

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Related Studies

To prove the originality of this study, the writer presents some previous studies that deal especially with teaching English. They are as follows:

1. In Implementation Of The Whole Language in Teaching Descriptive Text Of The Eight Grade Students Of MTsN 2 Of Palangka Raya by Isnawati Diah (2010). In her study, she described the teacher used three components of the Whole Language such as shared reading, guided reading, and guided writing. All the components were applied still in elementary level. By applying the components of the Whole Language, the students participated in teaching learning activity such as listening the model, describing thing, reading the text, and writing descriptive text. Meanwhile, integrated language skills in teaching learning of descriptive text showed that the listening skill was 41.304%, speaking skill was 36.957%, reading skill was 13.043%, and writing skill was 8.696%.

The problems faced by teacher in implementing the Whole Language in teaching descriptive text were: the different of the students' cognitive aspect, the less number of media, and the students condition.<sup>1</sup>

2. The Implementation of grammar translation method in teaching reading for the first year students of Mts in Palangka Raya by Hamidan. In his study, he described The Implementation of grammar translation method in teaching reading for the first year students of Mts in Palangka Raya. The conclusion of his study was the English teacher of MTs Islamiyah of Palangka Raya only used five techniques. The English

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<sup>1</sup>. Isnawati Diah, *Implementation Of The Whole Language in Teaching Descriptive Text Of The Eight Grade Students Of MTsN 2 Of Palangka Raya*. 2010. p.vi

teachers of MTs Muslimat NU of Palangka Raya and MTsN 1 Model of Palangka Raya used six techniques. There were four reasons why the teachers still use GTM. By using this method, mostly the students' results were good when doing the evaluation and most of the questions could be answered by the students.<sup>2</sup>

Briefly, considering the previous studies above the comparison of the writer's study with Isna Wati Diah, and research as follows:

1. Isna Wati Diah wanted to know about the description of the Implementation and the difficulties of teacher in implementing Whole Language Teaching at MTsN 2 of Palangka Raya. Furthermore, the writer wanted to described the implementation and the problems faced by the English teacher in applying the Communicative Language Teaching in teaching Descriptive Text.

## **B. Teaching**

The teaching-learning can give enjoyable for students. But it should involve cognitive, affective, and psychomotor aspects. One of the teaching-learning is the Communicative Language Teaching.

In addition, de Saussure argued that separating language from speaking is like separating what is social from what is individual. A new approach then comes into the scene, Communicative Language Teaching<sup>3</sup>.

Meanwhile, the sociolinguistics view language teaching is to develop communicative competence. The statement for Chomsky competence is "the speaker-hearer's knowledge of his language." Speaker and hearer are defined as those ideal individuals in a completely homogeneous speech community<sup>4</sup>. For Hymes the ideal speaker-hearer simply does not exist. The language used for communication in society

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<sup>2</sup> Hamidan, *The Implementation of grammar translation method in teaching reading for the first year students of Mts in Palangka Raya*. 2008.

<sup>3</sup> *Ibid*,

<sup>4</sup> *Ibid*

is so full of varieties that competence must be coupled with performance. Hymes's theory of communicative competence is a definition of what a speaker needs to know in order to be communicatively competent in a speech community.<sup>5</sup>

In another statement, Tarigan states “ advent of the communicative approach in language learning from the changes in the availability of traditional English language learning in the 1960, a moment situational approach. Language taught by practice/policy structures to practice in a range of activities based on meaningful situations. However, in later development, was rejected in the U.S. in the mid 1960s and the British applied linguists began to question the assumptions underlying the situational language teaching... they looked, how the need to focus on communicative proficiency in language learning rather than on stucture alone<sup>6</sup>.”

Based on the short story above, then the communicative approach in teaching language was developed.

Teaching is the work of teacher.<sup>7</sup> Teaching is the guidance of learning activities, teaching is for the purpose of adding the pupil to learn.<sup>8</sup> Teaching is the activity of facilitating learning.<sup>9</sup> Teaching is the activities of educating or instructing or activities that impart knowledge or skill.<sup>10</sup>

From definition above, it could be known that teaching is the activity of education when the teacher gives the guidance and facilitating learning for the purpose of adding the pupil to learn something. In this study the writer will focus on the way of the teacher implementing CLT in teaching the second year students of MTsN 2 of Palangka Raya.

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<sup>5</sup> *ibid*

<sup>6</sup> Santoso.Puji.dkk, *materi dan Pembelajaran Bahasa Indonesia SD*, Jakarta: Universitas Terbuka, 2008.

<sup>7</sup> A.S. Hornby, *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.1995.p.1225

<sup>8</sup> Oemar Hamalik, *Psikologi Belajar dan Mengajar*, Bandung: Sinar Baru Algesindo,1990.p.

<sup>9</sup> Arizona, N. 2009. *What are Teaching and Learning*. <http://www.uese.cmb.ac.lk/People/tnk/teaching.html>

<sup>10</sup> Dictionary, Trivia, Farlex. 2012. *Teaching*. <http://www.thefreedictionary.com/teaching>

Learning a language is learning to communicate. Language teaching learning needs to pay attention to the teaching principle from something easy to difficult, from the nearest to the far of the student, from the simple one to the complex one, from the concrete to abstract. Teaching-learning the language consist of knowledge of language, literature appreciation, reading, writing, listening, and speaking.

In another statement, Iskandarwassid and Sunendar stated that language as human communication tool in daily life has important role in human life. Through teaching learning process which is dynamic, it is hoped, it will create an oral communication among the learners in system through listening, speaking, reading, and writing in order the condition of teaching learning is avoided in boredom.

From definition above, it can be known that in teaching-learning English as a language, the students are guided to increase their ability in order they able to communicate well even in oral or written form. Furthermore, in this study the writer wants to how the implementation of teaching of English by using CLT at MTsN 2 of Palangka Raya.

### **C. Four Basic Language Skills**

Language educators have long used the concepts of for basic language skills: listening, speaking, reading, and writing. The four basic skills are related to each other by two parameters:

1. The mode of communication: oral or written
2. The direction of communication: receiving or producing the message

The relationships among the skills in the following table:

**Table 1**  
**Skills relationship**

	Oral	Written
<i>Receptive</i>	Listening	Reading
<i>Productive</i>	Speaking	Writing

From the table, there are for skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to read, and finally to write. These are called the four “language skills”. The language skills is the performance of the speakers of a language in using their language as a tool of the communication in their daily routines. It is the ability to use their language according to the set of the conventional rules they share among themselves. It refers to the correct use of the rules of their language, they are<sup>11</sup>:

#### 1. Listening

The receptive spoken productive language skills is called listening. It is the skill of a listener or a group of listener to interpret information transferred by a speaker. This skill is also realized by the language used by the speaker to transfer the information she puts in the language she or he is speaking. The ability s/he has includes the identification of all the correct grammatical aspects of the language the speaker is speaking, the types of the information s/he is transferring, and te rhetoric s/he is conducting in a communicative event<sup>12</sup>.

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<sup>11</sup> Siahaan. Sanggam. *The English Paragraph*, Yogyakarta: Graha Ilmu, 2008

<sup>12</sup> Siahaan. Sanggam. *The English Paragraph*, Yogyakarta: Graha Ilmu, 2008

## 2. Speaking

Speaking is the productive skills in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

There are three kinds of speaking situations in which we find ourselves:

- a. Interactive
- b. Partially interactive, and
- c. Non-interactive

Interactive speaking include face-to-face conversation and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

## 3. Reading

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages particularly<sup>13</sup>.

## 4. Writing

The written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of readers. Her or his skill is also

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<sup>13</sup> *ibid*

realized by his or her ability to apply the rules of the language s/he is writing to transfer the information s/he has in hr or his mind to her or his readers effectively. The ability s/he has includes all the correct grammatical aspects of the language s/he is writing, the types of the information s/he is transferring, and the rhetoric's s/he conducting in a communicative event too <sup>14</sup>.

#### **D. Integrated Language Skills**

Language acquisition is begun with oral language and will increase to written language and for each mode, begin with the simple step to the complex step. Because naturally, the language acquisition is begun with oral language, and the written language is very difficult to develop if oral language is not acquiring yet.<sup>15</sup>

It means that in the process of learning the language it should be learning oral language first, then written language. In this study the writer was interested in describing the implementation of the Whole Language where this approach is used with integrates the language skills.

#### **E. Communicative Language Teaching**

##### **1. Introduction**

Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “communicative approach to the teaching of foreign languages” or simply the “communicative approach”.<sup>16</sup>

CLT is usually characterized as a broad *approach* to teaching, rather than as a teaching *method* with a clearly defined set of classroom practices. As such, it is most

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<sup>14</sup> *ibid*

<sup>15</sup> Balitbang Depdiknas, *Kompetensi Dasar Mata Pelajaran Bahasa Inggris SMA & MA*, Jakarta: unpublished, 2003, p.12.

<sup>16</sup> Savignon, Sandra, J. 2000. *Communicative Language Teaching*. London: Routledge.  
[http://en.wikipedia.org/wiki/Communicative\\_language\\_teaching](http://en.wikipedia.org/wiki/Communicative_language_teaching)

often defined as a list of general principles or features. One of the most recognized of these lists is David Nunan's five features of CLT:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the Learning Management process.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

These five features are claimed by practitioners of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the language as it is taught in their class and as it used outside the classroom. Under this broad umbrella definition, any teaching practice that helps students develop their communicative competence in an authentic context is deemed an acceptable and beneficial form of instruction. Thus, in the classroom CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities<sup>17</sup>.

In the mid 1990s the Dogma 95 manifesto influenced language teaching through the Dogma language teaching movement, who proposed that published materials can stifle the communicative approach. As such the aim of the Dogma approach to language

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<sup>17</sup> *Ibid* p20



teaching is to focus on real conversations about real subjects so that communication is the engine of learning. This communication may lead to explanation, but that this in turn will lead to further communication<sup>18</sup>.

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics<sup>19</sup>.

Margie S. Berns, an expert in the field of communicative language teaching, writes in explaining Firth's view that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)" (Berns)<sup>20</sup>.

## 2. Theoretical principles of the Communicative Language Teaching

To developed the procedure of teaching, language teachers may consider the underlying principles of CLT developed by different authors. These principles are worth considering not only for preparing what learning-teaching activities are expected but the whole processes that cover the preparation of language matearials, the sequence of the

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<sup>18</sup> *Ibid* p20

<sup>19</sup> *Ibid* p20

<sup>20</sup> *ibid*

materials, the presentation, and the evaluation of the output. However, different writers have different stresses of the principles of CLT.<sup>21</sup>

The principles of CLT will be more easily understood by contrasting CLT with another method. Finacchiaro and Brumfit contrast the major distinctive features of CLT with those of Audio Lingual Method. (cited in Richards and Rodgers).<sup>22</sup>

Communicative Language Teaching	Audio Lingual Method
Meaning is paramount.	Attends to structure and form than meaning
Dialogs, if used, center around communicative functions and are normally memorized.	Demand memorization of structure-based dialogs.
Language learning is learning to communicate.	Language learning is learning structures, sounds, or words.
Effective communication is sought.	Mastery, or "over-learning" is sought.
Drilling may occur, but peripherally.	Drilling is a central technique.
Comprehensible pronunciation is sought	Native-speaker-like pronunciation is sought
My device which helps the learners is accepted-varying according to their age, interest, etc.	Grammatical explanation is avoided.
Attempts to communicate may be encouraged from the very beginning.	Communicative activities only come after a long process of rigid drills and exercises.
Judicious use of native language is accepted where feasible.	The use of students' native language forbidden.
Translation may be used where students need or benefit from it.	Translation is forbidden at early levels.

<sup>21</sup> Setiyadi. Bambang, Ag. *Teaching English As A Foreign Language*, Yogyakarta: Graha Ilmu, 55511. 2006.

<sup>22</sup> *Ibid.p.2.0*

Reading and writing can start from the first day, if desired.	reading and writing are deferred till speech is mastered.
The target linguistic system will be learned best through the process.	The target linguistic system will be learned through the overt teaching of the patterns of the system.
Communicative competence is the desired goal.	Linguistic competence is the desired goal.
Linguistic variation is a central concept in materials and methodology.	Varieties of language are recognized but not emphasized
Sequencing is determined by any consideration of content, function, or meaning which maintains interest.	The sequence of units is determined solely by principles of linguistic complexity.
Teacher help learner in any way that motivates them to work with the language.	Teachers control learners and prevent them from doing anything that conflicts with the theory.
Language is created by the individual often through trial and error.	“language is habit” so errors must be prevented at all costs.
Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context	Accuracy, in terms of formal correctness, is a primary goal.
Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.	Students are expected to interact with the language system, embodied in machines or controlled materials.
The teacher cannot know exactly what language the students will be use.	The teacher is expected to specify the language that students are to use.
Intrinsic motivation will spring from an interest in what is being communicated by the	Intrinsic motivation will spring from an interest in the structure of the language.

The principles of CLT mentioned above cover not only the theory of language and Language teaching, but also the procedures of presenting language materials, the sequencing, the objectives of language teaching, and the language testing. Considering that CLT has basic concepts of language teaching like other methods discussed, CLT is regarded more as a method.<sup>23</sup>

### 3. Technique of Communicative Language Teaching

According to Santosa, Generally the goal in Teaching Learning using communicative approach is communication skill. In the practice, the skill is consist of listening skill, writing, speaking, dan reading. Based on that assumption in Teaching Learning the language that using Communicative Aproach, we know four technique which correlated with language skill.<sup>24</sup> Based on Tarigan quoted by Solehan and friends in Santosa Book:

#### a. Technique in Teaching Learning of Listening

Learning gather there are some techniques that you can use, such as listen- repeat greetings technique, listen-write, hear-do, hear- rated, extended sentences, found objects, listen-tell, whisper-chain, complete stories, keyword identification, identifying topic sentence, summarizes, and answer the question.

#### b. Technique in Teaching Learning of Speaking

In learning to talk there are some techniques that you can use, such as repeat-saying, see-saying, describe, substitution, complete sentences, answer questions, extend the story, the story chain, guides, role playing, interviews, and discussion.

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<sup>23</sup> *Ibid*, p.2.2

<sup>24</sup> Santoso.Puji.dkk, *materi dan Pembelajaran Bahasa Indonesia SD*, Jakarta: Universitas Terbuka, 2008.

c. Technique in Teaching Learning of Reading

In reading techniques there are several techniques that you can use, such as see-read, organize sentences, complete paragraphs, find topic sentences, retell, paraphrase, extend the story, indicators practice, and cursory reading.

d. Technique in Teaching Learning of Writing

In learning to write there are some techniques that you can use, such as sentence structure, introducing the essay, modeled, essays together, reconstitute, finish the story, develop keywords, develop the topic sentence, developing the title, writing letters, organizing dialogue and discourse structure.

4. The Characteristic of CLT class

However, not all courses that utilize the Communicative Language approach will restrict their activities solely to these. Some courses will have the students take occasional grammar quizzes, or prepare at home using non-communicative drills, for instance. William Glasser's "control theory" exemplifies his attempts to empower students and give them voice by focusing on their basic, human needs: Unless students are given power, they may exert what little power they have to thwart learning and achievement through inappropriate behavior and mediocrity. Thus, it is important for teachers to give students voice, especially in the current educational climate, which is dominated by standardization and testing (Simmons and Page).

Related to the characteristic above, in this study the writer will take the data with observe the subject which appropriate with those characteristics. The teaching learning process that can enable the Communicative Language Teaching-learning must be planed and implemented systematically. In implementation of teaching should be consider some principle of learning process, the students are asked to do the learning activities optimally.

## 5. The Procedure of Teaching Communicative Language Teaching

Some writers suggest some techniques or procedures in the classroom that can support the goal of communicative teaching. The following principles are tips worth considering in communicative teaching suggested by Larsen-Freeman.<sup>25</sup>

- a. Whenever possible language as it is used in real context should be introduced.
- b. The target language is a vehicle for classroom communication, not just the object of the study.
- c. Students should work with language at the discourse level.
- d. Games are important because they have in common with real communication events.
- e. Students should be given an opportunity to express their ideas and opinions.
- f. One of the teacher's major responsibilities is to establish situations likely to promote communication.
- g. The social context of the communicative events is essential in giving meaning to the utterances.
- h. Learning to use language forms appropriately is an important part of communicative competence.
- i. The teacher acts as an advisor during communicative activities,
- j. Students should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers.

## 6. Activities in Communicative Language Teaching

The activities of the Communicative Language Teaching procedure below is the one suggested by Finocchiaro and Brumfit.

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<sup>25</sup> *Ibid.* P.2.0

- a. Presentation of a brief dialog or several mini-dialogs, preceded by a motivation (relating the dialog situation (s) to the learners' probable community experiences) and a discussion of the function and situation-people, roles, setting, topic, and the informality or formality of the language which the function and situation demand.
  - b. Oral practice of each utterance of the dialog segment to be presented that day generally preceded by your model. If mini-dialogs are used, engage in similar practice.
  - c. Question and answers based on the dialog topics and situation itself.
  - d. Questions and answers based related to the students personal experiences but centered around the dialog theme.
  - e. Study one of basic communicative expressions in the dialog or one of the structures which exemplify the function.
  - f. Learner discovery of generalizations or rules underlying the functional expression or structure. This should include at least four points.
  - g. Oral recognition, interpretative activities
  - h. Oral production activities-proceeding from the guided to freer communication activities.
  - i. Copying of the dialog or mini-dialogs or modules if they are not in the class text.
  - j. Sampling of the written homework assignment, if given.
7. Evaluation of learning Strategy in applying the Communicative language Teaching

The Communicative Language Teaching consist of strategy which can be done to apply this approach in teaching learning process. They are as follows:

- a. Motivate the material by giving a brief summary or by asking preliminary questions relevant to the theme of the passage.
- b. Clarify any difficulty
- c. Review the procedure you will follow
- d. Read the material through two times at normal speed.
- e. Ask a question two times. Gives the students time to write the answer.
- f. Continue until you have given all the questions.
- g. Give the students about two minutes to check their own work and to make necessary changes.
- h. Correct the material as in the dicatation.<sup>26</sup>

#### 8. The strenght and the Weakness of the Communicative Language Teaching

Meanwhile, Howard as cited by Richards and Rodgers states that CLT has two versions: weak and strong. The weak version can be described as learning to use English as the target language (TL) and the strong one refers to using English as the target language to learn it. Thus, while the weak version allows language drills, controlled practice and grammatical teaching, the strong version does not. The latter requires the students to do in class what they will have to do in the 'real world'.<sup>27</sup>

Proponents of the weak version believe that vocabulary is indispensable for learner to perform any communication task. As Little Wood said, structural practice can serve as a point of departure for other more communicatively oriented activities. On the contrary, proponents of strong version claim that learner should be given more opportunities to use the target language right from the beginning. This is because only by using the language that the learners are learning, they can develop the sense for

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<sup>26</sup> Setiyadi.Bambang, Ag. *Teaching English As A Foreign Language*, Yogyakarta: Graha Ilmu, 55511. 2006.

<sup>27</sup> Fauziati.Endang, *Teaching of English As A Foreign Language (TEFL)*, Surakarta:



correctness of the language. Communicative ability should be emphasized at the beginning of comprehension and stage, since grammatical ability will be acquired as the learners use the language.<sup>28</sup>

From the above description, we may conclude that linguistic approach which sees the necessity of language drills, controlled practice, and grammatical teaching falls into the category of weak version. They believe that only by mastering the linguistic structures and vocabulary learners can survive in real communication. On the other hand, the psychological or pedagogical approach can be said to fit into the category of strong version of CLT.

#### **F. Descriptive Text**

In this study, the writer took the theory of description from Wishon and Burks. Description reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time – days, times of day, or seasons. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.<sup>29</sup> According to Kurniawati and Yuliani, a descriptive text is a text which describes a particular person, place or thing. The structure of a descriptive text consists of:

1. Identification: identifies the person, place or thing to be described.
2. Description: describes parts, qualities and characteristics of the person, place or thing.

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<sup>28</sup> *Ibid.* P.2.4

<sup>29</sup> George E. Wishon and Julia M. Burks, *Let's Write English Revised Edition*, New York: American Book Company, 1980, p. 379.

The language features of a descriptive text are using mostly simple present tense; and the use of adjectives to make an interesting, lively description.<sup>30</sup>

In this below there are example of descriptive text. It will make easy the students to understand how make descriptive text in teaching-learning CLT.

The following is the example of descriptive text:

### My Cat

<p style="text-align: center;">I have a cat at home. Its name is Spot.</p>	}	Identification
<p>Spot is a regular house cat. It is an adorable cat. It has orange fur with white and black spots</p>	}	Identification
<p style="text-align: center;">I like to cuddle it because its fur feels soft. Every morning I give Spot milk. Spot does not like rice, so I give it cat food.</p>	}	Description
<p style="text-align: center;">Spot is an active animal. It likes to run around the house. It likes to chase everyone in my house. When it feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table.</p>	}	

Based on the text above, it can be seen that the descriptive text consists of the identification and description. In the identification the writer identifies a particular thing such as: I have a cat at home. Its name is Spot. Then, in the second paragraph consists of the descriptions of Spot such as: it has orange fur with white and black spots.

Related to the study, the writer describes the implementation of the Communicative Language Teaching in teaching descriptive text. In this case, the

<sup>30</sup>Cicik Kurniawati and Martha Yuliani, *PR Bahasa Inggris SMP/MTs kelas VIII Semester 1*, Klaten: Intan Pariwara, 2010, p.6.

descriptive text as the kind of text in English lesson material in teaching learning process which was observed.

### **G. Component of English Lesson in Junior High School (SMP)/ Madrasah Tsanawiyah (MTs)**

#### 1. Educational Unit Level Curriculum (KTSP)

Today, the educational system in Indonesia uses curriculum 2012 or KTSP, one of school in Palangka Raya that uses KTSP as curriculum is MTsN 2 of Palangka Raya. The goal of English Lesson Educational Unit Level Curriculum (KTSP) is an educational curriculum developed by the operational an implemented in each educational unit in Indonesia.

#### 2. The Goal English subject at SMP/MTs

English subject at SMP / MTs intended that learners have the following capabilities.

1. *Develop the competence to communicate in spoken and written form to reach the level of literacy functional.*
2. *Have an awareness of the nature and importance of the English language to improve the nation's competitiveness in the global community.*
3. *Develop students' understanding of the interrelationship between the language of culture.*<sup>31</sup>

Based on the goal of English subject at SMP/MTs, CLT learning as the way of teaching that has the function is to develop students' competence to communicate in oral

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<sup>31</sup> Agusdepe. 2010. *Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama(SMP)/ Madrasah Tsanawiyah (MTs)*. <http://agusdepe.staff.uns.ac.id/files/2010/09/36-bhs-inggris-smp-mts.rtf>

and written form. In this study the writer will describe it CLT that implemented by teacher in MTsN 2 of Palangka Raya.

### 3. Scopes of English Lesson

The scopes of English subject in the SMP/MTs include:

1. *Ability discourse, namely the ability to understand and/or produce spoken text and/or realized in the four language skills, namely listening, speaking, reading and writing in an integrated way to achieve the level of functional literacy;*
2. *Ability to understand and create a variety of functional text and monologue short and descriptive essay form procedure, recount, narrative, and report. Gradation of teaching materials to the use of vocabulary, grammar, and rhetoric steps ;*
3. *Supporting competencies, namely linguistic competence (using the grammar and vocabulary, sound system, grammar), sosio-cultural competence (using the phrase and follow the acceptable language in different contexts of communication), strategic competence (address issues that arise in the communication process in various ways in order to continue communication), and forming discourse competence (using the device forming discourse).<sup>32</sup>*

Based on the scope of English subject above stated that is ability of conducting discourse, namely the ability to understand and/or produce spoken text and/or writes that were realized in the four language skills, namely listening, speaking, reading and writing in an integrated manner to achieve the level of informational literacy. Furthermore, in this study, CLT learning model as the way of teaching that help the students to improve the students able to conduct discourse.

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<sup>32</sup> *Ibid p34*