and Anak Agung Putu Arsana,

Thank you for submitting the manuscript, "EFL Lectures' Communicative Language Teaching Approach in Directing Students' Emotion in Distance Learning" to Studies in English Language and Education. The reviewers have returned their reviews on your article to the journal. Both have recommended revisions before it can be accepted and published by SiELE Journal. Attachments 1 and 2 are the first reviewer's feedback and comments, and Attachments 3 and 4 are the second reviewer's feedback and comments on your article.

Please work on the revision as suggested by Reviewer 1 first (highlight the changes in yellow), once this is done, on this same draft, continue to work on the revision as suggested by Reviewer 2 (highlight the changes in green). This is **obligatory** so that we can evaluate your revision more efficiently. Then write/fill in again the authors' names, affiliations, and corresponding author on the first page (see SiELE publication in 2021 for example). Please **strictly follow the journal's guidelines** when doing your revision; this includes how the References section should be presented in the paper. It is available on the journal's website: http://www.jurnal.unsyiah.ac.id/SiELE/about/submissions#authorGuidelines

You must fill in the rebuttal letter form (Attachment 5) and **this is also obligatory.** Your revised manuscript and rebuttal letter are due on **June 1, 2022.** Please submit your revision on time so we have time to evaluate your manuscript and tentatively consider it for the upcoming publication of SiELE Journal, which is in September 2022.

Submit your revision and rebuttal to this email address AND also upload it to the journal's OJS (login --> click on your title --> click on the menu Review --> scroll down and upload the files at Upload Author Version under Editor Decision). **Please reply to our email once you have received it.**
Thank you and we look forward to your revision.

Best Regards,
The Editors

Studies in English Language and Education (SiELE)
English Education Department
Faculty of Teacher Training and Education
University of Syiah Kuala, Banda Aceh, Indonesia
ISSN: 2355-2794 (Print); 2461-0275 (Online)

5 Lampiran • Dipindai dengan Gmail

MANUSCRIPT REVIEW FEEDBACK FORM

Reviewer code	
Title of manuscript	EFL Lectures' Communicative Language Teaching Approach in DirectingStudents' Emotion in Distance Learning
Reference number	

*Please ensure that the abstract is 200 words minimum and 250 words maximum, and the article is 4000words minimum and 8000 words maximum as per the submission guidelines: http://www.jurnal.unsyiah.ac.id/SiELE/about/submissions#authorGuidelines

Category	Yes	Partially	No
ARTICLE: Are the concerns in this article important to the field of English languageeducation, linguistics or literature?		X	
TITLE: Is the title clear and appropriate for the content of the manuscript?	X		
ABSTRACT: Does the abstract summarize the article clearly and effectively?	X		
INTRODUCTION: Does the introduction provide meaningful purpose to the manuscript?	X		
Are the objectives set clearly?		X	
Is the gap of study justified?		X	
Are research questions presented?	X		
LITERATURE REVIEW: Is the literature review appropriate and adequate?		X	
Are there discussions on previously published research on similar topic?	X		
METHODOLOGY: Are the techniques used appropriate for the collection and analysis of thedata?		X	
Does it clearly explain the participants/respondents of research?		X	
Does it clearly explain the instruments used in research?		X	
research?		X	

Is the technique of data collection explained clearly?Is the technique of data analysis explained clearly?		X	
FINDINGS: Are the findings expressed clearly?		X	

Is the presentation of the findings adequate and consistent?		X	
Are the tables and figures, if any, arranged and explained		X	
well?Do the findings answer the research question of this paper?		X	
DISCUSSION: Are the discussions meaningful, valid, and based on the findings?		X	
Are the discussions drawn reasonable and linked to other studies on the topic?	X		
IMPLICATIONS: Are the implications logical or pertinent to the manuscript?		X	
CONCLUSION: Are the conclusions and generalizations based on the findings?		X	
Are limitations of the study and suggestions for future research provided?			X
REFERENCES: Are the references current and sufficient?		X	
GRAMMAR AND COHESION: Is the language clear and understandable? Is cohesion achieved		X	
throughout the article?		X	
DECISION FROM REVIEWER (tick where appropriate)**:**			
Accept without revision			
Accept but needs minor revision	X		
Accept but needs major revision			
Rejected			

REVIEWER'S COMMENTS (provide the strength and weaknesses of the manuscript; please givecomments/feedback to items ticked "Partially/No"):

This study has brought important issue and is relevant with current situation. This will add to our current knowledge about CLTA and distance learning. I have made some suggestions in the article. Please refer tomy comments in active track changes.

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

I Ketut Wardana*
Putu Ayu Paramita Dharmayanti
Anak Agung Putu Arsana

English Education Study Program, Faculty of Teacher Training Education, Universitas Mahasaraswati Denpasar, 80233, INDONESIA

1. INTRODUCTION

Lectures of English as a Foreign Language (EFL) in Bali assert that language teaching strategy plays a crucial role in forming student's learning behavior, engages students in the functional language learning process, and equips students with language skills. The selection of the teaching strategy should thus be related 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 triggers more difficulties in English interaction because it leads to a reduction of verbal and non-verbal language (Sai & Lin, 2021). Therefore blended and more innovative online learning can be applied (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). 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 Bali. The consideration doing this research, Richards & Rodgers (2014) suggest that the communicative approach encourages reflection on the learning experience and Paul & Kumari (2017) add that the strategy may affect language proficiency. 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 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 influences the positive learning intention of the students and to 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?

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.

3.2 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.

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 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.

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.

MANUSCRIPT REVIEW FEEDBACK FORM

Reviewer code	
Title of manuscript	EFL Lectures' Communicative Language Teaching Approach in Directing Students' Emotion in Distance Learning
Reference number	

*Please ensure that the abstract is 200 words minimum and 250 words maximum, and the article is 4000 words minimum and 8000 words maximum as per the submission guidelines: http://www.jurnal.unsyiah.ac.id/SiELE/about/submissions#authorGuidelines

Category	Yes	Partially	No
ARTICLE: Are the concerns in this article important to the field of English language education, linguistics or literature?	/		
TITLE: Is the title clear and appropriate for the content of the manuscript?	/		
ABSTRACT: Does the abstract summarize the article clearly and effectively?	/		
INTRODUCTION: Does the introduction provide meaningful purpose to the manuscript?	/		
Are the objectives set clearly?	/		
Is the gap of study justified?	/		
Are research questions presented?	/		
LITERATURE REVIEW: Is the literature review appropriate and adequate?	/		
Are there discussions on previously published research on similar topic?	/		
METHODOLOGY: Are the techniques used appropriate for the collection and analysis of the data?		/	
Does it clearly explain the participants/respondents of research?	/		
Does it clearly explain the instruments used in research?		/	
Is the technique of data collection explained clearly?		/	
Is the technique of data analysis explained clearly?	/		
FINDINGS: Are the findings expressed clearly?	/		

	Yes	Partially	No
Is the presentation of the findings adequate and consistent? Are the tables and figures, if any, arranged and explained well?Do the findings answer the research question of this paper?	/ / /		
DISCUSSION:			
Are the discussions meaningful, valid, and based on the findings?	/		
Are the discussions drawn reasonable and linked to other studies on the topic?	/		
IMPLICATIONS:	/		
Are the implications logical or pertinent to the manuscript?			
CONCLUSION:			
Are the conclusions and generalizations based on the findings?	/		
Are limitations of the study and suggestions for future research provided?	/		
REFERENCES:	/		
Are the references current and sufficient?			
GRAMMAR AND COHESION:		/	
Is the language clear and understandable? Is cohesion achieved throughout the article?		/	

DECISION FROM REVIEWER (tick where appropriate)**:**	
Accept without revision	
Accept but needs minor revision	/
Accept but needs major revision	
Rejected	

REVIEWER'S COMMENTS (provide the strength and weaknesses of the manuscript; please givecomments/feedback to items ticked "Partially/No"):

1. Quantitative research design - Be specific to mention which quantitative research design?Experimental or non-experimental? Correlational research?
2. Qualitative research design – Which one? Case Study?
3. Instruments (Exams) - Were the exam questions vetted? By whom? Why didn't you take a standard exam paper questions which have been already verified and validated by a certainorganisation/professional body/board of members?
4. Instruments (Questionnaires) - Did you prepare your own questionnaires? Were the questionnairesadopted or adapted from somewhere else? Source(s)? Did you carry out a pilot test? What were the changes you made after the pilot test?
5. Grammar & Cohesion – Please refer to the track changes in the attached doc.file

Second reviewer comments

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

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.

3.3 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.

Table 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.
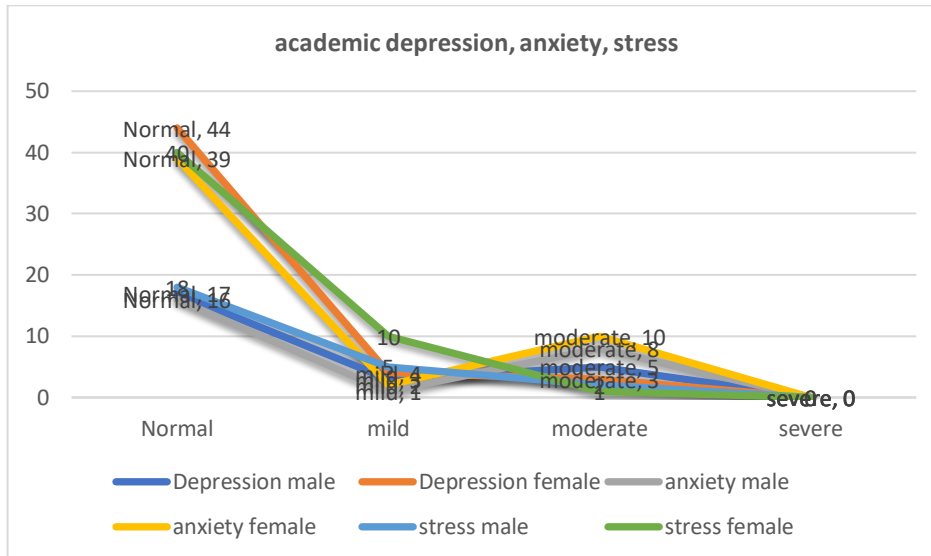

Figure 4.4. Student's academic depression, anxiety, and stress in distance learning

3. Bukti perbaikan dan rebuttal form Review Pertama
(31 Mei 2022)

Ketut Wardana Unmas <ketutwardana71@unmas.ac.id>

kepada SiELE

Sel, 31 Mei 2022, 21.23

Dear Editors,
We have finished working on the revision and herewith we attach two files; the revised manuscript and rebuttal letter. We will immediately upload the revised manuscript to the journal OJS
We look forward to hearing your further information and confirmation
Thank you very much

2 Lampiran • Dipindai dengan Gmail

REBUTTAL LETTER FOR SIELE JOURNAL

20 May 2022

Dear Editors of SiELE Journal,

We have amended our article as suggested by the Reviewer as the following

No.	**Reviewer 1** comments/suggestions	Corrections made
1	The reviewer ticked "Partially" for the main important concerns field of this article English language, education, linguistics, or literature?	*The reviewer's comment input is right. The authors have specified the focus of the study on English language education in yellow marks above the research questions.*
2	The reviewer ticked "Partially" for the unclear objectives?	*The reviewer's comment input is well noted. The authors have clarified the objective of the study beneath the research questions marked in yellow*
3	The reviewer ticked "Partially" for the extent the gap in the study was justified?	*The reviewer's comment input is brilliant. The gap in the study has been justified to "see how the study looks necessary and why it is conducted".*

		The revision has been signed in yellow in paragraphs 2, 3, and 4 on page 2
4	The reviewer ticked "Partially" for the appropriate and adequate literature review	*The reviewer's comment input is correct. The authors have changed and presented a better synthesis of the theoretical and empirical grounds of previous studies in the last paragraph of the literature section. The revision is indicated in yellow*
5	The reviewer ticked "Partially" for the technique of data collection and analysis of the data	*The reviewer's comment input is correct. The authors have revised all suggested inputs that were signed in yellow*
6	The reviewer ticked "Partially" for the explanation of the participants/respondents of the research	*The reviewer's correction input is well noted and it is true that the authors have revised the unclear terms of respondents. The revision can be seen in the first yellow paragraph method section*
7	The reviewer ticked "Partially" for the instruments used in the research	*The reviewer's comment input on the instruments used in the research is brilliant, therefore the authors have revised them marked in yellow.*
8	The reviewer ticked "Partially" for clearly expressed findings	*The reviewer's comment input on findings is well noted. The authors have revised the findings either in numeric expression or in descriptive elaboration, marked in yellow .*
9	The reviewer ticked "Partially" for Is the presentation of the findings adequate and consistent?	*The reviewer's input on the* presentation of the findings is well noted. The authors have made the findings adequate and consistent throughout the article that's marked in yellow.
10	The reviewer ticked "Partially" for Are the tables and figures, if any, arranged and explained well?	*The reviewer's question on whether the tables and figures were well arranged was well noted. The authors have revised the table number and its description colored in yellow*
11	The reviewer ticked "Partially" for Do the findings answer the research question of this paper?	*The reviewer's input on whether the findings answer the research question of this paper is well considered. The authors have presented the findings based on the research questions*
12	The reviewer ticked "Partially" for Are the discussions meaningful, valid, and based on the findings?	*The reviewer's comment input is right. Actually, the authors have presented a meaningful and valid discussion based on the finding and comparison*

		to previous studies which is signified in yellow
13	The reviewer ticked "Partially" for Are the implications logical or pertinent to the manuscript?	*The reviewer's confirmation on whether implications are logical or pertinent to the manuscript is well considered. The authors have added the logical and pertinent implication of the manuscript which is indicated in yellow at the end of the discussion section*
14	The reviewer ticked "Partially" for Are the conclusions and generalizations based on the findings?	*The reviewer's input is right. The authors have revised the conclusions based on data findings as stated explicitly in the conclusion part. The revision part is indicated yellow in color.*
15	The reviewer ticked "No" for Are limitations of the study and suggestions for future research provided?	*The reviewer's comment input is right. The authors have added the limitation and suggestions as provided in the third paragraph or the revision is indicated by yellow in color.* .
16	Are the references current and sufficient?	**The reviewer's question is clear. The authors have added more current references and applied** APA 7th Ed,.**blocked in yellow**
17	Is the language clear and understandable?	*The reviewer's question is clear. The authors have requested an expert to edit the language so now the language is clear and understandable.*
18	*Additional comments:* "Is cohesion achieved throughout the article?	*The reviewer's question matches the reality that the article was not cohesively written. The article has been checked and edited for cohesion and readability by an expert.*

No.	**Reviewer 2** comments/suggestions	Corrections made
1	The reviewer ticked "Partially" analysis of the data	*The reviewer's comment input is right. The authors have revised any unclear statements concerning the analysis of the data. The revision was marked in green*
2	The reviewer ticked "Partially" for the instruments used in the research	*The reviewer's comment input is well noted. The authors have revised the instrument marked in green*
3	The reviewer ticked "Partially" for	*The reviewer's valuable comment is highly*

	the unclear explanation of the technique of data collection	*appreciated. The authors have revised the Method section, especially in data collection. Please see the whole paragraph in gree*
4	The reviewer ticked "Partially" for the unclear language	*The reviewer's comment input is well noted. The authors have requested an expert to proofread and edit the language throughout the article. Some are indicated in green*
5	The reviewer ticked "Partially" for the less clear cohesion throughout the article	*The reviewer's comment input is brilliant. The authors have had the whole text of this article edited for cohesive and readable text by an expert as suggested.*
6	*Additional comments: If you have mentioned the values in words/sentences, then no need to label the graph. It looks crowded.*	*The reviewer's comment input on the figure presentation is great. We have omitted the label of number so now it looks clear*

Thank you.

Sincerely,

I Ketut Wardana, Putu Ayu Paramita Dharmayanti, Anak Agung Putu Arsana

The basic concepts of language teaching as a functional language are communicative competence and performance. Therefore, CLTA plays an important role to develop learning emotion, language cognition, and language performance because it is in such a way derived from behavior-based teaching. One strategy of the CLTA observed in this study is content-based teaching (CBI). Several definitions of CBI have been provided by various language teaching scholars. 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 students will acquire, rather than a linguistic or another curriculum. Content usually relates to the topic that people learn or convey through language (Joo et al., 2014). In fact, his study confirms that CBI enables students to acquire the target language through content.

In line with the classroom implementation, CBI is a language teaching strategy dealing with content or main information that is interesting and relevant for the learners (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 and sharing information rather than as an end in itself; (2) CBI better reflects learners' needs to learn a second language as lingua franca. However, the learning target is not just how to understand the language, in fact the learning should focus on the target language as a tool with a real daily life purpose or device for communicative survival, for example, to get food, study, find a job, and others.

Meanwhile, 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 the focus of language teaching from the linguistic structure to the needs of learners to develop communication skills (Wardana et al., 2020). The study that is conducted by Chang & Suparmi (2020). shows that the lecturers have a positive attitude towards the CLT principles and gain positive characteristics that can make English teaching-learning activities become more 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).

Richards & Rodgers (2014) suggest that the communicative approach encourages reflection on the learning experience and Paul & Kumari (2017) add that the strategy may affect language proficiency. 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 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), TBLT is related in both areas of second language pedagogy (L2) and L2 acquisition research. 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 on 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 statement is evidenced by the average student attitude rating of 90%. It has been categorized as a very positive attitude. The main characteristic of TBLT is that tasks are suggested as useful vehicles for applying these principles.

2.2   Academic depression, anxiety, and stress

Consistent with the affective domain regarding the effect of psychological pressure in a pandemic situation, Syahdan et al.,(2021) find that students who are evaluated during the pandemic have 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. Moderate and mild 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). However, 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). Because emotion is an inner drive, the function of emotions can weaken and also strengthen the language learning process. This condition is strongly influenced by the mental readiness of students to receive stimuli outside themselves. However, students'resilience in processing negative energy into positive emotional impulses can be influenced by age, problem-solving experience, and independence. So, it is very likely that students in this research will not experience depression, anxiety, and stress in distance learning because of the above factors.

An excellent teaching technique will have an impact on learning outcomes. Perception can be patterned positive and negative. That is, if students' perceptions of learning are positive, students can receive information and synthesize that information clearly so that learning outcomes can be ensured to be satisfactory and vice versa (Ferreira et al., 2011). Learning outcomes are students' performances that are shown after the learning process takes place to measure the extent to which the learning objectives are achieved. Learning evaluation is also useful in providing information on the extent to which teaching strategies are effective through numbers categorized at the level of proficiency (Strahan & Poteat, 2020). This means that student perceptions can trigger motivation, interest, and a sense of responsibility. In addition to intelligence, a positive learning attitude is an indicator of the achievement of learning objectives and the success of the teaching and learning process

Considering theoretical and empirical statements concerning CLTA, psychological pressure, perception, and learning results, this present study agrees with the scholars that CLTA is a scientific teaching approach for English as a second language in accordance with the basic concept of functional language learning theory. However, previous studies only explain and prove how the strategies of this approach help students build, develop and implement English mastery into two domains; competence and performance. The previous studies have not indicated the importance of emotional factors coverage in this approach yet. Thus, based on direct observation, this study believes that (1) the basic concept of CLTA includes three aspects of language teaching, namely attitudes, knowledge, and language skills; (2) CLTA is believed to be able to build positive students' attitudes through direct involvement where the lecturer acts as a director in role-playing activities, group discussions, and turn-taking activities. Therefore students become actors, effective thinkers, and problem-solvers of learning, not just become recipients of learning; (3) participation, perception, and independence of learning can help the students achieve successful learning objectives. The achievement of learning objectives can motivate students so that students' perceptions can have a positive pattern; and (4) depression, anxiety, and stress can be avoided by strengthening their mentality through building a positive attitude toward communicative learning.

3.   METHODS

Since the study had a specific focus and objective on the effectiveness of the application of CLTA and the learning changing attitude, this study made the term participant into the subject of the study because the number of participants was considered small for the term of population. The subject of the study was the year 4 and year 6 students of the English Education Study Program of Universitas Mahasaraswati Denpasar. There were 76 students were observed in the study The subject 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.

Referring to the two research questions, this study was carried out with a mixed quantitative and qualitative approach. This approach involves the collection and analysis of both quantitative and qualitative data (Creswell, 2003). The type of quantitative research used in this study was correlation research design to demonstrate the correlation between CLTA and students' emotions in distance learning. On the other hand, a qualitative method with a case study research design was used to describe the factors that determine the weaknesses and strengths of the communicative teaching strategy, the attitude, and the emotion in distance learning.

The primary quantitative data were taken from the results of lecturers' examination tests. Meanwhile, the secondary quantitative data were taken from questionnaires concerning the students' learning attention, self-encouragement, and motivation, and the questionnaire of DASS 21 concerning students' levels of depression, anxiety, and stress during CLTA was applied. To describe the factors of the strength and the weaknesses of the application of the teaching methods, the data were collected from checklist observation.

The tests that were used as the instrument in the present study to collect the data were constructed by the lecturers after teaching through CLTA. The tests were in the form of 5 essay test items based on students' learning experiences, essay construction test rules, and learning objectives. The tests were standard exam paper questions that have been already verified and validated by the English education study program of the Faculty of Teacher training and education, Universitas Mahasaraswati Denpasar so they did not require any test item analysis to measure content validity. The tests were used to observe the language performance of students.

There were two types of questionnaires that were distributed to the students; questionnaires on learning attitudes and questionnaires on depression, anxiety, and stress (DASS 21). The first questionnaires were fully written by the authors based on the table of specifications concerning statements on learning intention, self-encouragement, and motivation. There were 6 statement items for each domain. The items and the criteria were examined by 5 expert judges and all items were not reduced or added. Meanwhile, the 21 items of the questionnaire were adopted from Lovibond, & Lovibond, (1995) matched the substance of the psychological pressure being investigated so the researchers did not make any changes or alterations because the items have been verified and validated. To recognized the level of students' depresion, anxiety, and stress, interpret the scores, Interpretation of questionnaire score in DASS 21 is presented in Table 1.

Table 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 study discussess the effectiveness of CLTA and the level of students' learning attitude in distance learning. Therefore, two types of data were intensively measured, statistically analyzed, and descriptively elaborated. Those data were taken from the results of lecturers' standard tests and responses from two types of questionnaires administered to the students. Those questionnaires were used to find out the student's learning attitudes and emotional pressure. The

result of the test was then checked to determine the total raw score, mean score, and standard deviation. Each score was categorized by the specific criteria of excellent, good, fair, poor, and very poor learning achievement. Furthermore, the result of the first questionnaire that was used to describe students' learning intention, self-encouragement, and perception was classified into criteria levels of high, medial, and low. The second questionnaire was called DASS 21 used to describe students' depression, anxiety, and stress. The achieved score of each type of questionnaire was then classified into normal, mild, moderate, and severe. For language achievement, the score was interpreted in achievement criteria. The interval from 84 to 100% was classified as excellent, from 68 to 83% as good, from 52 to 67% was fair, from 36 to 51% as poor, and from 20 to 35% as very poor achievement. The Pearson Correlation was conducted to study the effect of CLTA 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. The 2-tailed is used as a benchmark to reject or accept the hypothesis and it is used to test the undirected hypothesis.

4. RESULTS

4.1 CBI and learning intention

The method of CBI that lecturers applied could enhance the students to understand the contents of either spoken or written texts. The students had great opportunity to explore their language competence and activate language performance in everyday life context. To determine the succes of the method, lecturers evaluated the students' learning experience after the application of the method. To see the effectiveness of the method, learning achievement with the method of CBI is presented in Table 2.

Table 2. Learning achievement with the method of CBI

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

The data in table 2 indicated a successful achievement of English language after the implementation of CBI in distance learning. The total score of the students' learning achievement after the lecturers implemented CBI was 6169 and the main score was 81 which was categorized as a good achievement. In addition, the maximum score obtained by students was 88 and the lowest one was 64. The female students performed more successfully in language learning through the method of CBI than the male students.

Through the application of the CBI via distance learning, lecturers promoted and mapped the students' prior knowledge and these activities could influence the increasing learning intention of the students.

The students' successful achevement presented in table 4 indicated the effectiveness of TBLT to increase students' ability in solveing the language task in distance learning. It can be seen from the total score the students achieved after the lecturers applied the method that was 6153. The mean score was 81 that was categorized as high achievement. It was found that minimum score was 65 and a maximum score was 87. Female students performed better than male students.

Furthermore, students' high motivations were influenced by their involment during TBLT was applied. Students felt more confident and motivated even though they faced unstable internet access or other academic problems. 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. The description of the effectiveness of TBLT and increasing motivation can be shown in Figure 3.
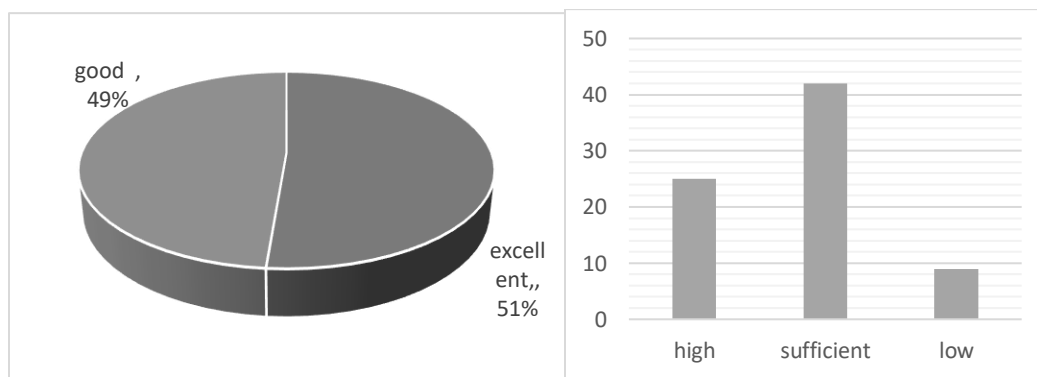

Figure 3. Effectiveness of TBLT and Motivation

The figure 3 provides two informations indicated the students' successful learning achievement and students' motivation after TBLT was applied in distance learning. The left chart presented the excellent and good achievement where they could manage every cases or phenomenom given in performing the language learnt. Mean while, the students were mainly motivated when the lecturers engaged the lesson with TBLT. However, there were 9 students had low motivation due to internal and external factors that was mostly accidental. In this case, the classical and distance learning may impact the learning mood. Despite the fact, theose students were noticed to actively participate the lesson though it was not as frequents as others. In addition their learning achievement was categorized sufficient. It means that there was relation between learning achievement and the high.

However, the findings could not manage all coverage of discussion due to characteristics and the specific purpose of the study which was only to provide evidence of how the CLTA could successfully direct not only students' metacognition but also their self-efficacy. Therefore, this study could not cover a wider generalization and reach broader readers due to limited subjects, limited time during a pandemic situation that made it impossible for the researchers to directly involve and observe a high number of students, and limited genres of language teaching improvisation. Therefore, lecturers are suggested to adopt the findings and adapt to the implementation of CLTA in a wider social emotion context and more specific language skills with a higher number of classes, and in various levels of education. Researchers who intend to research

the CLTA in relation to lecturer's or teacher's teaching attitude or students' critical thinking skills are suggested to include other teaching or learning aspects such as attitude, metacognition, and language use habit formation. This study believes CLTA will be effective in any context of language teaching at any level of education because the fundamental concept of learning a language is to communicate in a functional manner.

4. Bukti Konfirmasi Hasil Revisi kedua (7 Juni 2022)

Inggris

Indonesia

Terjemahkan pesan

Nonaktifkan untuk: Inggris

Well received with thanks, Mr. Ketut. We have sent your revision to one of our Editors for further evaluation. We will get back to you sometime in July should there be further amendments required. We appreciate your patience.

Best Regards,
The Editors

ELT Lecturers' Communicative Language Teaching Approach in Directing

Students' Emotions in Distance Learning

I Ketut Wardana*
Putu Ayu Paramita Dharmayanti
Anak Agung Putu Arsana

English Education Study Program, Faculty of Teacher Training Education, Universitas Mahasaraswati Denpasar, 80233, INDONESIA

Abstract

The study investigated whether, and how, Communicative Language Teaching Approaches (CLTA) significantly influenced students' academic emotions and achievement in self-directed distance learning. The participants were 76 university students in Denpasar. The data were collected through tests and questionnaire A to measure students' learning intentions, self-encouragement, and motivation meanwhile questionnaire B was DASS 21. Pearson Correlation was used to analyze the effect of CLTA on student learning intention and performance, and their perception of depression, anxiety, and stress. Descriptive analysis was also performed to examine the students' levels of negative emotions toward their academic experience. The quantitative results showed a significantly positive correlation between lecturers' content-based teaching (CBI) and learning intention, where r_{ob} (0.536)> r_{cv} (0.226); lecturers' communicative language teaching (CLT) correlated positively with learning encouragement, where r_{ob} (0.655)> r_{cv} (0.226;, and lecturers' task-based language teaching (TBLT) correlated positively with motivation, where r_{ob} (0.671)> r_{cv} (0.226). This means that the CLTA 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% experienced moderate symptoms. In addition, 76% of the students felt no stress, 20% experienced mild stress, and 4% indicated moderate stress. 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

* Corresponding author email: ketutwardana71@unmas.ac.id

1. INTRODUCTION

Lecturers in English Language Teaching (ELT) assert that language teaching methods play a crucial role in forming students' learning behavior, in engaging students in the language learning process, and in equipping students with functional language skills. Therefore, the selection of an adequate teaching method should be related to the learning objectives (Boon, 2011), the psychological condition of the students (Paul & Kumari, 2017), and the environmental conditions (Febrilia et al., 2011). The learning objectives in ELT are better achieved if the learning experience is shaped through the application of an innovative teaching method that generates positive learning attitudes in the students and which provides a conducive learning environment, especially in distance learning examples (Mahyoob, 2020)Under this assumption, positive emotional responses should be prioritized in the lecturer's choice of teaching activity to achieve better learning objectives.

Even though ELT lecturers have historically applied multiple language teaching strategies via distance learning (Vorobel & Kim, 2012), students continue to encounter difficulties during these online learning interactions due to a reduction in direct verbal and non-verbal language (Khalil et al., 2020) The students believe that face-to-face learning interactions are comparatively easier and more efficient for achieving learning objectives than online classes (Finkelstein, 2005). This belief causes some students to feel that it is academically unprofitable to engage with online lessons (Aronoff et al., 2017). To tackle this phenomenon, this study initially assumes that, through a communicative teaching strategy, lecturers in Bali can establish a better learning experience by prioritizing students' emotional wellbeing in a way that promotes and supports the development of knowledge and skills, even in distance learning conditions.

Distance learning in a pandemic situation can be complicated and frustrating, with limited interaction and sporadic internet access leading to communication and tasks being potentially misunderstood (Paul & Kumari, 2017); however, the anticipation of a psychological crisis in adult learners can play a greater role in self-directed negative emotions such as depression, anxiety, and stress (Goleman, 2012) Many scholars agree that emotional states can have a significant impact on education and learning (Pishghadam et al., 2016), requiring further consideration given to potential reciprocity between teaching strategy and emotional wellbeing. This study posits that there is a link between teaching strategy and academic emotion and aims to show that academic emotions affect the success of the chosen teaching strategy and the choice of teaching strategy affects students' academic emotions. Academic emotions can be defined as emotions that students experience in academic settings, which explain all kinds of psychological processes during learning (Pekrun et al., 2002)

When considering academic emotions, Fredrickson (1998) and Febrilia et al., (2011) confirm that these emotions are mostly misunderstood as obstacles that hinder effective teaching; however, in-class emotions play a more dynamic role. The positive emotion includes learning intention, self-encouragement, and motivation. Furthermore, in this study learning intentions describe what the teachers want students to learn in terms of the language skills, knowledge, attitudes, and values within English learning (Hattie, 2012). Furthermore, self-encouragement is a student's innate ability to manage emotion despite unpredictable instrumental errors, unstable internet, and difficulty managing partners in distance learning (Engel, 2015) Finally, According to (Luthans & Frey, 2017), motivation is a process that starts with physiological or psychological deficiency or needs that activates a behavior or drive which is aimed at a goal or achievement.

Regarding to positive emotions, directing students' emotions in a classroom context could stimulate students to reflect (Barbalet, 2002); therefore, emotional and conceptual teaching content plays a key role in language teaching, especially in language learning experiences in online

learning environment. From this perspective, the present study assumes that communication-based teaching methods can strengthen the confidence of students and reduce the negative emotions experienced during distance learning, thus helping students to manage academic emotion, metacognition, and to develop language skills for a broad range of emotional contexts and situations.

Various recent studies on English teaching-learning strategies support this statement (Bar-On & Parker, 2000; Goleman, 2012; MacCann et al., 2020; Salovey & Mayer, 1990), and reveal that teaching strategies significantly affect learning behavior, with both negative and positive students' perceptions of the learning journey. However, despite numerous investigations into English language teaching strategies, there is a dearth of research examining the effects of communicative language teaching approaches (CLTA) on students' positive learning emotions during distance learning, especially in the Balinese context. This study proposes that CLTA can not only improve students' language performance but also direct students' academic emotions, such as learning intention, self-encouragement, motivation, depression, anxiety, and stress during self-directed distance learning.

Communicative Language Teaching Approaches (CLTA)

CLTA is a behavior-based language teaching method that includes content-based teaching (CBI), communicative language teaching (CLT), and task-based language teaching (TBLT). Applied to the initial learning phase, CBI aims to empower students to become independent learners and to continue the learning process beyond the classroom (Stryker & Leaver, 1997), an approach that can be applied by utilizing multimedia and technology to aid and encourage self-directed distance learning (Milarisa, 2019). A secondary phase technique, CLT aims to implement the theory of communicative competence by including the interdependence of language and communication (Chang & Suparmi, 2020) enabling students to communicate with the target language efficiently (Richards & Rodgers, 2014). The final, and more complex, phase, TBLT utilizes communicative and interactive tasks that require meaningful communication and interaction between learners (Milarisa, 2019), allowing for the implicit acquisition of grammar learning and negating the need for explicit grammar instruction. This study assumes that each approach has a different effect on students' academic emotions during online learning experiences (Nadezhda, 2020).

Considering the significant emphasis on the communicative approach and academic emotions, this study focuses on English language learning that is implemented through the emotive, cognitive, and conative domains in self-directed distance learning. The emotive domain is concerned with the way in which the students' perception of learning experience increases and how negative learning-related emotions, such as academic depression, anxiety, and stress, decrease after the application of CBI, CLT, and TBLT. The cognitive domain is concerned with the degree by which students' English language comprehension increases after those methods are applied. The conative domain is concerned with the way the students integrate the language-learning in their daily life contexts. Based on this classification, the present study proposes two research questions:

1. Does CLTA affect the students' ability to increase academic emotion in self-directed distance learning?
2. What factors might influence the strength of CLTA in distance language learning and what might its weaknesses be?

Considering these objectives, this present study is aimed at examining whether CLTA affects the students' ability to increase students' academic emotions of learning intention, self-encouragement, and motivation and decrease academic depression, anxiety, and stress experienced in a self-directed distance learning environment. This study is also aimed at determining any factors that may influence the strength or weakness of a CLTA.

2. LITERATURE REVIEW

2.1. Communicative Language Teaching Approach (CLTA)

The basic concepts of language teaching as a functional process are communicative competence and performance. CLTA plays an important role in developing academic emotions, language cognition, and language performance as it is derived from behavior-based teaching. One strategy of the CLTA observed in this study is content-based teaching (CBI), with several definitions of CBI provided by various language teaching scholars. 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 students will acquire, rather than around specific linguistic or other curriculum aims. Content usually relates to the topic that people learn or convey through language (Joo et al., 2014) In fact, his study confirms that CBI enables students to acquire the target language through unrelated content.

In terms of classroom implementation, CBI is a language teaching strategy that imbues language learning with content or information that is interesting and relevant to the learners (Intarapanich, 2013). The concept of CBI is 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: (i) People learn English more successfully when they use the language as a means of obtaining and sharing information rather than as an end in itself; (ii) CBI better reflects learners' needs to learn a second language as lingua franca. However, the learning target must not be just understanding the language, it must also be understanding and appreciating how the new language can be a tool to complete necessary life tasks such as getting food, studying, or finding a job.

Meanwhile, communicative language teaching (CLT) advocates for teaching methods that develop learners' abilities to communicate in a second language (Chang & Suparmi, 2020). CLT represents a shift in the focus of language teaching from the linguistic structure to the needs of learners to develop communication skills (Wardana et al., 2020). A study conducted by Sato & Kleinsasser (1999) shows that lecturers have a positive attitude toward CLT principles and gain positive teaching characteristics that can make English teaching-learning activities more effective and meaningful. The learner-centered approach gives students a sense of ownership of their learning and increases their motivation. CLT emphasizes the communication process and leads the learner through different roles compared to the more traditional language learning approach. In a CLT classroom, the teacher acts as an analyst, advisor, and group process manager (Richards & Rodgers, 2014). In addition, the teacher is also a co-communicator who directs communicative activities with the students (Intarapanich, 2013). The effectiveness of the applied communicative teaching strategy is shown in the immediate language performance of the students as well as their permanent language habit formation (Wardana et al., 2020) However, CLT does not exclude grammar learning and suggests that the grammatical structure could be better understood when presented within different functional categories (Bax, 2003).

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),TBLT refers to an approach that uses tasks as the core method of language teaching. Nunan (2004) states that TBLT has strengthened 6 principles and practices including (i) a needs-based approach to content selection. (ii) an emphasis on learning to communicate through interaction in the target language, (iii) the introduction of authentic texts into the learning situation, (iv) the provision of opportunities for learners to focus not only on language but also on the learning process itself, (v) an enhancement of the learner's own personal experiences as important contributing elements to classroom learning, and (vi) the linking of classroom language learning with language use outside the classroom.

Based on these principles, Milarisa (2019) suggests that this approach makes students more active participants in their learning, and increases their enjoyment when self-directed motivation is engaged to complete tasks. (Canals, 2020) asserts that TBLT is known to enable a focus on meaning and authentic communication in foreign language classrooms, something which is of paramount importance in online language learning settings, as van der Zwaard & Bannink (2016) point out. (van den Branden, 2016) in his findings reveals that the student's English speaking ability after learning English speaking through task-based learning was much higher, with a statistical significance at .05 level, than before encountering the instructional method based on doing tasks. Peris & Escuder-Gilabert (2016) advocate a TBLT-oriented research agenda that is integrative and sensitive to the hybrid nature of discourse and accounts for the interactive and dynamic nature of the learning processes involved in task-based performance.

2.2   Academic depression, anxiety, and stress

Consistent with the assumptions formed by this study regarding the affective domain and the effects on psychological wellbeing during a pandemic environment, Syahdan et al., (2021) found that students evaluated during the pandemic had much higher levels of anxiety, depression, and stress than the same students observed before the pandemic. Depression can manifest as decreasing desire, motivation, and productivity. In addition, Paul & Kumari (2017) noted that sources of academic stress included "boring" teaching activities, high assignment numbers, teacher or peer disrespect, unstable internet access during distance learning, and confusing explanations. Even mild or moderate stress levels can hinder the learning process (Yikealo et al., 2018)

An increased academic stress level can trigger decreased academic competence, which affects the student performance index (Chang & Suparmi, 2020; Paul & Kumari, 2017). However, anxiety during a pandemic can also affect students' performance as this emotion leads to confusion and distortion of perception (Yang et al., 2021) These distortions or peperceptionsan disrupt students' concentration, memory, and create an inability to relate one thing to another (Paul & Kumari, 2017). Distance learning can potentially be stressful for students (Suadi, 2021) because a single negative condition can influence the students' perception of the learning experience as a whole (Barbalet, 2002). Because emotion is an inner drive, the function of emotions can both weaken and strengthen the language learning process. This condition is strongly influenced by the mental readiness of students to receive stimuli outside themselves (Hoffman & Rand, 2014). However, students' resilience in processing negative energy into positive emotional impulses can be influenced by age, problem-solving experience, and independence (Morales-Rodríguez, 2021) So, it is very likely that students in this research will not experience depression, anxiety, and stress in distance learning because of the above factors (Ajmal & Ahmad, 2019)

An excellent teaching technique will have an impact on learning outcomes (Sáiz Manzanares et al., 2017) Learning outcomes measure the extent to which the learning objectives are achieved and evaluation of these scores is a useful tool in providing information about which teaching strategies are most effective (Strahan & Poteat, 2020). Student perceptions can trigger motivation, interest, and a sense of responsibility for learning (Hromova, 2019)). and in addition to intelligence, a positive learning attitude toward the teaching methods is an indicator of the achievement of learning objectives and the success of the teaching and learning process. Students' perceptions of learning outcomes can be patterned positive or negative and, where a student's perception of a learning experience is positive, they may better receive and synthesize information so that ongoing learning outcomes can be ensured to be satisfactory. The same phenomenon can be seen in reverse, where negative perceptions of a learning journey can indicate learning outcomes have been unsatisfactory (Ferreira et al., 2011).

After considering theoretical and empirical statements concerning CLTA, psychological pressure, students' perceptions of the learning process and learning outcomes, this present study agrees with scholars that CLTA is a scientific teaching approach appropriate for use in the instruction of English as a foreign language, by the basic concept of functional language learning theory. However, previous studies only explain and prove how the strategies of this approach help students build, develop, and implement English mastery into two domains: language competence and language performance. These previous studies have not considered the importance of emotional factors in the success of this approach. Thus, based on direct observation, this study believes that: (i) the basic concept of CLTA includes three aspects of language teaching, namely attitudes, knowledge, and language skills; (ii) CLTA is believed to be able to build a positive emotion through direct involvement where the lecturer acts as a director in role-playing activities, group discussions, and turn-taking activities. Therefore, students become actors, effective thinkers, and problem-solvers, rather than just recipients of information; (iii) participation, perception, and independence of learning can help the students achieve successful learning objectives, where the achievement of learning objectives can motivate students so that students' perceptions of learning experience can have a positive pattern; and (iv) depression, anxiety, and stress can be avoided by strengthening their mentality through building a positive learning attitude toward communicative learning activities.

3. METHODS

This study focused on the effectiveness of CLTA as a method of teaching, and how CLTA contributes to a change in attitude toward learning. Participants for this study were drawn from students in years 4 and 6 of the English Education Study Program of Universitas Mahasaraswati Denpasar. There were 76 participants, consisting of 25% year 4 and 33% year 6 boys and 51% year 4 and 67% year 6 girls, with 20 participants who were 18 or 19 years old, 37 participants who were 20 or 21 years old, and 19 participants who were 22 or 23 years old.

Referring to the two research questions, this study was carried out with a mixed-method approach involving the collection and analysis of both quantitative and qualitative data (Creswell & Creswell, 2003). The quantitative research in this study used a correlation research design to demonstrate the relationships between CLTA and students' emotions in distance learning. A qualitative method using a case study research design described the factors that determined the weaknesses and strengths of the communicative teaching strategy; students' attitudes toward learning; and the students' emotions during distance learning.

The primary quantitative data were taken by administering exam paper questions written by the lecturers, and used to measure students' language learning after the teaching methods were applied. Examinations included five essay items based on students' learning experiences, essay construction rules, and learning objectives. Exam paper questions were previously verified and validated by the English education study program of the Faculty of Teacher training and education, Universitas Mahasaraswati Denpasar and so did not require analysis to measure content validity. The result of the test was then checked to determine the raw score, mean score, and average score. Each score was categorized by the specific criteria of excellent, good, fair, poor, and very poor learning achievement. Considering language learning achievement, the score was interpreted in achievement criteria. The interval from 84 to 100% was classified as excellent, from 68 to 83% as good, from 52 to 67% was fair, from 36 to 51% as poor, and from 20 to 35% as a very poor achievement.

Meanwhile, the secondary quantitative data were taken from two types of questionnaires; questionnaire A concerning the students' attention, self-encouragement, and motivation and questionnaire B concerning the student's negative emotions.. Questionnaire A was developed by the researchers in this study and used statements on learning intention, self-encouragement, and motivation. There were 6 statement items for each domain. The items and their criteria were examined by 5 expert judges and all items were not reduced or added. Furthermore, the result of the first questionnaire that was used to describe students' learning intention, self-encouragement, and perception was classified into criteria levels of high, medial, and low. The interval from 3.1 to 4.0 was classified as high, from 2.1 to 3.0 as medium, and from 1.0 to 2.0 as low intention, self-encouragement, and motivation. To describe the factors of the strength and weaknesses of the teaching methods, the data were collected from checklist observations.

Questionnaire B was DASS 21 used to measure students' levels of depression, anxiety, and stress during distance learning applications of CLTA. 21 items were adopted from (Lovibond & Lovibond, 1995) and deliberately matched the substance of the psychological pressure being investigated to remove the need for further verification and validation..The scores were classified into normal, mild, moderate, and severe. Interpretation of questionnaire score in DASS 21 is presented in Table 1.

Table 1. Interpretation of questionnaire score in DASS 21

category	depression	anxiety	stress
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 procedure of applying the methods in online learning interactions in this study was conducted through synchronous and asynchronous learning. Synchronous learning means that the lecturers and the participants in the course engage with the course content and each other at the same time but from different locations. Meanwhile, Asynchronous learning means that the lecturers and the participants in the course all engage with the course content at different times without live face-to-face interaction. The activities in applying the CLTA through synchronous (1) and asynchronous learning (2) include:

1. The lecturers interact with participants in real-time by means of tools such as zoom to display livestream audio, video, and presentations to hold live classes or meetings. The

video demonstration activity during the application of the method could encourage the students to perform the language more effectively.
2. The lecturers provide participants with a sequence of units that the participants move through that might make use of assigned readings or uploaded media, online quizzes, discussion boards, and more. participants can access the course content, and initiate or respond to interactions with the lecturers and their peers when it best suits their learning goals.

After the teaching-learning with CLTA was conducted, students were given tests and questionnaires. The results of the test and responses to the questionnaire were then scored and analyzed. The Pearson Correlation was conducted to study the effect of CLTA on student learning intention, performance, and their perception of depression, anxiety, and stress. Multiple correlation statistical tests were also used to describe how two independent correlations 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. The two-tailed t-test is used as a benchmark to reject or accept the hypothesis and it is used to test the undirected hypothesis.

4.   RESULTS

4.1   CBI and learning intention

The method of CBI that lecturers applied enhanced the student's understanding of the contents of either spoken or written texts. The participants were provided with opportunities to explore their language competence and activate language performance in an everyday life context. To determine the success of the method, lecturers evaluated the participants' learning experience over the session. The results of this evaluation are presented in Table 2.

Table 2. Learning achievement with the method of CBI

Criteria	Frequency	Male	Female	Percentage %
Excellent	32	7 (9%)	25 (33%)	42%
Good	41	16 (21%)	25 (33%)	54%
Fair	3	2 (3%)	1(1%)	4%
Poor	0	0 (0%)	0 (0%)	0%
Very poor	0	0 (0%)	0 (0%)	0%
Total	76	25 (33%)	51 (67%)	100%

The data in Table 2 indicated achievement in the English language after the implementation of CBI in distance learning. The total score of the participants' learning achievement after the lecturers implemented CBI was 6169 and the average score was 81, which was categorized as a good achievement. In addition, the highest score obtained was 88 and the lowest was 64. The female participants performed more successfully in language learning through the method of CBI than the male participants. This succesful performance was correlated with participants' learning intention. The effectiveness of CBI and the participants' learning intention in self-directed distance learning can be seen in Figure 1.
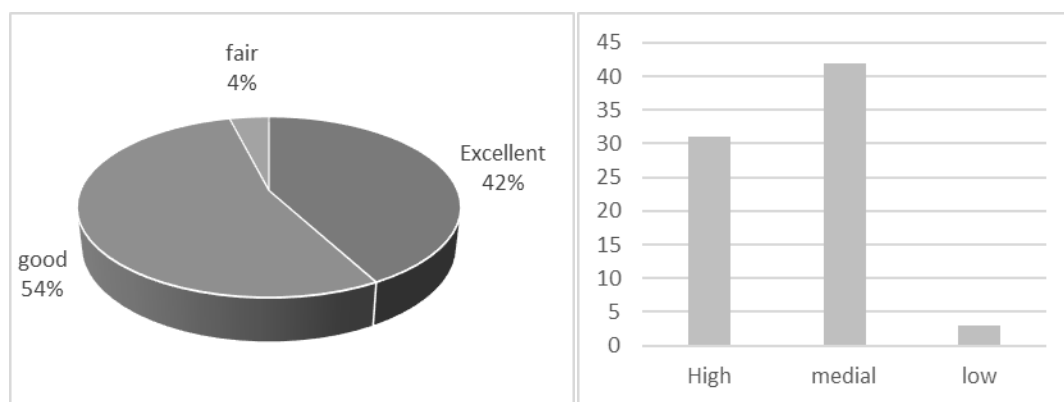
Figure 1. Effectiveness of CBI and learning intention in self-directed learning

A comparison of two data in figure 1 revealed that CBI had a major impact both on participants' learning achievement presented on the left chart and self-encouragement responses on the right graph. From the graph, it can be seen that 42% of participants, had 'excellent' language performance, 54% of the participants, obtained 'good language performances, and only 4% of the students, gained 'fair' achievement after the CBI was applied. This successful achievement was correlated with participants learning intention.

Through the application of the CBI during self-directed distance learning, lecturers promoted and mapped the students' prior knowledge, and these activities shaped participants' strong and positive characters by means of intensive learning intention. It can be seen from the result of questionnaire A where the average score was 3.1 and it was categorized as 'high' learning intention. Furthermore, 41%, or 31 out of 76 participants, indicated a 'high' intention to learn English through the CBI strategy. Meanwhile, 42 participants or 55% of the whole participants load, had 'sufficient' intention to learn when the CBI was applied. However, only 3, or 4% of participants, had a 'low' learning intention due to both internal and external factors.

The internal factor appeared either due to their physical weaknesses, like fatigue or illness that caused them to show less or no intention of learning, or due to psychological conditions like losing mood or weaker self-esteem to follow the lesson. Meanwhile, external factors are something or someone that or who comes from outside of the participants, like many postponed tasks, financial problems, unstable internet, or some more personal, like problems with parents, lecturers, or their friends. These matters made them frustrated and irresponsible for any intention to do the lesson.

The findings of the study advocate that the CBI method increases participants' language learning achievement and also promotes more intensive learning intention. As a comparison, with an average score of 81.00, CBI method is considered 'effective' to increase participants' learning performances because it is 6 points higher than the minimum passing grade of 75.00. Even though this method is a bit lower than CLT which is 81.64 but it is more effective than TBLT which is 80.91.

This study revealed that, by implementing the CBI method in the online classroom, lecturers not only helped the students' overall metacognition but also positively affected students' learning intention, as seen from the correlation analysis. Pearson's correlation analysis, which included two flows, revealed a significant correlation between students' learning achievement and

their learning intention after the application of CBI. This can be seen where p = 0.000 <0.005. Furthermore, the level of significant correlation was indicated by r_{ob} (0.536)> r_{cv} (0.226). The method of CBI had a strong relationship and positive pattern on students' learning intentions. It can be interpreted that the more intensively the CBI strategy is applied, the stronger intention the participants have on the teaching and the better English language they perform.

4.2 CLT and learning encouragement

Through the implementation of CLT, lecturers activated the participants' language performance in communicative activities. Each participant had an equal right and obligation to express ideas, ask questions, discuss current issues, or argue any statement in English. Hence, this method helped participants manage their verbal and non-verbal skills in a socially functional context. Through this method, the lecturers acted as mediators to manage the flow of class interaction and stimulate participants' academic emotions. The participant's performance after the application of CLT can be shown in Table 3.

Table 3. Learning achievement with the method of CLT

Criteria	Frequency	Male	Female	Percentage %
Excellent	42	15 (20%)	27 (35%)	55%
Good	33	9 (12%)	24 (32%)	44%
Fair	1	1 (1%)	0 (0%)	1%
Poor	0	0 (0%)	0(0%)	0%
Very poor	0	0 (0%)	0 (0%)	0%
Total	76	25 (33%)	51 (67%)	100%

The data in Table 3 explicitly reveals that the results of the test indicated the success of CLT as an EFL teaching method. The total score of learning achievement after the CLT was applied was 6205, with the average score of 81.64 categorized as a 'good' performance. Male participants performed better in the lessons following the CLT structure. Male participants achieved a mean score of 81.80, while female participants achieved a mean score of 80.55. The minimum score was 68 and the maximum score was 87. This CLT method teaching strategy develops participants' self-encouragement and improves thir language performance. The effectiveness of CLT and participants' self-encouragement can be shown in Figure 2.
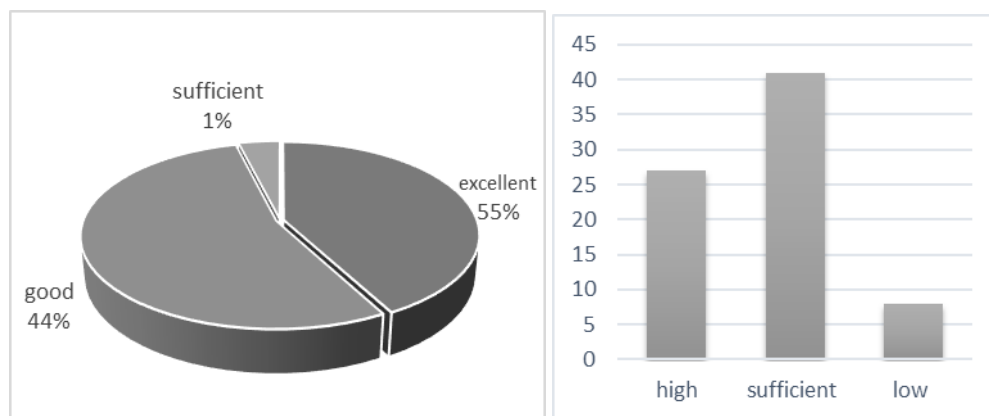

Figure 2. Effectiveness of CLT and participants' self-encouragement

A comparison of two data in figure 2 revealed correlated results between participants' learning achievement on the left chart and self-encouragement responses on the right graph. CLT had a major impact on the participants' language learning achievement. It can be seen from the result that 42 participants, obtained 'excellent' achievement, 33 participants. gained 'good' achievement, and only 1 participant, got a 'fair' achievement. This successful performance resulted from participants' positive academic emotions toward the CLT. This method stimulated the participants' positive intrinsic strengths of attributes to gain knowledge. The method had a major impact on the participants' learning behavior. It can be seen from the results that 35%, or 27 participants, had high levels of self-encouragement after the method was applied. Meanwhile, 54%, or 41 of the students, achieved moderate levels of self-encouragement. However, 4%, or 8 students, showed little self-encouragement. CLT simultaneously impacts participants' self-encouragement then this academic emotion impacts their successful achievement. So, the stronger the participants' self-encouragements arise the higher achievements the participants can gain.

CLT was significantly correlated with self-encouragement in a distance learning setting. From the analysis of SPSS with Pearson correlation with two flows where p = 0.000 <0.005. This means that there was a significant correlation between learning success and students' self-encouragement. Meanwhile, by the degree of significant correlation, the method had a strong and positive impact on student self-encouragement. This can be seen where r_{ob} (0.655)> r_{cv} (0.226).

The CLT method provides lecturers an opportunity to empower the participants with communicative engagements through roleplays of interesting topics by modeling them with video or written story displays. It was observed that the participants showed their strengths and positive attributes to perform the language task as the model given. Therefore, the finding revealed a strong and positive correlation. This finding advocate that the more intensively the method of CLT is applied, the more positive the participants feel encouraged toward the goal of language learning, and the more successfully they perform the language.

4.3   TBLT and motivation

TBLT is a teaching strategy applied to activate 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 students' language concepts and language performance patterns. Furthermore, it emphasizes discussion patterns, tasks, presentations, and a focus on language performance. The level and percentage of students' performance after applying TBLT teaching strategies are shown in Table 4.

Table 4. Learning achievement with the method of TBLT

Criteria	Frequency	Male	Female	Percentage %
Excellent	39	15 (20%)	27 (35%)	51%
Good	37	9 (12%)	24 (32%)	49%
Fair	0	0 (0%)	0 (0%)	1%
Poor	0	0 (0%)	0(0%)	0%
Very poor	0	0 (0%)	0 (0%)	0%
Total	76	25 (33%)	51 (67%)	100%

The students' achievement presented in Table 4 illustrates how effectively TBLT increases students' ability in problem-solving language tasks during distance learning scenarios. It can be

seen from the total score the students achieved after the lecturers applied the method that was 6153. The mean score was 81 which was characterized as a high achievement. It was found that minimum score was 6 and the maximum score was 87. Female participants performed better than male participants.

Furthermore, participants' high levels of motivation were influenced by their levels of involvement during TBLT classes. Participants felt more confident and motivated despite unstable internet access and other academic problems. It can be seen that 33%, or 25 participants, were highly motivated, 55%, or 42 participants, were moderately motivated, and only 12% or 9 participants experienced low motivation. The effectiveness of TBLT and increasing motivation can be shown in Figure 3.
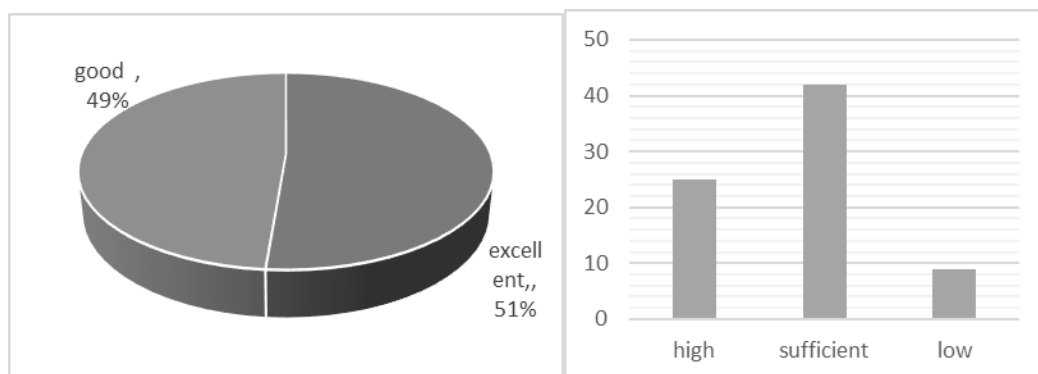
Figure 3. Effectiveness of TBLT and Motivation

Figure 3 illustrates participants' successful learning achievement and their motivation after TBLT was applied to the distance learning classroom. The left chart presented 'excellent' and 'good' levels of achievement, where participants could complete all, or most, tasks. Students were motivated when the lecturers engaged TBLT strategies in the lesson; however, nine participants experienced low motivation due to both personal and external factors. Despite this, these participants were observed to be actively participating in the lesson, although with less frequency than their classmates. Additionally, despite their lack of motivation, these participants' learning achievement was sufficient. TBLT has a major impact both on participants' high motivation and their successful learning achievement. So, learning motivation helps participants achieve successful learning goals.

The study indicated a significant correlation between TBLT and motivation in a distance learning setting. From the analysis of SPSS with Pearson correlation, a bilateral SPSS 25 with p = 0.000 <0.005. This means that there was a significant correlation between learning success through TBLT and student motivation. Meanwhile, by the degree of significant correlation, the TBLT teaching method had a strong and positive impact on student's motivation. This can be seen from r_{ob} (0.671)> r_{cv} (0.226). This means that the more intensively the students follow the activities of TBLT, the more they feel motivated and the higher achievement they achieve.

4.4 Academic Depression, Anxiety, and Stress

The data on the psychological states of the students regarding 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 to 3 was given for each item. The interpretation of the interval values in DASS 21 is shown in Table 5.

Table 5. 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%

This communicative-based teaching strategy plays a crucial role in not only supporting cognitive stimulation but also promoting participant 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. Some number of female participants felt more depressed in distance learning meanwhile male participants felt slightly bothered by depression. Some factors that protect students from depression include having 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 anxiety aspect of emotions, the study showed that 72% of distance learning students did not experience academic anxiety. Both male and female students did not exhibit equal parts anxiety due to their inward-facing ability to manage their emotions, including positive thinking and step-by-step exercises. However, 4% of the total sample felt mild anxiety and 8% of students had moderate anxiety in the academic sense of distance learning. Factors that primarily play a role in academic learning phenomena include the ability to socialize, the knowledge of how to handle and manage the emotions of today's pandemic, and better expectations. These three personal factors are intrinsically intertwined with learning intention, feelings of encouragement, and motivation. This means that the less fear the students feel, the higher their learning intention and the easier they will achieve learning success.

The third emotional disorder measured using the DASS 21 questionnaire in the study was the students' stress levels. The stress scale is sensitive to non-chronic specific desires, such as 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% male 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 academic emotions in self-directed distance learning. Figure 4 shows the level of academic depression, anxiety, and stress experienced by distance learning students.
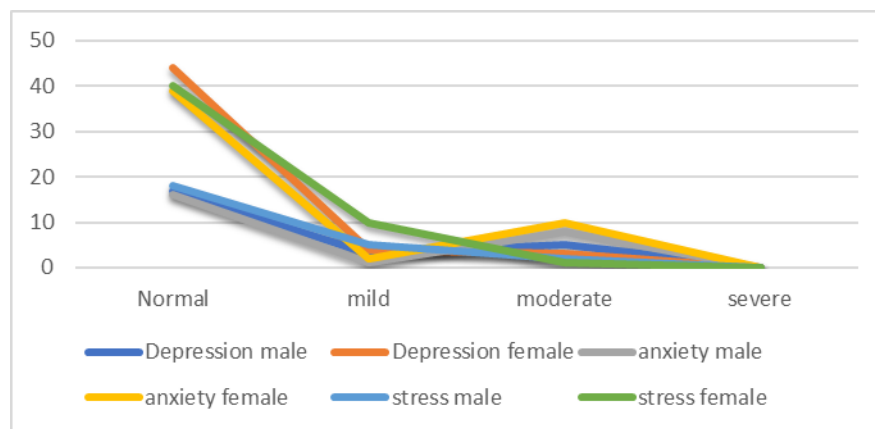
Figure 4. Participants' academic depression, anxiety, and stress during self-directed distance learning

The CBI teaching strategy of the ELT lecturers included in this study correlated significantly with both student depression and performance since Sig 0,000 < Alpha (0.05) and t_{ob} (27.048) > t_{cv} (1.667). The result the linear regression correlation test showed that Sig 0,000 < Alpha (0,05) and t_{ob} (5,866) > t_{cv} (1.667). Similarly, 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, which 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.

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 affects the students' learning performance.

Looking at the effects of stress, it can be determined that stress was significantly correlated with learning intention and at the same time had a positive effect on learning performance. 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 significantly influenced 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 intention with students' English achievement) is accepted. It can be interpreted that the fewer stress students feel, the more intensely they follow the learning process, and both of these can have an impact on better English learning success.

DISCUSSION

This study evidenced a link between the effectiveness of CLTA in directing learning emotion and language learning achievement in an online learning environment. The teaching methods of CLTA provoke students' academic emotion, metacognition, and language proficiency. In the first stage, the application of CBI in distance learning was considered effective in combining academic emotions, language content, and language performance. This finding is in line with Davies' (2003) and Xiaoyun's (2021) suggestion that CBI is an effective method of combining language and content learning. Through CBI, students did not only understand the content of the topics covered but they learned the information alongside linguistic skills. Furthermore, as Mishchenko (2015) underscores, learner motivation increases when students are actively learning, this study also found that CBI had a great influence on students' learning intentions, motivation, and feelings of encouragement. Regarding academic emotions during distance learning, CBI strengthened the emotional aspects of learning so the students stood away from severe depression, anxiety, and stress. This statement was supported by Dusenbury et al., (2015) who claim that social and academic emotions are critical to being a good student.

In contrast, CLT develops learners' abilities to communicate in a second language with less concern for explicit linguistic content but with implicit discourse and context. This study supported previous findings by Farooq (2015) that ELT lecturers are aware of CLT characteristics, its implementation, and its impact on the communicative competence of the students. Moreover, this study revealed that CLT is more concerned with functional conversation in any genre of discourse and social context, with any errors of grammar or sentence structure not a main concern of the method provided the communication was comprehended. In terms of academic emotions, this finding supports previous research conducted by Wu (2010), who revealed that despite students having a high level of anxiety in CLT method classes, both teachers and students showed positive attitudes toward the method and it was still considered a feasible teaching approach that could be applied in the ELT context. The present study found evidence that CLT was not only adequate at improving the students' language performance and positive learning attitudes but also helped to maintain academic emotions because the learning activities spread student-centered philosophy.

Compared to these previous teaching methods, TBLT involves students in developing class preparation, task cycle, and language focus. These components allow students to solve their language problems in such a way as to achieve not only language competence but also language proficiency, which is significantly correlated with positive learning attitude toward TBLT method. This statement agrees with Ashraf et al., (2018) that there was no significant difference between any intrapersonal, adaptability, and general mood scores before or after task-based instruction. The finding of the study revealed that students' language performance was categorized as a high

achievement, which was significantly correlated with motivation. The learning target was that the students were able to use the language in transactional and interpersonal intractions in any role. This statement was similar to the finding revealed by Prasetyaningrum (2018) that the students utilize the language functions as creative thinkers, and problem-solvers, participating in effective teamwork and becoming strong negotiators. In line with Rahimpour et al., (2013) who suggest that cognitive and emotional processes are the two determining variables in the process of second language learning, the findings of this study clarified that students' positive learning perceptions had a strong correlation with learning achievement. The stronger the students' academic emotions during language learning, the higher their potential learning achievement.

Another aspect of the learning activity investigated in this study was academic emotion that in this study became an influential indicator of language comprehension and skill mastery. This statement is supported by Coutinho & Neuman, 2008) who posited that academic emotion was the strongest predictor of learning performance, while metacognition was a weak predictor of performance. Academic emotion in self-directed distance learning is the individual ability to control or balance emotional experiences, either increasing motivation or decreasing depression In distance learning, students might feel depression, anxiety, or stress or they might feel motivated, excited, or bored with the teaching model applied by lecturers. The findings revealed that 76% of the students did not suffer depression, anxiety, and stress during the application of CLTA in the distance learning environment. Only 11% of the students experienced mild depression, anxiety, or stress, and 13% experienced moderate depression, anxiety, or stress. Previous findings by Sahile et al., (2020) revealed a higher prevalence of depression and anxiety; however, the level of stress recorded is still higher during the COVID-19 pandemic.

This study found that the students had a positive perception of the CLTA teaching method. This can be seen through 36% of all students having a high learning intention on the teaching through CLTA, with 55% of the students revealing sufficient learning intention and only 9% of students revealing low learning intention. All methods of CLTA have succeeded in increasing students' language competence and performance as well as in establishing the development of academic emotions, leading to a more positive academic emotion. Factors that influence the strength and the weaknesses of CLTA in directing students' academic emotion are:

1. Lecturers have been considered the most influential factor for the successful application of CLTA because, as directors and managers of the learning process, lecturers must control and manage the flow of the students' learning activities so the targeted objectives can be achieved. As lesson designers, lecturers are responsible for observing, and acting upon, students' attitude, knowledge, and performance, before (re)designing the application of teaching methods. The lecturers also plan the reflection and evaluation after the methods are applied to measure how effective the CLTA is for improving students' learning outcomes.

2. To achieve the learning objective through CLTA, students must be self-advisors, efficient thinkers, and problem solvers. Students must be able to build self-efficacy and metacognition to accomplish language proficiency. In this role, students can be the ones determining their learning success.

3. For increased learning success, foreign language education methods should not only consider the cognitive and conative aspects of language learning but also academic emotion.

4. The appropriateness of learning methods is consistently related to the objectives of language learning as well as to the characteristics of the students who are undertaking language learning. In this study, the application of CLTA is a suitable teaching method since the communication target can only be efficiently achieved by communicative approaches in well-managed online classroom settings that are considerate of the emotional wellbeing of the students.

However, it must be noted that the full impact of CBI, CLT, and TBLT will not be achieved unless certain conditions are met. Those teaching models adopted must be appropriate for the context and clientele involved. The goals and objectives of the program, as well as the language content, needs, and interests of students, must be seriously taken into consideration. Looking at the results and findings presented, three additional impacts of CLTA provide crucial benefits to the lecturers, students, and the study program. Lecturers can gain the ability to shape and open up students' mindsets with the understanding that language learning is a process of language habit formation. Additionally, students can develop academic emotions, build recognition of language use styles, and develop a conative sense of language performance. Finally, the CLTA study program can promote communicative-based teaching strategies that integrate these aspects of academic emotions and metacognition into a functional language learning context.

6. CONCLUSION

The findings of this study on the application of CLTA for increasing positive academic emotion and decreasing psychological pressure during self-directed distance learning in a university student context are concisely concluded. The first finding of the study indicated that university students in Denpasar have performed at a level of high achievement after the implementation of CLTA methods of CBI, CLT, and TBLT. In the first stage, the method of CBI accelerated the students' language content and encouraged students to participate in learning activities, in a manner that problem-solved using structural communication. Through CLT in the second stage, the lecturers optimally activated the students' language performance by using functional conversation and written tasks in any genre of discourse and social context. Through TBLT, the lecturers' use of role-play developed the students to be effective thinkers and fluent communicators.

Furthermore, the second finding revealed that increasing academic emotions during the application of CLTA helped students implement high levels of learning intentions, self-encouragement, and motivation to obtain learning goals. By developing academic emotions, students developed resilience in the face of mental pressures from a distance learning environment during the pandemic. There was only a small percentage of participants who experienced mild or moderate depression, anxiety, or stress from both internal and external factors. From the statistic analysis, it was confirmed that the students' positive learning attitude is strongly and positively correlated with learning achievement; the stronger the students' academic emotion (learning intention, self-encouragement, and motivation) is, the higher learning achievement they accomplish.

There were many practical limitations to the undertaking of this study, including (but not limited to) restrictions on observing classes during the pandemic, a reduced number of participants, a reduced timeframe, and an inability to review a broader participant pool. In recognition of this, this study attempts to avoid generalization and coverage of broad discussion, instead of focusing solely on CLTA and academic emotions in self-directed distance learning.

Recommendations made, therefore, suggest that lecturers adopt the findings and adapt the implementation of CLTA into their classes, considering both the specific language skills and education levels of their classes alongside a broader social context of the individual students that make up such classes. Further research into this area should include consideration of the teaching ethos and attitude of the teacher, as well as the students' critical thinking skills, with special attention paid to positive or negative classroom attitude, metacognition, and the formation of habits in language use. This study believes CLTA is an effective teaching method for language instruction at a variety of levels of education because the fundamental concept of learning a language under CLTA is to communicate functionally.

ACKNOWLEDGMENTS

REFERENCES

Ajmal, M., & Ahmad, S. (2019). Exploration of Anxiety Factors among Students of Distance Learning: A Case Study of Allama Iqbal Open University. *Bulletin of Education and Research*, *41*(2), 67–78.

Aronoff, N., Stellrecht, E., Lyons, A. G., Zafron, M. L., Glogowski, M., Grabowski, J., & Ohtake, P. J. (2017). Teaching evidence-based practice principles to prepare health professions students for an interprofessional learning experience. *Journal of the Medical Library Association: JMLA*, *105*(4), 376.

Ashraf, G. A., Ghonsooly, B., & Hosseini Fatemi, A. (2018). The Impact of Task-based Instruction on the Enhancement of Iranian Intermediate EFL Learners' Speaking Skill and Emotional Intelligence. *Applied Research on English Language*, *7*(2), 195–214.

Barbalet, J. (2002). Introduction: Why emotions are crucial. *The Sociological Review*, *50*(2_suppl), 1–9. https://doi.org/https://doi.org/10.1111/j.1467-954x.2002tb03588x

Bar-On, R. E., & Parker, J. D. A. (2000). *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace.* Jossey-Bass.

Bax, S. (2003). The end of CLT: A context approach to language teaching. *ELT Journal*, *57*(3), 278–287.

Boon, H. J. (2011). Raising the bar: ethics education for quality teachers. *Australian Journal of Teacher Education*, *36*(7), 76–93.

Bungin, B. (2003). *Metodologi Penelitian Kualitatif* (2nd ed.). Metodelogi Penelitian Kualitatif.

Canals, L. (2020). The effects of virtual exchanges on oral skills and motivation. *Language Learning & Technology*, *24*(3), 103–119.

Chang, A. N., & Suparmi, S. (2020). The Implementation of Communicative Language Teaching (CLT) and Factors Hindering Teachers from Implementing it in High School. *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan*, *13*(1), 46–56.

Coutinho, S. A., & Neuman, G. (2008). A model of metacognition, achievement goal orientation, learning style and self-efficacy. *Learning Environments Research*, *11*(2), 131–151.

Creswell, J. W., & Creswell, J. (2003). *Research design*. Sage publications Thousand Oaks, CA.

Davies, S. (2003). Content based instruction in EFL contexts. *The Internet TESL Journal*, *9*(2), 9–17.

Dusenbury, L., Calin, S., Domitrovich, C., & Weissberg, R. P. (2015). What Does Evidence-Based Instruction in Social and Emotional Learning Actually Look Like in Practice? A Brief on Findings from CASEL's Program Reviews. *Collaborative for Academic, Social, and Emotional Learning*.

Ellis, R. (2009). 1. Implicit and Explicit Learning, Knowledge and Instruction. In *Implicit and explicit knowledge in second language learning, testing and teaching* (pp. 3–26). Multilingual Matters.

Engel, B. (2015). *It wasn't your fault: Freeing yourself from the shame of childhood abuse with the power of self-compassion*. New Harbinger Publications.

Farooq, M. U. (2015). Creating a Communicative Language Teaching Environment for Improving Students' Communicative Competence at EFL/EAP University Level. *International Education Studies*, *8*(4), 179–191.

Febrilia, I., Warokka, A., Abdullah, H. H., & Indonesia, C. (2011). University students' emotional state and academic performance: New insights of managing complex cognitive. *Journal of E-Learning and Higher Education*, *2011*, 1–15. https://doi.org/https://doi.org/10.5171/2011.879553

Ferreira, M., Cardoso, A. P., & Abrantes, J. L. (2011). Motivation and relationship of the student with the school as factors involved in the perceived learning. *Procedia-Social and Behavioral Sciences*, *29*, 1707–1714.

Finkelstein, N. (2005). Learning physics in context: A study of student learning about electricity and magnetism. *International Journal of Science Education*, *27*(10), 1187–1209.

Fredrickson, B. L. (1998). What good are positive emotions? *Review of General Psychology*, *2*(3), 300–319. https://doi.org/doi.org//pycnet.apa.org/doi/10.1037/1089-2680.2.3.300

Goleman, D. (2012). *Emotional intelligence: Why it can matter more than IQ*. Bantam.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.

Hoffman, R., & Rand, M. (2014). Instrumental enrichment, an intervention program for structural cognitive modifiability: Theory and practice. *Think. Learn. Skills*, *1*, 43.

Hromova, N. (2019). Students'perceptions And Motivation For Learning Foreign Languages. *Advanced Education*, 76–83.

Intarapanich, C. (2013). Teaching methods, approaches and strategies found in EFL classrooms: A case study in Lao PDR. *Procedia-Social and Behavioral Sciences*, *88*, 306–311. https://doi.org/https://doi.org/10.1016/j.sbspro.2013.08.510

Joo, K. P., Andrés, C., & Shearer, R. (2014). Promoting distance learners' cognitive engagement and learning outcomes: Design-based research in the Costa Rican National University of Distance Education. *International Review of Research in Open and Distributed Learning*, *15*(6), 188–210. https://doi.org/https://doi.org/10.19173/irrodl.v15i6.1908

Khalil, R., Mansour, A. E., Fadda, W. A., Almisnid, K., Aldamegh, M., Al-Nafeesah, A., Alkhalifah, A., & Al-Wutayd, O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: a qualitative study exploring medical students' perspectives. *BMC Medical Education*, *20*(1), 1–10.

Lovibond, P. F., & Lovibond, S. H. (1995). The structure of negative emotional states: Comparison of the Depression Anxiety Stress Scales (DASS) with the Beck Depression and Anxiety Inventories. *Behaviour Research and Therapy*, *33*(3), 335–343.

Luthans, F., & Frey, R. (2017). Positive Psychology in the Workplace. *Positive Psychology: Established and Emerging Issues*.

MacCann, C., Jiang, Y., Brown, L. E. R., Double, K. S., Bucich, M., & Minbashian, A. (2020). Emotional intelligence predicts academic performance: A meta-analysis. *Psychological Bulletin*, *146*(2), 150.

Mahyoob, M. (2020). Challenges of e-Learning during the COVID-19 Pandemic Experienced by EFL Learners. *Arab World English Journal (AWEJ)*, *11*(4).

Milarisa, S. (2019). The effectiveness of Task Based Language Teaching (TBLT) toward ESP students' writing achievement. *English Language in Focus (ELIF)*, *1*(2), 121–126.

Mishchenko, N. (2015). MEDIA RESOURCES IN CONTENT-BASED INSTRUCTION. *Редакційна Колегія*, 273.

Morales-Rodríguez, F. M. (2021). Fear, stress, resilience and coping strategies during COVID-19 in Spanish university students. *Sustainability*, *13*(11), 5824.

Nadezhda, G. (2020). Zoom technology as an effective tool for distance learning in teaching English to medical students. *Бюллетень Науки и Практики*, *6*(5), 457–460. https://doi.org/https://dx.doi.org/10.33519/2414-2948/54/61

Nunan, D. (2004). *Task-based language teaching*. Cambridge university press.

Paul, M. M., & Kumari, D. R. (2017). Physical conditions of a classroom–Dynamic elements promoting mental health and conducive learning in students. *International Journal of Applied Social Science*, *4*, 211–215.

Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Academic emotions in students' self-regulated learning and achievement: A program of qualitative and quantitative research. *Educational Psychologist*, *37*(2), 91–105.

Peris, M., & Escuder-Gilabert, L. (2016). Electronic noses and tongues to assess food authenticity and adulteration. *Trends in Food Science & Technology*, *58*, 40–54.

Pishghadam, R., Zabetipour, M., & Aminzadeh, A. (2016). Examining emotions in English language learning classes: A case of EFL emotions. *Issues in Educational Research*, *26*(3), 508–527. http://www.iier.org.au/iier26pishghaden-2.html

Prasetyaningrum, D. I. (2018). Esp Students'responses To Task-Based Language Teaching (Tblt) Implementation. *PROCEEDING CONFERENCE*, 119.

Rahimpour, M., Ajideh, P., Amini, D., & Farrokhi, F. (2013). The effect of task-related emotional and cognitive involvement on incidental acquisition of second language vocabulary. *International Journal of Applied Linguistics and English Literature*, *2*(2), 193–203.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge university press.

Sahile, A. T., Ababu, M., Alemayehu, S., Abebe, H., Endazenew, G., Wubshet, M., & Tadesse, T. (2020). Prevalence and severity of depression, anxiety, and stress during pandemic of COVID-19 among college students in Addis Ababa, Ethiopia, 2020: a cross sectional survey. *Int J Clin Exp Med Sci*, *6*(6), 126.

Sáiz Manzanares, M. C., Marticorena Sánchez, R., García Osorio, C. I., & Díez-Pastor, J. F. (2017). How do B-learning and learning patterns influence learning outcomes? *Frontiers in Psychology*, *8*, 745.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, *9*(3), 185–211.

Sato, K., & Kleinsasser, R. C. (1999). Communicative language teaching (CLT): Practical understandings. *The Modern Language Journal*, *83*(4), 494–517.

Strahan, D. B., & Poteat, B. (2020). Middle level students' perceptions of their social and emotional learning: An exploratory study. *RMLE Online*, *43*(5), 1–15.

Stryker, S. B., & Leaver, B. L. (1997). Content-based instruction: Some lessons and implications. *Content-Based Instruction in Foreign Language Education: Models and Methods*, 285–312. https://doi.org/https://doi.org/10.1016/S0191-8869(98)00001-4

Suadi, S. (2021). Students' Perceptions of the Use of Zoom and Whatsapp in ELT Amidst Covid 19 Pandemic. *SALEE: Study of Applied Linguistics and English Education*, *2*(1), 51–64. https://doi.org/https://doi.org/10.35961salee.v2i01.21

Syahdan, S., Herlinawati, H., & Marwa, M. (2021). Learning media and strategies used by english students in practice teaching during the pandemic. *ETERNAL (English Teaching Journal)*, *12*(2), 107–116. https://doi.org/https://doi.org/10.17323/jle.2021.12624

van den Branden, K. (2016). Task-based language teaching. In *The Routledge handbook of English language teaching* (pp. 238–251). Routledge.

van der Zwaard, R., & Bannink, A. (2016). Nonoccurrence of negotiation of meaning in task-based synchronous computer-mediated communication. *The Modern Language Journal*, *100*(3), 625–640.

Vorobel, O., & Kim, D. (2012). Language teaching at a distance: An overview of research. *Calico Journal*, *29*(3), 548–562.

Wardana, I. K., Astuti, P. S., & Sukanadi, N. L. (2020). Sikap Belajar dan Kemahiran Bahasa Inggris Karyawan Mexicola melalui Pelatihan berbasis Pelibatan Terpadu. *Jurnal Bakti Saraswati (JBS): Media Publikasi Penelitian Dan Penerapan Ipteks*, *9*(1), 78–102.

Wu, K. (2010). The Relationship between Language Learners' Anxiety and Learning Strategy in the CLT Classrooms. *International Education Studies*, *3*(1), 174–191.

Xiaoyun, J. I. A. (2021). The Implementation of CBI in Teaching Comprehensive English. *Sino-US English Teaching*, *18*(9), 246–249.

Yang, X., Zhang, M., Kong, L., Wang, Q., & Hong, J.-C. (2021). The effects of scientific self-efficacy and cognitive anxiety on science engagement with the "question-observation-doing-explanation" model during school disruption in COVID-19 pandemic. *Journal of Science Education and Technology*, *30*(3), 380–393.

Yikealo, D., Yemane, B., & Karvinen, I. (2018). The level of academic and environmental stress among college students: a case in the college of education. *Open Journal of Social Sciences*, *6*(11), 40.

5. Bukti amandement artikel (native English proofreader)17 Juni 2022

Eksternal
Kotak Masuk

SiELE Journal Unsyiah <sielejournal@unsyiah.ac.id>   Jum, 17 Jun 2022,
                                                                              14.47

kepada saya

Inggris

Indonesia

Terjemahkan pesan

Nonaktifkan untuk: Inggris

Dear I Ketut Wardana, Putu Ayu Paramita Dharmayanti, and Anak Agung Putu Arsana,

Attached is your article that has been evaluated by one of our Editors. Please carefully attend to the comment in the article, work on the attached document, and send the revision back to us to this email by July 1, 2022. You must also provide proof of proofreading from a professional. Thank you.

Best Regards,
The Editors

Studies in English Language and Education (SiELE)
English Education Department
Faculty of Teacher Training and Education
University of Syiah Kuala, Banda Aceh, Indonesia
ISSN: 2355-2794 (Print); 2461-0275 (Online)

Satu lampiran • Dipindai dengan Gmail

6. Bukti Konfirmasi Hasil Revisi amandement
(10 Juli 2022)

Camilla Cripps Editing Services

0400 477 991
contact@camilla
crippsediting.co
m.au3 Chenhalls
St, WOONONA
NSW 2517
camillacrippsedit
ing.com.au

This is to certify that the manuscript of

I Ketut Wardana*
Putu Ayu
Paramita
Dharmayanti
Anak Agung Putu
Arsana

from

English Education Study Program, Faculty of Teacher Training Education, Universitas
Mahasaraswati Denpasar, 80233, INDONESIA

titled

ELT Lecturers' Communicative Language Teaching Approach in Directing Students'
Emotions in
Distance Learning

has been subject to two passes of copyediting by an English-speaking qualified editor. As with all academic editing
tasks, it is the responsibility of the author to approve any suggested changes, andthe editor carries no responsibility
for errors in the final submitted manuscript.

Date of issue: Wednesday 6th July, 2022
Country of issue: Australia
Editor: Camilla Cripps

CERTIFICATE OF EDITING

IPEd. Institute of
Professional
Editors

Professional Member

Ketut Wardana Unmas <ketutwardana71@unmas.ac.id>

kepada SiELE

7 Jul 2022, 00.20

Dear Editors of *Studies in English Language and Education (SiELE),*

We do appreciate your kind one-week extension for us to have the manuscript proofread by a native professional editor. We still leave some suggestions in the manuscript. as the proof of proofreading process. Here, We attach the revised manuscript and the certificate as proof of proofreading.

We look forward to hearing the further confirmation

Sincerely yours
I Ketut Wardana, Putu Ayu Paramita Dharmayanti, and Anak Agung Putu Arsana,

7. Bukti accepted for publication (8 Juli 2022)

[SiELE] Letter of Acceptance

SiELE Journal Unsyiah <sielejournal@unsyiah.ac.id>

Jum, 8 Jul 2022, 16.58

kepada saya

Inggris

Indonesia

Dear I Ketut Wardana, Putu Ayu Paramita Dharmayanti and Anak Agung Putu Arsana,

On behalf of *Studies in English Language and Education* (SiELE) journal, I am pleased to inform you that your article entitled "ELT Lecturers' Communicative Language Teaching Approach in Directing Students' Emotions in Distance Learning" has been accepted for publication in this journal for the September 2022 issue (volume 9 number 3).

If you have trouble transferring the fee through the bank, you may also use PayPal. Our Paypal email is **mustafa.faisal@me.com**

Please sign, scan and email us your copyright transfer form and the proof of payment before A**ugust 15, 2022**. The publication for volume 9 number 3 is issued to be online by mid September 2022. Do not hesitate to contact me if you have questions related to the publication.

Thank you for considering SiELE journal as a venue to publish your work and I look forward to receiving more contributions from you in the future.

Sincerely yours,
Prof. Dr. Yunisrina Qismullah Yusuf
Editor-in-Chief

Studies in English Language and Education (SiELE)
English Education Department
Faculty of Teacher Training and Education
University of Syiah Kuala, Banda Aceh, Indonesia
ISSN: 2355-2794 (Print); 2461-0275 (Online)

Author proof of your SiELE article is requested [Urgent]

Kotak Masuk

faisal mustafa <faisal.mustafa@unsyiah.ac.id>

kepada azizsanosi, saiful.akmal, ainik695, lusi_nurhayati, akhmad.habibi, firman, teuku.zulfikar, roghibat ul.luthfiyyah, nhungnc.ulis, saya, lomunalim, diahayuni06, rita_inderawati, SiELE

Inggris

Indonesia

Terjemahkan pesan

Nonaktifkan untuk: Inggris

Dear Author,

I hope this email finds you well.

I would like to inform you that your paper has been edited, which includes proofreading and layouting. It has now been uploaded to the Galley, which can be accessed in the Editing section (see the attached file for detail on how to access this - step #6).

The final most important step is that you read the whole paper and let us know if there are any changes required. At this stage, only minor changes are possible. A change in the substance of the article needs further external reviews. We will make the required changes to the document, so please identify the page, paragraph, and line where the changes are required.

For example:

1. On page 340 (line 3 in paragraph 2), please change a misspelled word "serviced" to "served."
2. There is a space required on page 340 (line 4 in paragraph 3). The word "researchwas" should be changed to "research was".
3. On page 330 (last line of paragraph 1), please capitalize the first letter of the word english (into English).

In addition, please check:

1. whether the title on the first page of the article matches the title in the header of the article.
2. whether the page number in the first and last pages of the article matches the page number in the header of the article.
3. whether the title, author, author order, abstract, keywords, and references in the document matches those in the metadata (see the attached file for detail on how to access this - step #8).

Also, please check whether author name(s), year, title, volume, issue, and page number range are correct in "Citation in APA style" located at the bottom of the first page of your paper.

In some cases, there is a comment in the Layout section (see the attached file for detail on how to access this - step #9). Please read and respond to this comment in the reply email when you get back to us.

Let us give you 24 hours to return this to us. Please note that no further changes can be made after we publish the paper and inform the Scopus for indexing. Therefore, please read everything thoroughly.

Please kindly confirm that you have received this email by giving me a brief response.

Best regards,

Faisal Mustafa
Editor of SiELE

8. Bukti sudah dipublikasikan
15. September 2022

SIELE | Studies in English Language and Education

Studies in English Language and Education

ELT lecturers' communicative language teaching approach in directing students' emotions in distance learning

I Ketut Wardana, Putu Ayu Paramita Dharmayanti, Anak Agung Putu Arsana

Abstract

The study investigated whether, and how, Communicative Language Teaching Approaches (CLTA) significantly influenced students' academic emotions and achievement in self-directed distance learning. The participants were 76 university students in Denpasar. The data were collected through exam results and two questionnaires. Questionnaire A measured students' learning intentions, self-encouragement, and motivation, while questionnaire B was the DASS 21. Pearson Correlation was used to analyze the effect of CLTA on student learning intention and performance, and their perception of depression, anxiety, and stress. Descriptive analysis was also performed to examine the students' levels of negative emotions toward their academic experience. The quantitative results showed a significantly positive correlation between lecturers' content-based instruction (CBI) and learning intention, rob (0.536) > rcv (0.226); lecturers' communicative language teaching (CLT) correlated positively with learning encouragement, rob (0.655)> rcv (0.226); and lecturers' task-based language teaching (TBLT) correlated positively with motivation, rob (0.671)> rcv (0.226). This means that the CLTA strategy strongly and positively encouraged students to study and decreased the students' experiences of negative emotions. The study revealed that the more intensively the CLTA is applied, the fewer students feel depressed, and the better the students' achievement is. The study suggests that CLTA activates affective, cognitive, and conative norms even in online learning environments.

Keywords

Communicative Language Teaching Approaches; emotional norms; teaching strategy; TEFL achievement

Full Text:

PDF

References

Aronoff, N., Stellrecht, E., Lyons, A. G., Zafron, M. L., Glogowski, M., Grabowski, J., & Ohtake, P. J. (2017). Teaching evidence-based practice principles to prepare health professions students for an interprofessional learning experience. Journal of the Medical Library Association, 105(4), 376–384. http://dx.doi.org/10.5195/JMLA.2017.179

Ashraf, G. A., Ghonsooly, B., & Hosseini Fatemi, A. (2018). The impact of Task-Based Instruction on the enhancement of Iranian intermediate EFL learners' speaking skill and emotional intelligence. Applied Research on English Language, 7(2), 195–214. https://doi.org/10.22108/ARE.2018.109441.1240

Bar-On, R. E., & Parker, J. D. A. (2000). The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace. Jossey-Bass.

Barbalet, J. (2002). Introduction: Why emotions are crucial. The Sociological Review, 50, 1–9. https://doi.org/10.1111/j.1467-954X.2002.tb03588.x

Bax, S. (2003). The end of CLT: A context approach to language teaching. ELT Journal, 57(3), 278–287. https://doi.org/10.1093/elt/57.3.278

Boon, H. J. (2011). Raising the bar: Ethics education for quality teachers. Australian Journal of Teacher Education, 36(7), 76-93. http://dx.doi.org/10.14221/ajte.2011v36n7.2

Bungin, B. (2003). Metodologi penelitian kualitatif [Qualitative research method] (2nd ed.). PT. Radja Grafindo Persada.

Canals, L. (2020). The effects of virtual exchanges on oral skills and motivation. Language Learning & Technology, 24(3), 103–119. http://hdl.handle.net/10125/44742

Coutinho, S. A., & Neuman, G. (2008). A model of metacognition, achievement goal orientation, learning style and self-efficacy. Learning Environments Research, 11(2), 131–151. https://psycnet.apa.org/doi/10.1007/s10984-008-9042-7

Creswell, J. W., & Creswell, J. (2003). Research design. Sage Publications.

Davies, S. (2003). Content-based instruction in EFL contexts. The Internet TESL Journal, 9(2), 9–17. http://iteslj.org/Articles/Davies-CBI.html

Dusenbury, L., Calin, S., Domitrovich, C., & Weissberg, R. P. (2015). What does evidence-based instruction in social and emotional learning actually look like in practice? A brief on findings from CASEL's program reviews. CASEL: Collaborative for Academic, Social, and Emotional Learning.

Ellis, R. (2003). Task-based language learning and teaching. Oxford University Press.

Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. International Journal of Applied Linguistics, 19(3), 221-246. https://doi.org/10.1111/j.1473-4192.2009.00231.x

Engel, B. (2015). It wasn't your fault: Freeing yourself from the shame of childhood abuse with the power of self-compassion. New Harbinger Publications.

Farooq, M. U. (2015). Creating a communicative language teaching environment for improving students' communicative competence at EFL/EAP university level. International Education Studies, 8(4), 179–191. https://doi.org/10.5539/ies.v8n4p179

Ferreira, M., Cardoso, A. P., & Abrantes, J. L. (2011). Motivation and relationship of the student with the school as factors involved in the perceived learning. Procedia – Social and Behavioral Sciences, 29, 1707–1714. https://doi.org/10.1016/j.sbspro.2011.11.416

Finkelstein, N. (2005). Learning physics in context: A study of student learning about electricity and magnetism. International Journal of Science Education, 27(10), 1187–1209. https://doi.org/10.1080/09500690500069491

Fredrickson, B. L. (1998). What good are positive emotions? Review of General Psychology, 2(3), 300–319. https://doi.org/10.1037/1089-2680.2.3.300

Goleman, D. (2012). Emotional intelligence: Why it can matter more than IQ. Bantam.

Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. Routledge.

Hromova, N. (2019). Students' perceptions and motivation for learning foreign languages. Advanced Education, 11, 76-83. https://doi.org/10.20535/2410-8286.159810

Intarapanich, C. (2013). Teaching methods, approaches and strategies found in EFL classrooms: A case study in Lao PDR. Procedia – Social and Behavioral Sciences, 88, 306–311. https://doi.org/10.1016/j.sbspro.2013.08.510

Joo, K. P., Andrés, C., & Shearer, R. (2014). Promoting distance learners' cognitive engagement and learning outcomes: Design-based research in the Costa Rican National University of Distance Education. International Review of Research in Open and Distributed Learning, 15(6), 188–210. https://doi.org/10.19173/irrodl.v15i6.1908

Khalil, R., Mansour, A. E., Fadda, W. A., Almisnid, K., Aldamegh, M., Al-Nafeesah, A., Alkhalifah, A., & Al-Wutayd, O. (2020). The sudden transition to synchronized online learning during the COVID-19 pandemic in Saudi Arabia: A qualitative study exploring medical students' perspectives. BMC Medical Education, 20(1), 1–10. https://doi.org/10.1186/s12909-020-02208-z

Lovibond, P. F., & Lovibond, S. H. (1995). The structure of negative emotional states: Comparison of the Depression Anxiety Stress Scales (DASS) with the Beck Depression and Anxiety Inventories. Behaviour Research and Therapy, 33(3), 335–343. https://doi.org/10.1016/0005-7967(94)00075-u

MacCann, C., Jiang, Y., Brown, L. E. R., Double, K. S., Bucich, M., & Minbashian, A. (2020). Emotional intelligence predicts academic performance: A meta-analysis. Psychological Bulletin, 146(2), 150–186. https://doi.org/10.1037/bul0000219

Mahyoob, M. (2020). Challenges of e-Learning during the COVID-19 pandemic experienced by EFL learners. Arab World English Journal (AWEJ), 11(4), 351-362. https://dx.doi.org/10.24093/awej

Milarisa, S. (2019). The effectiveness of Task Based Language Teaching (TBLT) toward ESP students' writing achievement. English Language in Focus (ELIF), 1(2), 121–126. https://doi.org/10.24853/elif.1.2.121-126

Morales-Rodríguez, F. M. (2021). Fear, stress, resilience and coping strategies during COVID-19 in Spanish university students. Sustainability, 13(11), 5824. https://doi.org/10.3390/su13115824

Nadezhda, G. (2020). Zoom technology as an effective tool for distance learning in teaching English to medical students. Sciences and Practices, 6(5), 457–460.

Nunan, D. (2004). Task-based language teaching. Cambridge University Press.

Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Academic emotions in students' self-regulated learning and achievement: A program of qualitative and quantitative research. Educational Psychologist, 37(2), 91–105. https://dx.doi.org/10.1207/S15326985EP3702_4

Prasetyaningrum, D. I. (2018, April 25-26). Students' responses to Task-Based Language Teaching (TBLT) implementation [Paper presentation]. The First International Conference on Teacher Training and Education, Malang, Indonesia.

Rahimpour, M., Ajideh, P., Amini, D., & Farrokhi, F. (2013). The effect of task-related emotional and cognitive involvement on incidental acquisition of second language vocabulary. International Journal of Applied Linguistics and English Literature, 2(2), 193–203. https://doi.org/10.7575/aiac.ijalel.v.2n.2p.193

Rahmawati, Y. (2019). Teachers' voices on the challenges of the implementation of communicative approach in regards to the 2013 curriculum. Indonesian Journal of English Education, 6(1), 65-78. https://doi.org/10.15408/ijee.v6i1.12761

Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching. Cambridge University Press.

Sahile, A. T., Ababu, M., Alemayehu, S., Abebe, H., Endazenew, G., Wubshet, M., & Tadesse, T. (2020). Prevalence and severity of depression, anxiety, and stress during pandemic of COVID-19 among college students in Addis Ababa, Ethiopia, 2020: A cross sectional survey. International Journal of Clinical and Experimental Medical Sciences, 6(6), 126. https://doi.org/10.11648/j.ijcems.20200606.13

Sáiz Manzanares, M. C., Marticorena Sánchez, R., García Osorio, C. I., & Díez-Pastor, J. F. (2017). How do B-learning and learning patterns influence learning outcomes? Frontiers in Psychology, 8, 745. 1-13. https://doi.org/10.3389/fpsyg.2017.00745

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. Imagination, Cognition and Personality, 9(3), 185–211. https://doi.org/10.2190/DUGG-P24E-52WK-6CDG

Sato, K., & Kleinsasser, R. C. (1999). Communicative Language Teaching (CLT): Practical understanding. The Modern Language Journal, 83(4), 494-517. https://doi.org/10.1111/0026-7902.00037

Strahan, D. B., & Poteat, B. (2020). Middle level students' perceptions of their social and emotional learning: An exploratory study. RMLE Online, 43(5), 1–15. https://doi.org/10.1080/19404476.2020.1747139

Suadi, S. (2021). Students' perceptions of the use of Zoom and WhatsApp in ELT amidst Covid19 pandemic. Study of Applied Linguistics and English Education, 2(1), 51–64. https://doi.org/10.35961/salee.v2i01.212

Syahdan, S., Herlinawati, H., & Marwa, M. (2021). Learning media and strategies used by english students in practice teaching during the pandemic. ETERNAL (English Teaching Journal), 12(2), 107–116. https://doi.org/10.17323/jle.2021.12624

van der Zwaard, R., & Bannink, A. (2016). Nonoccurrence of negotiation of meaning in task-based synchronous computer-mediated communication. The Modern Language Journal, 100(3), 625–640. https://doi.org/10.1111/modl.12341

Vorobel, O., & Kim, D. (2012). Language teaching at a distance: An overview of research. Calico Journal, 29(3), 548–562.

Wardana, I. K., Astuti, P. S., & Sukanadi, N. L. (2020). Sikap belajar dan kemahiran Bahasa Inggris karyawan Mexicola melalui Pelatihan Berbasis Pelibatan Terpadu [Mexicola employees' learning attitudes and English proficiency through Integrated Engagement-based Training]. Jurnal Bakti Saraswati: Media Publikasi Penelitian dan Penerapan Ipteks, 9(1), 78–102.

Wu, K. (2010). The relationship between language learners' anxiety and learning strategy in the CLT classrooms. International Education Studies, 3(1), 174–191. https://doi.org/10.5539/ies.v3n1p174

Xiaoyun, J. I. A. (2021). The implementation of CBI in teaching comprehensive English. Sino-US English Teaching, 18(9), 246–249. https://doi.org/10.17265/1539-8072/2021.09.001

Yang, X., Zhang, M., Kong, L., Wang, Q., & Hong, J.-C. (2021). The effects of scientific self-efficacy and cognitive anxiety on science engagement with the "question-observation-doing-explanation" model during school disruption in COVID-19 pandemic. Journal of Science Education and Technology, 30(3), 380–393. https://doi.org/10.1007/s10956-020-09877-x

Yikealo, D., Yemane, B., & Karvinen, I. (2018). The level of academic and environmental stress among college students: a case in the college of education. Open Journal of Social Sciences, 6(11), 40-57. https://doi.org/10.4236/jss.2018.611004

Refbacks

- There are currently no refbacks.