

CHAPTER IV

RESULT OF THE STUDY AND DISCUSSION

A. The Implementation of the Communicative Language Teaching in Teaching Descriptive Text at MTsN 2 of Palangka Raya

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 “communicative approach”.¹

According to Santosa, Generally the goal in Teaching Learning using communicative approach is communication skill.²

Based on the interview with the English teacher (Miss RDN), she said that the teacher who applied the Communicative Language Teaching in her teaching purposed to introduce English to the students, then the students were able to master the English well and able to apply the English in their daily lives.³

Based on Dogma, 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 topics⁴.

¹ Savignon, Sandra, J. 2000. *Communicative Language Teaching*. London: Routledge.
http://en.wikipedia.org/wiki/Communicative_language_teaching

² Santoso.Puji.dkk, *materi dan Pembelajaran Bahasa Indonesia SD*, Jakarta: Universitas Terbuka, 2008.

³ Result of observation was conducted on November, 16th 2013).

⁴ *Ibid* p20

In this study, to know the implementation of the Communicative Language Teaching in teaching descriptive text of the eighth grade students of MTsN 2 of Palangka Raya, the writer found out the data through the result of observation during the teaching learning process, analysis of the lesson plan, and interview with an English teacher.

During the observation, the writer found that the English teacher used combination ways in teaching English. Because of that, the students' language skills were practiced. Due to this research only focused on the implementation of the Communicative Language Teaching in teaching Descriptive text, the following discussion will show up whether or not the implementation of the Communicative Language run effectively.

To obtain the data related to the research, the writer did the observation once in class VIII-B of MTsN 2 of Palangka Raya. The observation was done on Saturday 17th November 2013 at 12.00-13.20. The English teacher of the Eighth grade students of MTsN 2 of Palangka Raya is Miss RDN. The following is the presentation of observation result:

1. Pre-Activities

Based on the observation, the English teacher started the class by greeting the students first. Then the teacher stimulated the students by inviting to remind what the topic they had discussed in previous meeting. The writer also found that the teacher did brainstorming first before starting the topic in order to give stimulation for the students. Because the students usually get other subject before entering the English subject.⁵

The teacher readiness could be seen on the lesson plan used. The lesson plan had decided by the school, so the teacher only follow to the lesson plan from school even though the teacher could modify the lesson plan contents. The media on teaching of

⁵ Result of observation was conducted on November, 16th 2013)

communicative language teaching in teaching descriptive text was utilized maximally by the teacher. The media consisted of English book, blackboard, and handout.

The next meeting still on first week observation was discussed topic about descriptive text, that had taught on one classes. The media used on that topic was the English book, blackboard was provided for the teacher to write the example of descriptive text and writing assignment for the students, handout contained the material of descriptive text. Material of the topic attached on the handout, so the students could understand the real example of the topic discussed.⁶

Based on the result both Interview and Observation above could be concluded that of the teacher on teaching of communicative language teaching in teaching descriptive text consist of Lesson Plan, Media (Hand out, Blackboard, and English book), and the material was in Handout form. Further result on the teacher preparation could be shown by the table below:

Table.2
Some Preparation on Teaching of CLT in teaching descriptive Text at the eight Grade students of MTsN 2 of Palangka Raya

No	Kind of Preparation	Note
1	Lesson Plan	The lesson Plan was provided by the school and the teacher may develop and add the content of the lesson plan that will be applied for the every class.

⁶ Ibid,

2	Media a. English book b. Blackboard c. Handout	<p>The English book was attached on the reading and handout. The English book kinds were depend on the text taught on the class to develop the students.</p> <p>The blackboard was provided for the teacher to write the example of descriptive text and writing assignment for the students.</p> <p>The English texts was utilized by the teacher to add further example related to the kinds of texts and aimed to increase the students' attention.</p>
3.	Material	<p>The material was provided and arranged based on the kinds of short functional text that would be taught. The material was given in Handout form.</p>

Beside of that, the teacher's activity and integrated language skills in pre-activity in teaching descriptive text using the Communicative Language Teaching can be seen as follows:

Table 3
Teacher's activity in teaching descriptive text

No	Teacher's activity in teaching descriptive text	Skill			
		L	S	R	W
1.	Teacher opened the lesson by greeting to students.	√	√		
2.	Teacher stimulated the students by giving question to remind them the previous topic.	√	√		
TOTAL		2	2		

Note: L=Listening, S=Speaking, R=Reading, W=Writing

Based on the table above it can be known that speaking and listening skill appeared simultaneously. Meanwhile other skill such as reading and writing did not appear.

2. Whilst-Activities

In whilst-activity, the first thing did by the teacher: reading the text. Meanwhile the students were asked to listen. In teaching learning process the teacher gave instruction by using English combined with Indonesian. Then, they discussed about the descriptive text together. Next, the teacher modeled how to describe things. After describing things in classroom, the teacher asked the students to read a Descriptive text. Meanwhile, other students who did not or not yet get opportunity to read, they listened to their friend and sometimes they practiced to read on their own desk. So, the class began a little bit noisy.

To check the students' comprehension related to the topic, the teacher gave questions which the answers were answered by students together in English orally. Before the teacher explained the characteristics of descriptive text, she wrote sentences from the text, then presented its tenses, and tried to relate with the descriptive text characteristics.

Next activity, the teacher asked the students to practice describing their class characteristics. In the process, the teacher helped them to describe's with doing conversation. In giving assessment, the teacher ordered the students to write a descriptive text. The students had to write and submitted the task at the day.

Based on the teaching behavior above, it can be seen that the teacher as facilitator in teaching learning had various ways in order the students to be involved. For example:

1. The students were asked to listen when teacher read loudly.
2. The students were asked to read the descriptive text.
3. The students were asked to answer the questions from the teacher.
4. The students were asked to describe things characteristics.
5. The students were asked to write the descriptive text.

Based on the result of the activities above, the students had opportunity to practice their skills in whilst activity, and integrated language skills in whilst-activity of teaching descriptive text using the Communicative Language Teaching can be seen as follows:

Table 4
Teacher's activity in teaching descriptive text

No	Teacher's activity in teaching descriptive text	Skill			
		L	S	R	W
1.	Teacher gave instruction to students				
	a. to open the English book	√	√		
	b. to listen teacher when reading the text	√	√	√	
	c. to describe things	√	√		
	b. to describe the student's partner	√	√		
	c. to read the text in front of the other	√	√	√	
	d. to write the pattern of simple present tense	√	√		√
	e. to write descriptive text	√	√	√	√
2.	Teacher read the text	√		√	
3.	Teacher gave questions to make the students active involving in teaching learning process	√	√		
4.	Teacher explained how to describe	√	√		
5.	Teacher listened to the students:				
	Reading the descriptive text	√		√	
	Describing things	√	√		
	Describing partner	√	√		
	Answering question	√	√		
6.	Teacher pronounced the word if the students got wrong pronunciation	√	√		
7.	Teacher wrote some sentences from the text to show its tenses then connected to the descriptive text				√
8.	Teacher gave the students task to write descriptive text.			√	√
TOTAL		15	13	6	4

Note: L=Listening, S=Speaking, R=Reading, W=Writing.

Based on the table above it can be known that speaking and listening skill appeared simultaneously. Meanwhile other skills such as reading and writing were less appearing. It was caused by the goal to make the students active, the teacher would speak and ask some questions in order the students got opportunity to speak up to express their thought and ask the students to repeat with read the book. So the students were not only as listener.⁷

In whilst activity, Based on the observation correlated to the theory of technique in Communicative Language Teaching, which were proposed by Tarigan that quoted by Solehan and friends in Santosa book of “ Materi dan Pembelajaran Bahasa Indonesia SD” it could be analyzed that the procedure of activity in the Communicative Language Teaching used by the teacher can be seen in this below:

Table 5
Technique of CLT used in Teaching Learning Process

No.	Activity in Teaching Learning Process	Discussion	Technique
1.	The teacher give the material of descriptive text to the students	The students and the teacher had the same materi or book for reading. The teacher read, meanwhile the students listened while seeing the Descriptive text from the book. In this case, the students listened than repeat the teacher statement. And the student answering the question. The teacher must give the students opportunity to know the type of language. The materi must can motivate the learners to apply the language competence.	Listen-repeat, pronounce
2.	Student read descriptive text in front of other students	There were some students got opportunity to read the text in front of other students. Meanwhile the other listened to.	Watch- Read

⁷ Result of observation was conducted on November, 16th 2013)

		Before, the teacher as a model, then the students got the rule as model too. So in this case, the reading skill was presented. The teacher use the method to shared the descriptive text to the students.	
3.	Teacher asked questions related to the text	Every students read the same text. Then, the teacher asked several questions to the students in order they answered the questions critically, not only comprehension questions. In this case, the teacher as observer and fasilitator. In guided reading the emphasizing is not in the way of reading itself, but more to reading comprehension	Answering question
4.	Teacher ordered the students to write Descriptive Text	In the end of activity, the students got a task to write about their classroom. Then two of the students were asked to read the text. In this case, the rule of teacher as fasilitator, supporter not manager, and advisor not instructor.	Arrangement dialogue

Based on the table above, it can be known that there are some techniques of the Communicative Language Teaching as it is shared in page 29 on chapter 2, applied by the teacher in whilst-activity. In applying the activities, the teacher presented it still in elementary level.

According to the English teacher, she said that the purpose of her teaching to introduce English to the students. Then the students hopely able to master the english well and able to apply english in their life⁸

⁸ *ibid* on November 16th 2013)

Related to the result of observation and interview above, it can be known that the teacher used the techniques of Communicative Language Teaching in order the students are able to mastery English orally and in written

3. Post-Activities

At the last activity, the teacher ordered the students to submit their task. After that the teacher reviewed the material with giving questions that would conclude their teaching learning that day. The class was closed by saying Hamdallah together.

Based on the table above, it can be known that the teacher did question-answer to make the conclusion. In this case, the teacher practiced listening and speaking skills for her students.

The teacher's activity and integrated skills in pre-activity in teaching descriptive text using the Communicative Language Teaching can be seen as follows:

Table 6
Teacher's activity in teaching descriptive text

No	Teacher's activity in teaching descriptive text	Skill			
		L	S	R	W
1.	Teacher concluded the topic	√	√		
2.	Teacher closed the lesson	√	√		
TOTAL		2	2		

Note: L=Listening, S=Speaking, R=Reading, W=Writing.

Based on the table above it can be known that speaking and listening skill appeared simultaneously. Meanwhile other skills such as reading and writing were not appearing.

Based on the result of teacher's activity in teaching descriptive text in pre-activity, whilst-activity, and post-activity above, it can be seen that the teacher often communicate with giving instruction and question with the students in order the students involved actively in teaching learning process. From the description above, the writer

concluded that the teacher used productive skills to make the students involved actively in teaching learning process even though the purpose of teaching descriptive text was in receptive skill.

Related to the condition above, the writer made description about the percentage of the skills appeared in teaching descriptive text in order easy to be understood.

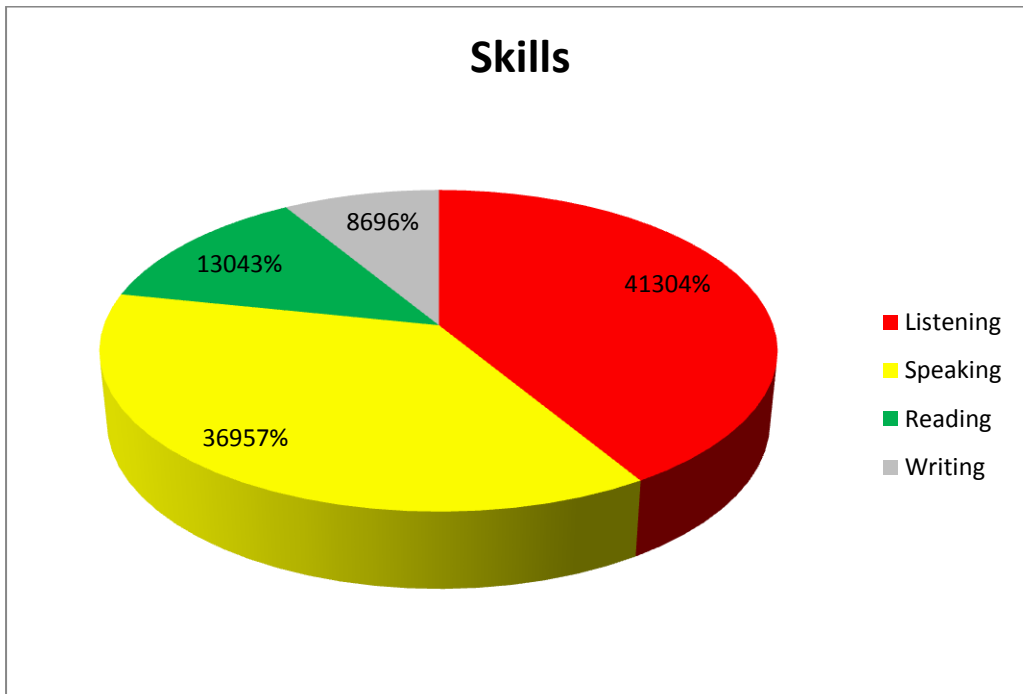
Table 7
The number of skills appeared in teaching descriptive text

No.	Time Activity	Skills				TOTAL
		Listening	Speaking	Reading	Writing	
1.	Pre-activity	2	2	0	0	TOTAL
2.	Whilst-activity	15	13	6	4	
3.	Post-activity	2	2	0	0	
TOTAL		19	17	6	4	46
PERCENTAGE		41.304%	36.957%	13.043%	8.696%	100%

Based on the description above, there were 4 skills observed in this study. It can be known that each skill appeared simultaneously with other skills. Thus, the percentage of the skills appeared in teaching descriptive text as follows:

1. Listening skill appeared was 41.304%.
2. Speaking skill appeared was 36.957%.
3. Reading skill appeared was 13.043%.
4. Writing skill appeared was 8.696%.

Chart 1
The percentage of skills appeared in the implementation of the Communicative language teaching in teaching descriptive text



From the chart above, the integrated skills between oral and written language can be seen as follows:

1. Listening was the most skill appearing.
2. Speaking was the average appearing.
3. Reading was the less average appearing.
4. Writing was the less appearing.

B. The Problem of Implementation of the Communicative Language Teaching faced by the English teacher in Teaching Descriptive Text at MTsN 2 of Palangka Raya

There were some problems faced by the English teacher in implementing the Communicative Language Teaching in teaching descriptive text at MTsN 2 of Palangka Raya. It can be seen in the result of the interview below: *" hambatan yang saya hadapi pertama adalah, karena bahasa inggris ini bukan bahasa ibu atau bahasa pertama tetapi foreign language jadi siswa agak susah untuk memahami. Kemudian yang kedua, siswa kadang tidak terlalu suka bahasa inggris jadi siswa menjadi malas belajar dan pemahaman bahasa inggris nya tidak berkembang. Dan perbedaan daya tangkap yang dimiliki oleh siswa dalam memahami pelajaran juga menjadi kendala".*⁹

Based on the result of interview above, it can be concluded that the problem gotten by Miss RDN consist of two problems as follows:

1. English as foreign language

One of the factors that can influence the effectiveness of teaching learning is from the learner him/her self.¹⁰ Based on the interview with RDN, in teaching descriptive text, the teacher found that some of the students felt difficult to understand because English is not their mother tongue, it became the problem for teacher in teaching.

2. The students do not favourite english subject.

Based on the result of interview with the teacher that some students do not favourite english subject. So it become the problem because the student are lazy to learn english subject. In fact their english skills is not growing up well.

⁹ Result of Interview with Miss RDN (It is conducted on November 27th, 2013)

¹⁰Sadie, Ma'mur. 2008. *Strategi Pembelajaran Bahasa Indonesia*. http://pustaka.ut.ac.id/website/index.php?option=com_content&view=article&id=149:pbin-4301-strategi-pembelajaran-bahasa-indonesia&catid=30:fkp&Itemid=75 (online on Des, 19th, 2013)

3. The different of the students' cognitive aspect

One of the factors that can influence the effectiveness of teaching learning is from the learner him/her self.¹¹ Based on the interview with RDN, in teaching descriptive text, the teacher found that some of the students were easier to understand the lesson in learning English, meanwhile other students still got difficult to understand, it became the problem for teacher in teaching. It was caused by the different of the students' cognitive aspect in their ability learning English

4. Discussion

1. The Teacher's Activities in Teaching Communicative Language Teaching at the Eighth Grade Students of MTsN 2 of Palangka Raya

Based on the study result on data finding, the teacher's activities in teaching as follows:(a). Preparing Lesson Plan for each meeting.(b). Preparing the Material of teaching writing of short functional text that was consisted in material of descriptive text. The materials were prepared on Handout forms.(c). Preparing the Instructional Media such as English Book, Blackboard and Handout. (d) In teaching learning process. The teacher used english combined with indonesian language for communication with the student. (e) invited the students in role-play activity to develop the students language.

The preparations above are suitable with the theories stated on chapter II. Based on Sandra J Savignon, 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

¹¹*Ibid* p51

students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities.¹²

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

- 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.

¹² Savignon, Sandra, J. 2000. *Communicative Language Teaching*. London: Routledge.
http://en.wikipedia.org/wiki/Communicative_language_teaching

k. Evaluation of learning (oral only).¹³

2. The Teaching Procedures on Communicative Language Teaching in Teaching Descriptive Text of the Eighth Grade Students of MTsN 2 of Palangka Raya

a. Pre-Teaching- CLT Activities

Based on the observation, the English teacher started the class by greeting the students first. Then the teacher stimulated the students by inviting to remind what the topic they had discussed in previous meeting. The writer also found that the teacher did brainstorming first before starting the topic in order to give stimulation for the students. Because the students usually get other subject before entering the English subject.¹⁴

Table 1
Teaching behavior in English lesson for pre-activity

No.	Teaching behavior	Findings
1.	How did the teacher begin to present material of descriptive text?	The teacher did not directly present the material, but she did brainstorming first. She asked her students several questions related to the last meeting.
2.	How did the integrated skills occur between oral languages?	The teacher gave questions orally and the students answer orally too using English.
3.	How did the integrated skills occur between written languages?	None
4.	How did the integrated skills occur between oral and written languages?	None

Based on the table above, it can be known that the teacher did brainstorming to begin the lesson by giving questions. In this case, the teacher practiced listening and

¹³ Fauziati.Endang, *Teaching of English As A Foreign Language (TEFL)*, Surakarta

¹⁴ Result of Interview with Miss RDN (It was conducted on November, 17th 2013)

speaking skills for her students. Students should be given an opportunity to express their ideas and opinions.

Some 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.¹⁵

- 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.

b. Whilst-Teaching- CLT Activities

In whilst-activity, the first thing did by the teacher: reading the text. Meanwhile the students were asked to listen. In teaching learning process the teacher gave

¹⁵ *Ibid. P.2.0*

instruction by using English combined with Indonesian. Then, they discussed about the descriptive text together. Next, the teacher modeled how to describe things. After describing things in classroom, the teacher asked the students to read a Descriptive text. Meanwhile, other students who did not or not yet get opportunity to read, they listened to their friend and sometimes they practiced to read on their own desk. So, the class began a little bit noisy.

To check the students' comprehension related to the topic, the teacher gave questions which the answers were answered by students together in English orally. Before the teacher explained the characteristics of descriptive text, she wrote sentences from the text, then presented its tenses, and tried to relate with the descriptive text characteristics.

These techniques were supported by Bambang Setiyadi book, *Teaching English As A Foreign Language*. 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.¹⁶

Based on the teaching behavior above, it can be seen that the teacher as facilitator in teaching learning had various ways in order the students to be involved. For example:

1. The students were asked to listen when teacher read loudly.
2. The students were asked to read the descriptive text.
3. The students were asked to answer the questions from the teacher.
4. The students were asked to describe things characteristics.
5. The students were asked to write the descriptive text.

Based on the result of the activities above, the students had opportunity to practice their skills in whilst activity.

In whilst activity, Based on the observation correlated to the theory of technique in Communicative Language Teaching, which were proposed by Tarigan that quoted by Solehan and friends in Santosa book of “ Materi dan Pembelajaran Bahasa Indonesia SD” it could be analyzed that the procedure of activity in the Communicative Language Teaching used by the teacher can be seen in this below:

Table 2
Technique of CLT used in Teaching Learning Process

No.	Activity in Teaching Learning Process	Discussion	Technique
1.	The teacher give the material of descriptive text to the student	The students and the teacher had the same materi or book for reading. The teacher read, meanwhile the students listened while seeing the Descriptive text from the book. In this case, the students listened than repeat the teacher statement. And the student answering the question. The teacher must give the students oppurtunity to know the type of language. The materi must can motivate the learners to apply	Listen-repeat, pronounciate

¹⁶ Setiyadi. Bambang, Ag. *Teaching English As A Foreign Language*, Yogyakarta: Graha Ilmu 55511. 2006.

		the language competence.	
2.	Student read descriptive text in front of other students	There were some students got opportunity to read the text in front of other students. Meanwhile the other listened to. Before, the teacher as a model, then the students got the rule as model too. So in this case, the reading skill was presented. The teacher use the method to shared the descriptive text to the students.	Watch- Read
3.	Teacher asked questions related to the text	Every students read the same text. Then, the teacher asked several questions to the students in order they answered the questions critically, not only comprehension questions. In this case, the teacher as observer and fasilitator. In guided reading the emphasizing is not in the way of reading itself, but more to reading comprehension	Answering question
4.	Teacher ordered the students to write Descriptive Text	In the end of activity, the students got a task to write about their classroom. Then two of the students were asked to read the text. In this case, the rule of teacher as fasilitator, supporter not manager, and advisor not instructor.	Arrangement dialogue

Based on the table above, it can be known that there are some techniques of the Communicative Language Teaching as it is shared in page 29 on chapter 2, applied by the teacher in whilst-activity. In applying the activities, the teacher presented it still in elementary level.

c. Post Teaching- CLT Activities

The final stage of instructional the teacher ordered the students to submit their task. After that the teacher reviewed the material with giving questions that would conclude their teaching learning that day. The teacher involves the students to gives motivation to study again.

The final stage of instructional the teacher ordered the students to submit their task. After that the teacher reviewed the material with giving questions that would conclude their teaching learning that day. The teacher involves the students to gives motivation to study again.

Based on the result of teacher's activity in teaching descriptive text in pre-activity, whilst-activity, and post-activity above, it can be seen that the teacher often communicate with giving instruction and question with the students in order the students involved actively in teaching learning process. From the description above, the writer concluded that the teacher used productive skills to make the students involved actively in teaching learning process even though the purpose of teaching descriptive text was in receptive skill.

3. The Media used on Communicative Language Teaching in Teaching Descriptive Text of the Eighth Grade Students of MTsN 2 of Palangka Raya

There were a lot of media that teacher used on teaching Communicative Language Teaching in teaching Descriptive Text of the eighth grade students of MTsN 2 of Palangka Raya such as Handout, English Book, Students, and Blackboard. The teacher applied and used those media in order to make the lesson more understandable. The media selection was considered based on instructional process activities.