

CHAPTER I

INTRODUCTION

A. Background of the Study

Communicative Language Teaching (CLT) is a language teaching tradition which has been developed in the United Kingdom in 1970's. Different from the other teaching methods that have been discussed in this book, CLT is seen as an approach instead method. CLT is regarded more as an approach since the aims of CLT are, a) to make the communicative competence the goal of language teaching, and b) to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (Richards and Rodgers)¹.

Rebecca Belchamber states the advantages of Communicative Language Teaching is the label implies a focus on communication and some might argue that this method can't be employed genuinely with low levels as there is no authentic communication, due to a limited vocabulary and restricted range of functions. Initially, many of a learner's utterances are very formulaic. As an aside, consider just what percentage of our own English expressions are unique, and how often we rely on a set phrase; just because it is delivered unselfconsciously and with natural intonation does not make it original. The aim is that the length and complexity of exchanges, and confident delivery, will grow with the student's language ability. With the emphasis on communication, there is also the implication that spoken exchanges should be authentic and meaningful; detractors claim that the artificial nature of classroom-based (i.e. teacher - created) interactions makes CLT an oxymoron. Nevertheless, a proficient teacher will provide a context so that class interactions are

¹ Setiyadi. Bambang, Ag. *Teaching English As A Foreign Language*, Yogyakarta: Graha Ilmu 55511. 2006.

realistic and meaningful but with the support needed to assist students to generate the target language. We need to consider that producing language is a skill and when we learn a skill we practice in improvised settings².

In Richards and Rodgers' s view, Different from traditional methods which regard language as a system consisting of grammatical units, CLT regards language as means for communication and interaction. This assumption suggest language teachers to consider what language should be taught³.

Based on Competence Standard and Basic Competence which include in KTSP (Educational Unit Level Curriculum), the role of English as a subject as follow:

”English is a tool to communicate orally and in writing. Communicate is to understand and express information, thoughts, feelings, and develop science, technology, and culture. The ability to communicate within the meaning of the whole is the ability of their discussions, namely the ability to understand and/or produce oral texts and/or writing realized in the four language skills, namely listening, speaking, reading, and writing. The fourth skills is used respond to or create discourse in public life. Therefore, subjects were directed to develop the English language skills so that graduates are able to communicate in the English language and discourse at a certain level of literacy”⁴.

According to the statement above, English as a tool for communication orally and in writing consists of four skills. They are listening, speaking, reading, and writing. Here, the four skills should be mastered by the students in learning English. Because of that the students at least has some years opportunity to learn English and hopely to master it.

Nowadays, the students are not only demanded to learn and to master the four skills but also they are expected to be able to use the four skills to respond or create a

² Rebecca, Belchamber. *The Advantages of Communicative Language Teaching*. Melbourne. Australi. (on line on November 23th2012)

³ *ibid*

⁴ Departemen Pendidikan Nasional, *Kurikulum 2004 Standar kompetensi Mata Pelajaran Bahasa Inggris*, <http://gurupembaharu.com> (online on desember 23th 2012)

discourse in social life. Therefore, the English subject directed to develop these skills so that graduates are able to communicate in English and conducting discourse at a certain level of literacy.

A certain level of literacy includes performative, functional, informational, and epistemic.

“level of literacy includes performative, functional, informational, and epistemic. On the performative level, people are able to read, write, listen, and speak to the symbols used. At the functional level, people are able to use language to meet the needs of daily living such as reading newspapers, manuals or instructions. At the informational level, people are able to access knowledge with language skills, while at the epistemic level of knowledge to be able to express in the target language⁵.”

Based on the explanation above, it can be known that in junior high school students are targeted to achieve the functional level in learning English. In this level, the student is required able to communicate orally and in writing to resolve daily problems.

Communicative Language Teaching (CLT) had implemented in MTsN 2 of Palangkaraya. There were only a few strategies of Communicative Language Teaching had applied in MTsN 2 of Palangkaraya, such as reading and writing. For writing subject, the students still have difficulty in making sentences and vocabulary. The teacher wanted more applied the teaching in the field of writing and motivate their students to learn English well⁶.

In this study, the writer took the school which had implemented the Communicative Language Teaching. It is MTsN 2 of Palangka Raya for a number of reasons. First, MTsN 2 of Palangka Raya could be representative in this study. Second,

⁵ *Ibid* p3

⁶ Result of Interview with Miss Julida (It was conducted on May, 23th 2013)

based on interview with an English teacher in preliminary observation, the teacher explained that their school had implemented the some strategy of Communicative Language in English teaching process. In the implementation, the teacher found some problems that were caused by some matters such as the influence of class condition, kinds of teaching material, and most students is difficult to receive English lessons. Dealing with the fact, the study of the implementation of the Communicative Language Teaching was chosen to reveal the integrated skills in teaching learning process and the problems faced by the English teacher in applying the Communicative Language Teaching⁷.

Based on the explanations above, the writer was interested to do a study entitled: **“The Implementation of the Communicative Language Teaching (CLT) in Teaching Descriptive Text of the Eighth Grade students of MTsN 2 of Palangka Raya”**.

B. Research Problem

Based on the background of the study, the writer would Research the problems as follows:

1. How is the implementation of the Communicative Language Teaching in Teaching Descriptive Text of the eighth grade students of MTsN 2 of Palangka Raya?
2. How is the problem faced by teacher in implementing the Communicative Language in Teaching Descriptive Text of the eighth grade students of MTsN 2 of Palangka Raya?

C. Objective of the Study

Based on the problems above, the objective of the study in this research were as follows:

⁷ *ibid*

1. To describe the implementation of the Communicative Language Teaching in Teaching Descriptive Text of the eighth grade students of MTsN 2 of Palangka Raya.
2. To describe the problem faced by teacher in implementing the Communicative Language Teaching in Teaching Descriptive Text of the eighth grade students of MTsN 2 of Palangka Raya.

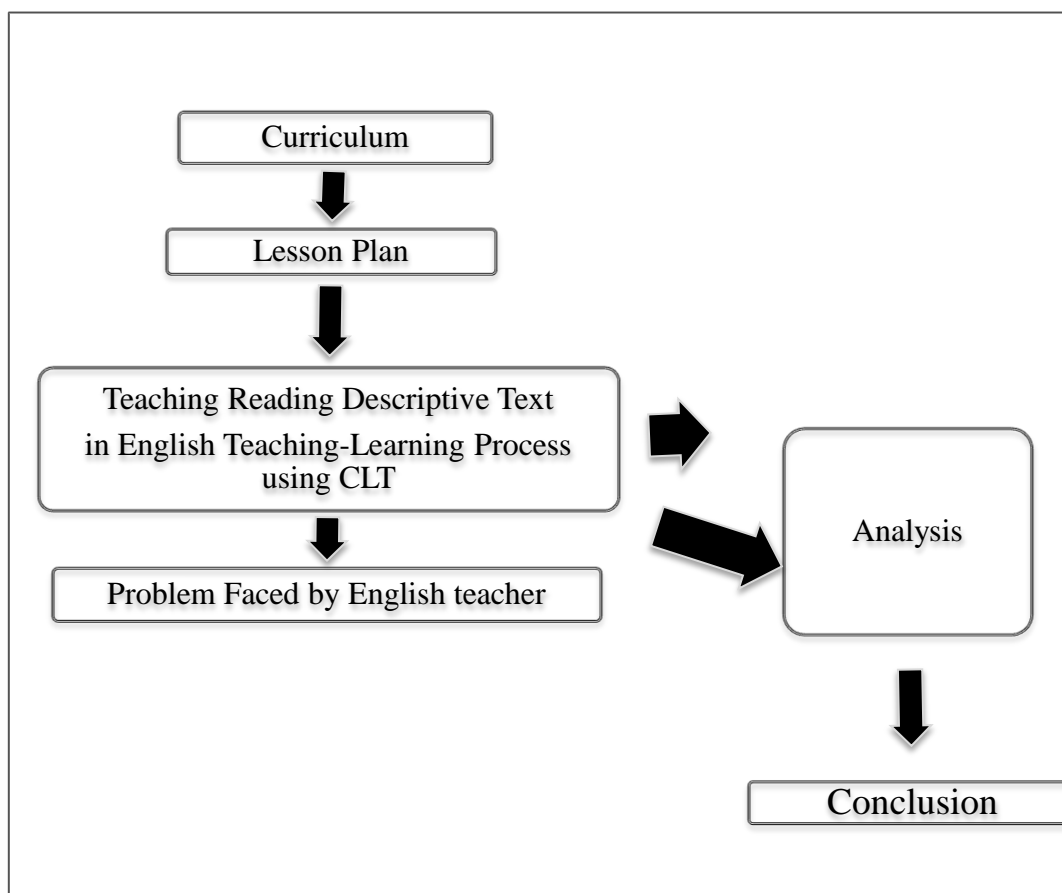
D. Theoretical Framework

According to the writer, the teachers who used English curriculum in MTsN 2 of Palangka Raya, had to apply the suitable teaching learning approach with the material in order it could reach and implemented in English teaching.

English is one of main subjects should be learnt. The existence of this subject purposes to enable the students in mastering oral and written language skill in learning English. Furthermore, the purpose of English subject will influence which approach will be used by teacher to practice the students' skills.

In this study, the writer will investigated how the English teacher taught in the class by using the Communicative Language Teaching in teaching descriptive text in order to observe the integrated skills in teaching learning process and also the problem faced by English teacher. Furthermore, they were analyzed and given conclusion. Therefore, in order this study was useful and easy to be understood, the writer made a

Could be seen as follows:



E. The Significance of the Study

The study had two significances, they were: Theoretical Significance and Practical Significance. Theoretically, this study was to prove that CLT learning as a way of teaching can be applied as the effective teaching in teaching English. Practically, this study is as the way to improve the students' skill of the eight grade students of Palangka Raya, as one of the way teaching that can be used by English teachers in teaching English, and as contribution for those who want to use CLT in teaching learning process.

F. Scope and Limitation

in avoiding the deviations from the topic, this research was restricted to observe the integrated skills in teaching learning process of teaching descriptive text and the

problem faced by teacher based on the implementation of the Communicative Language Teaching used in the classroom of English lesson at the eight grade students of MTsN 2 of Palangka Raya

G. The Definition of Keys Term

Definition key of terms gives us the real description about some keys terms that found in the research. There were some definitions of keys terms in this study; they are descriptive study, teaching of English, the Communicative Language Teaching, and descriptive text.

1. Descriptive study

Descriptive study is undertaken in order to as a certain and be able to describe the characteristics of the variables of interest in a situation.⁸ In the study of descriptive study means a study to describe a detail phenomenon about: the description of the implementation of the Communicative Language Teaching-Learning in teaching descriptive text for the eight grade students of MTsN 2 of Palangka Raya.

2. Teaching of English

Karli says that teaching-learning the language consist of knowledge of language, literature application, reading, writing, listening, and speaking.⁹ In this study, English is a foreign language taught by teacher as compulsory subject in MTsN 2 of Palangka Raya.

3. Commucative language Teaching

Commucative language Teaching (CLT) is a language teaching tradition which has been developed in the United Kingdom in 1970's. CLT is seen as an approach instead of a method. CLT is regarded more as an approach since the aim of CLT are a) to make the communicative competence the goal of language teaching and b) to develop procedures for the teaching of the four language skills that acknowledge the

⁸ Nouman, Umar. *What is The Importance of Descriptive Study in Research?*.
<http://www.blurtit.com/q908385.html> (on line at september 27th 2012)

⁹ *Ibid.*, p.8

interdependence of language and communication (Richards and Rodgers, 1986: 66)¹⁰. In this study, CLT as an approach that will be used by the teacher in teaching descriptive text.

4. Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.¹¹ In this study descriptive text as a kind of reading text taught by teacher in English lesson material.

¹⁰ Setiyadi.Bambang, Ag. *Teaching English As A Foreign Language*, Yogyakarta: Graha Ilmu, 55511. 2006.

¹¹ Chuz.iem *Descriptivetext*, <http://descriptivetext83.blogspot.com/>