

**THE IMPLEMENTATION OF THE COMMUNICATIVE LANGUAGE TEACHING  
(CLT) IN TEACHING DESCRIPTIVE TEXT OF THE EIGHTH GRADE STUDENTS  
OF MTsN 2 OF PALANGKA RAYA**

**THESIS**

*Presented to the Department of Education of the State Islamic College of  
Palangka Raya in Partial Fulfillment of the Requirement  
for the Degree of Sarjana Pendidikan Islam*



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**To. Director of the State Islamic College  
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# **THE IMPLEMENTATION OF THE COMMUNICATIVE LANGUAGE TEACHING IN TEACHING DESCRIPTIVE TEXT OF THE EIGHTH GRADE STUDENTS OF MTsN 2 OF PALANGKA RAYA**

## **ABSTRACT**

The purposes of this study were to describe the implementation and the problem faced by teacher in teaching descriptive text using the Communicative Language Teaching at the eighth grade of MTsN 2 of Palangka Raya. There were some key terms in this study; descriptive study, teaching of English, the Communicative Language Teaching, and descriptive text. In this study, the writer used qualitative method. In collecting the data, it used observation, interview, and documentation. The subject of this study was 1 English teacher that chosen by purposive sampling.

The main research findings were: 1) The implementation of the Communicative Language Teaching in teaching Descriptive Text of the eight grade students of MTsN 2 of Palangka Raya had run in teaching learning process. The teacher used some technique of the Communicative Language Teaching. Such as technique in teaching learning of listening, technique in teaching learning of speaking, technique in teaching learning of reading, and technique in teaching learning of writing. In the teaching learning process the students participated in teaching learning activity such as listening the model, describing thing, reading the text, and writing descriptive text. Because of that the integrated skills were occurred. The integrated skills in teaching learning of descriptive text showed that the listening skill was the most appearing with 41.304%, speaking skill was the average with 36.957%, reading skill was the less average with 13.04%, meanwhile writing skill was the less appearing with 8.696%. 2) The problems faced by English teacher in the implementation of the Communicative Language Teaching in teaching Descriptive Text were divided into three matters. First, English on Foreign Language. Then, the students do not favourite English subject, and the last were the different of the students' cognitive aspect.

# **IMPLEMENTASI BAHASA MENYELURUH DALAM PENGAJARAN TEKS DESKRIPTIF PADA SISWA KELAS DELAPAN MTsN 2 PALANGKA RAYA**

## **ABSTRAK**

Tujuan penelitian ini adalah untuk memberikan gambaran implementasi dan problem yang dihadapi guru dalam pengajaran teks deskriptif dengan menggunakan Pengajaran Bahasa Komunikatif di kelas delapan MTsN 2 Palangka Raya. Ada beberapa kata kunci yang digunakan dalam penelitian ini yaitu: penelitian deskriptif, Pengajaran Bahasa Inggris, Bahasa Menyeluruh, dan teks deskriptif. Dalam penelitian ini, penulis menggunakan metode kualitatif. Dalam pengumpulan data, penelitian ini menggunakan teknik pengamatan, wawancara, dan dokumentasi. Subjek pada penelitian ini yaitu 1 guru bahasa Inggris yang diambil dengan menggunakan sampel bertujuan.

Temuan penelitian ini adalah : 1) Dalam mengimplementasikan Pengajaran Bahasa Komunikatif pada pengajaran deskriptif teks pada siswa kelas delapan di MTsN 2 Palangka Raya telah berjalan dalam proses belajar mengajar. Guru menggunakan beberapa teknik Pengajaran Bahasa Komunikatif seperti teknik dalam belajar mengajar mendengarkan, teknik dalam belajar mengajar berbicara, teknik dalam belajar mengajar membaca, teknik dalam belajar mengajar menulis. Pada proses belajar mengajar, siswa ikut serta dalam aktifitas belajar mengajar seperti, mendengarkan model, menggambarkan benda, membaca teks, dan menulis deskriptif teks. Oleh karena itu penggabungan kemampuan terjadi. Kemampuan-kemampuan bahasa yang terintegrasi dalam pembelajaran teks deskriptif menunjukkan bahwa kemampuan mendengarkan yang terlihat yaitu 41.304%, kemampuan berbicara yaitu 36.957%, kemampuan membaca yaitu 13.043%, kemampuan menulis yaitu 8.696%. 2) Permasalahan yang dihadapi oleh guru dalam mengimplementasikan Bahasa Menyeluruh dalam pengajaran teks deskriptif yaitu terbagi dalam tiga permasalahan. Pertama, Bahasa Inggris adalah bahasa asing. Kemudian, siswa tidak menyukai pelajaran bahasa Inggris, dan terakhir, perbedaan aspek kognitif siswa.

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The writer hopes this thesis can give some benefit for the writer and also the readers. The writer also realizes that it is still far from the perfect, therefore some constructive critical, suggestions are warmly welcome. Hopefully, may Allah SWT always keep us on the straight path and reward us for what we have done and this could be useful for all of us.

Palangka Raya, 28 August, 2014

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## **DECLARATION OF AUTHENTICATION**

In the name of Allah,

I myself make declaration that this thesis entitles **THE IMPLEMENTATION OF THE COMMUNICATIVE LANGUAGE TEACHING IN TEACHING DESCRIPTIVE TEXT OF THE EIGHTH GRADE STUDENTS OF MTsN 2 OF PALANGKA RAYA** is truly my own writing. If it is not my own writing so, it was given a citation and shown in the list of references.

If my own declaration is not right in this thesis in one day so, I am ready to be given an academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, 28 August, 2014  
My Own Declaration,

**WIDYA AULIANA**  
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**MOTTO**

*“Together we build, together we can”*

(Karo Cyber)

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## **LIST OF ABBREVIATION**

MTsN : Madrasah Tsanawiyah Negeri

CLT : Communicative Language Teaching

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## DEDICATION

*This thesis is dedicated to some special people as follows:*

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*Keep Moving Forward!! May Allah SWT always guide us to be successful in this world and till hereafter...Amien*