

**THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE
TEACHING (CLT) AT THE EIGHT GRADE STUDENTS OF SMP
MUHAMMADIYAH OF PALANGK RAYA**

THESIS

*Presented to the Department of Education of the State Islamic College of
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MOTTO

*“Make a history in your life, not just a
story”*

(Cayro Cs)

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Bismillahirrahmanirahim

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**THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE
TEACHING (CLT) AT THE EIGHTH GRADE STUDENTS OF *SMP
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ABSTRACT

Communicative Language Teaching (CLT) is an approach that emphasizes on interpersonal skills that has purpose to stimulate the students interest in learning English. There are three questions were formulated; 1) Is the communicative Language Teaching implemented in English for the Eighth Grade students of *SMP Muhammadiyah Palangka Raya*. in the school year, 2) How is the implementation of Communicative Language Teaching for the Eighth Grade students of *Muhammadiyah of Palangka Raya*.) What are the obstacles faced by students in comprehending the English subject in Communicative Language Teaching for the Eighth Grade student of *SMP Muhammadiyah Palangka Raya* in the school year?. This research was aimed at investigating; 1) the implementation of Communicative Language Teaching in English for the Eighth Grade students of *SMP Muhammadiyah Palangka Raya* in the school year, 2) how the implementation of Communicative Language Teaching (CLT) for the eighth grade students of *SMP Muhammadiyah Palangka Raya* in the school year, and 3) the obstacles faced by students in comprehending the English subject in Communicative Language Teaching for the Eighth Grade student of *SMP Muhammadiyah Palangka Raya* in the school year.

This study was descriptive qualitative research. The participant consisted of 28 students. The data were collected through observation and interview. The data were analyzed to find out the outputs of the implementation of communicative language teaching. There were two outputs of Communicative Language Teaching implementation namely students competence and students attitude. Students competence found when the students practiced English, they mastered the vocabulary and spoke in English very well. The students attitude were formed in two categories namely positive attitude and negative attitude.

The result of study showed that the teacher had implemented communicative language teaching for the Eighth Grade students of *SMP Muhammadiyah Palangka Raya*. There were two outputs of Communicative Language Teaching namely; students' competence and students' attitude. In implementing Communicative Language Teaching (CLT), the teacher used foreign language show the quality of classroom interaction. There were five obstacles faced by students in comprehending the English subject; a) students were lack of vocabulary, b) when the teacher talked English fast, students did not understand what the teacher said, c) the students felt difficult in spelling the English, d) students can not differentiate between English writing and the English pronunciation.

THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) AT THE EIGHT GRADE STUDENTS OF SMP MUHAMMADIYAH OF PALANGK RAYA

ABSTRAK

Communicative Language Teaching (CLT) adalah suatu pendekatan yang menekankan pada kemampuan perseorangan yang bertujuan untuk merangsang minat siswa dalam belajar bahasa Inggris. Ada tiga pertanyaan dalam penelitian ini yaitu; 1) apakah Communicative Language Teaching (CLT) diterapkan dalam pelajaran bahasa Inggris pada siswa kelas delapan SMP Muhammadiyah Palangka Raya?, 2) bagaimanakah penerapan Communicative Language Teaching (CLT) pada siswa kelas delapan SMP Muhammadiyah Palangka Raya?, dan 3) apa sajakah faktor yang dihadapi siswa dalam memahami pelajaran bahasa Inggris pada siswa kelas delapan SMP Muhammadiyah Palangka Raya?. Penelitian ini bertujuan untuk meneliti; 1) penerapan Communicative Language Teaching (CLT) dalam pelajaran bahasa Inggris pada siswa kelas delapan SMP Muhammadiyah Palangka Raya, 2) bagaimanakah penerapan Communicative Language Teaching (CLT) pada siswa kelas delapan SMP Muhammadiyah Palangka Raya, dan 3) hambatan yang dihadapi oleh siswa dalam memahami pelajaran bahasa Inggris pada siswa kelas delapan SMP Muhammadiyah Palangka raya.

Penelitian ini adalah penelitian deskriptif kualitatif. Peserta terdiri dari 23 siswa. Data dikumpulkan melalui observasi dan wawancara. Data dianalisis dengan mencari hasil dari penerapan Communicative Language Teaching (CLT). Ada dua hasil dari penerapan Communicative Language Teaching yaitu kompetensi siswa dan perilaku siswa. Kompetensi siswa terlihat pada saat siswa mempraktekkan bahasa inggris. Mereka menguasai kosa kata dan berbicara bahasa inggris dengan baik. Perilaku siswa terbentuk dalam dua kategori yaitu perilaku positif dan perilaku negatif.

Hasil penelitian menunjukkan bahwa guru telah menerapkan Communicative Language Teaching (CLT) pada siswa kelas delapan SMP Muhammadiyah Palangka Raya. Ada dua hasil dari penerapan Communicative Language Teaching (CLT) yaitu kompetensi siswa dan sikap siswa. Dalam penerapan Communicative Language Teaching (CLT), guru menggunakan bahasa asing dan metode jigsaw untuk menampilkan mutu dari interaksi kelas. Ada lima hambatan yang dihadapi oleh siswa dalam memahami pelajaran bahasa Inggris; a) siswa kekurangan kosa kata, b) ketika guru berbicara dalam bahasa Inggris dengan cepat, siswa tidak memahami apa yang diucapkan oleh guru, c) siswa kesulitan dalam mengeja bahasa Inggris, d) siswa kesulitan untuk membedakan antara tulisan dan pengucapan dalam bahasa Inggris, dan e) siswa merasa malu ketika dia laki-laki/perempuan mempraktekkan bahasa Inggris.

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Finally, the researcher hopes that the result of this research could give advantages to the reader. The researcher believes that this research is far from being perfect. So the writer expects some suggestions and criticisms of this thesis for the better result.

Palangka Raya, Desember 2014

The researcher,

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LIST OF ABBREVIATIONS

STAIN	: is Sekolah Tinggi Agama Islam Negeri
SMP	: is Sekolah Menengah Pertama
RTA Milono	: is Raden Tumenggung Ario Milono

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CURRICULUM VITAE



Uswatun Hasanah was born on June, 8th 1991 in Bima. She is the seventh child of Mr. H. Mansyur (Alm) and Mrs. Hj Imo and has six brothers and two sisters.

She started her education at MI Yasir Sangia Sape Bima Nusa Tenggara Barat and passed her school in 2003. Then she continued her school at SMP Muhammadiyah of Palangkaraya and passed it in 2007. She continued her school at SMK 3 Palangkaraya then moved her school to Bima Nusa Tenggara Barat at MAN 2 Kota Bima when the last semester to follow her brother and graduated in 2010. In the same year she enrolled in English and has been interested in English since she was in Islamic senior high school of Bima. Besides her love of English, her hobbies are reading, cooking, and shopping.

Her expectations are to learn English like her mother's habitual language. Talking about her dream, she intended to be a master of English.