CHAPTER IV

RESULT OF THE STUDY

A. Result

The present researcher describes about the result of the data. Data about the Implementation of Communicative Language Teaching (CLT) obtained through observation and interview. Then, the present researcher completed the data to know the answer of the problem.

The descriptive technique was used to explain the data analysis. In this case, the present researcher presents the result of the research as follows:

1. The Implementation of Communicative Language Teaching (CLT)

Based on the data gained, the present researcher analyzed the result of the research about the implementation of Communicative Language Teaching (CLT) for the eighth grade students of *SMP Muhammadiyah Palangka Raya* taken from the result of observation and interview (See Appendix). It was found that the Implementation of Communicative Language Teaching (CLT) made the students very active in the classroom.

Based on the result of the observation found that by the researcher about time allocation, day, and material can be seen as follow:

Table 4.1

Time Allocation, Day, and Material

No.	Day/Date	Time	Material	Class
1.	Thursday, September 18th, 2014	08.30-11.30	Teaching Learning of Communicative language teaching	VIII-2
2.	Thursday, September 25th, 2014	08.30-11.30	Took the Results of activity in the classroom	VIII-2

Furthermore, the media used by researcher who taught the VIII-2 class. The researcher shown the descriptions of each observation were as follow:

Based on the result of observation in VIII-2 class, the researcher used Communicative language teaching in teaching English especially in Expressions Dailog. This was shown when the researcher did the observation on Thursday, September 18th, 2014.

Communicative Language Teaching (CLT) focused on communicative activities. The interaction among students and teacher were always done in the classroom. So, the atmosphere of the classroom is very interesting. In other side, from the data showed that there were several students' weaknesses in learning English material especially in communicative context. The students faced

difficulty in English because of they were lack of vocabulary and they could not differentiate between writing and spelling of English.

1. Pre-Activities

Based on the result of the in observation (See Appendix), first, the students were very active in the classroom. The present researcher investigated 26 students. The indicator of the interview aimed: first, for asked the students problem in learning English such us students difficulties in comprehend the English. Second, for asked the teacher problem in teaching and learning process from both of the indicator the present researcher could complete the data that conducted. The present researcher does the interview in classroom with asked several question in order the present researcher got the information. They enjoyed receiving the material from the teacher. The students' progress could be seen when they practiced the dialogue with their couple and made interaction in the discussion section.

Second, the teacher has important role in the classroom; she acted as a facilitator that has authority to give the students' chance in communicative activities. In other chance, the teacher acted as an independent participant in learning and teaching group. Third, although many students have ability in English communication, but a part of students did not comprehend the English communication. The students who did not comprehend the English faced the obstacles, they felt scared to communicate in English. The students felt hesitant and ashamed to make an interaction in the classroom. Based on the result of the

observation, it was found several students were not active in the classroom, it was caused the students felt confused in comprehending the learning material.

Based on the result both interview and observation above could be conclude that of the teacher on teaching communicative language teaching in teaching speaking skill of lesson plan, media (hand out, blackboard, and English book), and the material was in handout form.

Table.2

Some Preparation on Teaching of CLT in Teaching of Communicative Language Teaching at the Eight grade students of SMP Muhammadiyah Palangka Raya

No	Kinds 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
2.	Media a. English Book	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

	b. Blackboard	The blackboard was provided for the teacher to write the example of communicative language teaching and speaking assignment of the students.
	a. Handout	The English texts was utilized by the teacher to add further example related to the kinds of topic and aimed to increase the students' attention.
3.	Material	The material was provided and arrange based on the kinds of short functional that would be taught. The material was given in Handout form

Beside of that, the teacher's activity and integrated language skills in pre- activity in teaching of communicative language teaching can be seen as follows :

Table 3

Teacher's activity in teaching of communicative language teaching

No	Teacher's activity in teaching of CLT	Skills			
		L	S	R	W
1.	Teacher opened the lesson by greeting to	✓	✓		

		L	S	R	W
	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: Expression dialog. 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 Expression dialog together. next, the teacher modeled how to practice in front of class. after practice in front of class, the teacher asked the students to read expression dialog. meanwhile, other students who did not or not yet get opportunity 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 question which thee answer were answered by students together in English orally. before the teacher explained the characteristic of expression dialog, she wrote sentence from the topic, then presented its tenses, and tried to relate with the expression dialog.

Next activity, the teacher asked the students to practice dialog in front of class. in the process, the teacher helped them to practice with doing conversation. in giving assessment, the teacher ordered the students to write expression dialog.

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 :

The students were asked to listen when teacher read loudly.

1. The students were asked to read the Expression dialog.

2. The students were asked to answer the question from the teacher.

3. The students were asked to expression dialog.

4. The students were asked to speech the Expression dialog.

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 in teaching of communicative language teaching can be seen as follows:

Table 4

Teacher activity in teaching of communicative language teaching

No	Teacher's activity in teaching of CLT	Skill			
		L	S	R	W
	Teacher gave instruction to students	✓	✓		
	a. to open the English book	✓	✓	✓	

	b. to listen teacher when reading the text	✓	✓	✓	
	c. to read the dialog	✓	✓	✓	
	d. to explain the student's partner	✓	✓	✓	
	e. to practice the dialog in front of the other	✓	✓	✓	
2.	Teacher practice the dialog	✓	✓	✓	
3.	Teacher gave question to make the	✓	✓		
	students active involving in teaching	✓	✓		
	Learning process				
4.	Teacher explained expression dialog	✓	✓	✓	
5.	Teacher listened to the students	✓			
	Expression the dialog	✓	✓	✓	
	To practice dialog front of classroom	✓	✓		
	To analysis vocabulary in dialog		✓	✓	
	Answering question	✓	✓		
6.	Teacher pronounced the word if the students	✓	✓		

	got wrong pronunciation				
7.	Teacher wrote some sentence from the dialog			✓	✓
	Total	15	15	10	4

Note: =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 speaking were less appearing. it was confused by the goal to make the students active, the teacher would speak and ask some question in order the students got opportunity to speak up to express their taught and ask the students to repeat with read the book. so the students were not only as listener.

3. Post Activities

At the last activity, the teacher ordered the students to submit their dialog. after that the teacher practice the dialog with giving Example for the students expression front of the class 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 the students.

The teacher's activity and integrated skills in pre-activity in teaching of CLT can be seen as follows:

Table 5

Teacher's activity in communicative language teaching

No	Teacher's activity in CLT	Skill			
		L	S	R	W
1.	Teacher to practice the dialog front of the students	✓	✓		
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 of CLT 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 topic above, the writer conclude that the teacher used productive skills to make the students

involved actively in teaching learning process even though the purpose of teaching of CLT was in receptive skill.

Related to the condition above, the writer made practice about the percentage of the skills appeared in teaching of CLT n order easy to be understood.

Table 7

The number of skills appeared in teaching of CLT

No	Time Activity	Skills				
		Listening	Speaking	Reading	Writing	
1.	Pre-activity	2	2	0	0	
2.	Whilst-activity	15	13	6	4	
3.	Post-activity	2	2	0		Total

|						
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 of CLT as follows:

1. Listening skill appeared was 41.304%

1. Speaking skill appeared was 36.95%

2. Reading skill appeared was 13.043%

3. Writing skill appeared was 8.696%

Chart 1

The percentage of skills appeared in the implementation of the communicative language teaching

Sales

- 1st Qtr
- 2nd Qtr
- 3rd Qtr
- 4th Qtr
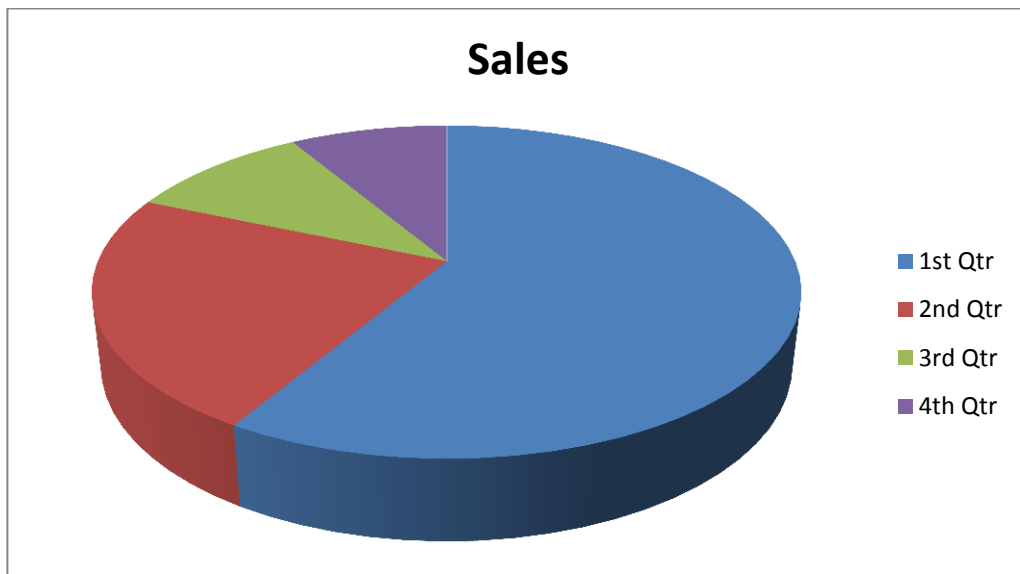
From the chart above, the integrated skills between oral and written language can be seen as follows:

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

2. The Problems of the Implementation Communicative Language Teaching (CLT)

The present researcher found out two problems of the Implementation Communicative Language Teaching (CLT) namely students' competence and

attitude. The explanation about students competence and students attitude can be seen in the following elaboration:

Before to get the data the students' responses after the implementation of Communicative language teaching, researcher determine the students' responses based on the active in the classroom, to describe the result.

As the discussion of the students' response of the implementation of communicative language teaching at the Eighth Grade Students of SMP Muhammadiyah Palangka Raya, the researcher concludes that the students' responses to the implementation of communicative language teaching that teaching Expression dialog, flashcard runs more joyful and helps the students to dig their ideas and construct the material more easily in group.

Checklist and interview of teacher bellows showed that Communicative Language Teaching (CLT) has implemented at the eight grade students of *SMP Muhammadiyah Palangka Raya* in the school year of 2013/2014.

a. Competence

Students' competence was developed when the teacher implemented the Communicative Language Teaching (CLT) in the classroom. The students' developed in learning process showed at every activity like in the even of learning and practiced the English communication in front of the classroom. Students' enthusiasm in comprehending English was growing up. They memorized

the vocabulary and then made oral practice in English with the teacher and their partner.

The students' competence was influenced by two factors. The first was motivation. Students' motivation in learning English sprout up from themselves without compulsion from the other people. Students had motivation to study hard about English because they were interested in English subject. Many students said that English is very unique; the pronunciation of English was amazed to listen. English was also a tool of international communication. Therefore, the students were interested in learning English. In other side, students' motivation also cames from the teacher advice. In this case, the teacher has ability to make students has spirit in learning the English subject. The second factor that influenced the students' competence was the ways of teacher in teaching material. The skill or the ability of the students could be found depend on the teacher ways in teaching the material. The teachers' effort in managing the classroom and delivering the material is a way to make the students interested in learning English.

b. Attitude

In this study, the students' attitude was formed in two categories namely positive and negative attitude:

1) Positive attitude

There were five points of students' positive attitude. There are:

a) Students felt confidence to communicate in English

b) Students were respectable to the teacher

c) Students were diligent followed the English subject

d)   Students were accustomed to practiced English

e)   Students has effort to find out the meaning of a new vocabulary

   2) Negative attitude

      Students had negative attitude when communicative language teaching

was implemented, they are:

a)   The active students disrespect to the low students

b)   The active students felt difficult to make cooperation

c)   The low students sometimes lazy in joining the English subject
d)   The low students were silent if they did not understand the material.