A MODEL OF COMMUNICATIVE TEACHING AND LEARNING OF ENGLISH VOCABULARY THROUGH INTERACTIVE ACTIVITIES

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Abstract

Teaching English vocabulary is very important, and it is more than just presenting and introducing new vocabulary to the students. Knowing words is not only memorizing them, but the students need to understand the meaning of the word in context and how the words are used. This can be achieved through correct vocabulary instruction which should involve vocabulary selection, word knowledge, and techniques. The needs of prospective teachers in mastering English both spoken and written, and the ability to teach using English as the language of instruction in the teaching and learning process in the classroom is very important. They also need the skills to teach English effectively and enjoyable to make the students have confident to use English communicatively. Deciding an interesting method for students is also an English teachers' job to do. In this paper the writer tries to design a model of teaching and learning of English vocabulary through interactive activities. By using a lot of interactive activities, hopefully the students are able to practice to communicate by using English in oral and written.

Keywords: *model of teaching, interactive activities, English vocabulary*

Abstrak

Pengajaran kosakata Bahasa Inggris sangat penting dan bukan sekedar menyajikan dan memperkenalkan kosakata baru kepada siswa. Mengetahui kata-kata tidak hanya menghafalkannya, tetapi siswa harus memahami makna kata dalam konteks dan bagaimana kata-kata digunakan. Hal tersebut dapat dicapai melalui pengajaran kosakata yang tepat yang harus melibatkan pilihan kosakata, pengetahuan kata, dan teknik. Kebutuhan calon guru dalam menguasai Bahasa Inggris baik lisan maupun lisan, dan kemampu mengajar menggunakan Bahasa Inggris sebagai bahasa pengantar dalam proses pengajaran dan pembelajaran dalam kelas adalah sangat penting. Mereka juga membutuhkan keterampilan untuk mengajarkan Bahasa Inggris secara efektif dan menyenangkan untuk membuat siswa percaya diri untuk menggunakan bahasa Inggris secara komunikatif. Menentukan metode

yang menarik untuk siswa juga merupakan tugas guru. Dalam makalah ini, penulis mencoba untuk mendesain model pengajaran dan pembelajaran kosakata melalui kegiatan yang interaktif. Dengan menggunakan banyak kegiatan yang interaktif, siswa diharapkan mampu mempraktikkan untuk berkomunikasi menggunakan Bahasa Inggris lisan dan tulisan.

Keywords: *model of teaching, interactive activities, English vocabulary*

A. Language as a Means of Communication

Brown (2000:5) defines that language is a system of arbitrary conventionalized vocal, written, or gestural symbol that enabled members of given community to communicate intelligibly with one another. While Wright (2004:2) states an explanation of language as follows:

> ....language is the means by which we conduct our social lives and is foremost among the factors that allow us to construct human communities. The importance of language for human beings as social animals is that it opens up the future to planning. It permits the past to become share experience from which learning can take place and it allows cooperation in joint ventures, with all the advantages of scale that implies.

As a means of communication Halliday via Brown (2000: 250-252) outlined the seven different functions of language as follows:

(1) Language as an Instrumental function, serve to manipulate the environment, to cause certain event to happen.
(2) Language as a regulatory function is the control of events. The regulations of encounters among people.
(3) Language as representational function is the use of language tp make statements, convey facts and knowledge, explain, or report.
(4) Language as an interpersonal function serves to ensure social maintenance.
(5) Language as a personal function allows a speaker to express feelings, emotions, personality, and 'gut-level' reaction.
(6) Language as a heuristic function involve language used to acquire knowledge, to learn about the environment.
(7) Language as an imaginative function serve to write imaginary system or ideas.

English in Indonesia is generally taught as a foreign language. Cook in Hinkle (2011:140) explains that foreign language is used to denote a language acquired in a milieu where it is normally not in use. A second language, on the other hand, is one that becomes another tool of communication alongside the first

language, it is typically acquired in a social environment in which it is actually spoken.

B. Vocabulary as a Component of Language Teaching

Vocabulary is a very important component of language needed foy everyone to understand the meaning of words and help them express the idea. McCarthy (1990:viii) says that the single, biggest component of any component of any language course is vocabulary. No matter how well the students learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way. And yet vocabulary often seems to be the least system and yet vocabulary often seems to be the least systematized and the least well catered for all the aspects of the least well altered for all the aspects of learning a foreign language.

Knowing words means knowing vocabulary as a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined. Vocabulary is also a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge (Merriam-Webster). Word is a smallest meaningful units of sounds. Thornbury (2002:12) explains about words as the following.

- Words have different functions, some carrying mainly grammatical meaning, while others bear informational load.
- The same words can have a variety of forms
- Word can be added to, or combined, to form new words
- Words can group together to form units that behave as if they were single words.
- Many words commonly co-occur with other words.
- Words may have a variety of overlapping meanings
- Different words may share similar meanings of may have apposite meanings.
- Some words can be defined in terms of their relationship with other words
- Words can have the same or similar meaning but be used in different situations and from different effects.

Words also can be used in different situation and lave different effects. As a list of words, vocabulary could be mastered receptively and productively. Kation (2001:26-28) explains the two distinction of receptive and productive mastery of

vocabulary. Mastery of receptive vocabulary, for example:

- being able to recognize the word when it is heard
- being familiar with its written form so that it is recognized when it is met in reading
- recognizing that it is made up of the parts under-, -develop- and -ed and being able to relate these parts to its meaning
- knowing that underdeveloped signals a particular meaning
- knowing what the word means in the particular context in which it has just occurred
- knowing the concept behind the word which will allow understanding in a variety of contexts
- knowing that there are related words like overdeveloped, backward, and challenged
- being able to recognize the underdeveloped has been used correctly in the sentence in which it occurs
- being able to recognize that words such as territories and areas are typical collocations

It is quite clear that productive mastery of vocabulary does not only mean being able to use the words in communication, but also produce the words in different contexts, say the words correctly, write in correct spellings, know the synonyms and antonyms and the rests. In line with Nation, Finnochiaro (1974: 73) classifies the vocabulary into two terms: active and passive vocabulary.

C. Teaching English Vocabulary

Teaching English vocabulary is as important as teaching pronunciation and grammar. Teaching English vocabulary plays an important role in language acquisition because by mastering vocabulary, it will help the students to master the four language skills: Listening, speaking, reading, and writing. Richard (2002:255) explains that vocabulary is the core component of language proficiency and provides much of the basis for how well learners listen, speak, read, and write.

Hunt and Beglar via Richards and Renandya (2002:258) explain three approaches for vocabulary development to vocabulary instruction and learning, they are: incidental learning, explicit instruction, and independent strategy development. The incidental learning of vocabualry requires that teachers provide opportunities for extensive reading and listening. Explicit instruction involves diagnosing the words learners need to know, presenting words for the first time,

elaborating word knowledge, and developing fluency with known words, independent strategy development involves practicing guessing from context and training learners to use dictionaries. Meanwhile Schmitt and Mc Charty (1997) divide the vocabulary learning strategies into four groups, namely:

(1) Discovery Strategies. In this stage, when learners do not know the words, they must discover their meaning by guessing from structural knowledge of the language.
(2) Social Strategies. A second way to discover new meaning employs the social strategy of asking someone who knows. Teachers are often in this position. They can be asked to help in a variety of ways. They can be asked to help in a variety ways: giving the translation, giving a synonym, definition, and paraphrase.
(3) Memory Strategies. Most memory strategies involve relating the word to be retained with some previously learners' knowledge, using some form of imagery or grouping. The strategies used in this stage are pictures, related words, unrelated words, grouping etc.
(4) Cognitive strategies. Language strategies in this taxonomy are similar to memory strategies, but are not focused specially on manipulative mental processing; they include sorting, classifying, comparing, predicating, repeating and use mechanical means to study vocabulary.

Beside the approaches and strategies of teaching, materials of teaching and learning vocabulary must be designed appropriately for the students. Tomlinson and Masuhara (2004: 2) say that teaching materials is important for the teacher to prepare, based on a result of reflection and other teachers' practice because:

(1) Language learners only successed if learning is a positive, relaxed and enjoyable experience.
(2) Language teachers teach more successfully if they can gain some enjoyable themselves from the materials they are using.
(3) Learners only learn what they really need and want to learn.
(4) Materials should help learners to connect the learning experience in the classroom to their own lives outside it.
(5) Materials should engage the emotions of the learner. in the classroom to their own lives outside it.
(6) Materials should engage the emotions of the learner. Laugther, joy, excitement, sorrow an lauther, joy, excitement, sorrow and anger can promote learning; neutrality promote learning; neutrality promote learning; neutrality cannot.

The materials of teaching vocabulary should be appropriate to the Standard competencies, the basic competencies and the indicators of each language skill. In order to achieve the purpose of teaching, the teacher must choose the suitable materials relate to their students need. The materials of teaching vocabulary based

on Nation opinion must include the meaning of the words, the parts of the words, the words classes, the collocation and register, synonyms and antonyms, frequency, and also the connotations of the words.

D. Communicative Language Teaching

Communicative language teaching involves the process of teaching and learning in the classroom_ Teaching is showing and helping someone to learn to do something, giving instruction, guiding in the study of something, providing with Knowledge, causing to know or understand. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. The understanding of how the learner learns will determine the philosophy of education, teaching style, approach, methods, and classroom techniques (Brown. 2000:71). Learning is a process of acquiring and getting knowledge, moreover Brown (2000: 7-8) defines about learning in detail as follows:

(1) Learning is acquisition
(2) Learning is retention of information or skill
(3) Retention implies storage system, memory, cognitive organization
(4) Learning involve active, conscious focus on and acting upon events outside or inside the organism.
(5) Learning is relatively permanent but subject to forgotten
(6) Learning involves some form of practice, perhaps reinforce practice
(7) Learning is a change in behavior.

The purpose of teaching English generally is for the students to be able to use the language communicatively, both in oral and written. The essence of communicative language teaching is the engagement of learners in communication to allow them to develop their communicative competence (Savignon via Hinkel, 2005:635). While Richards (2006:2-3) says that communicative language teaching (CLT) is a set of principles about the goal of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. The goals of language teaching is teaching communicative competence, applying grammatical competence in communication. Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It is the mastery of the rules of sentence formation in a

language. While communicative competence is the use of the language for meaningful communication. Communicative competence include aspects of knowledge about:

(1) Knowing how to use language for a range of different purposes and functions.
(2) Knowing how to vary the use of language according to the setting and participant (e.g. knowing when to use formal and informal speech or when to us language appropriately for written as oppose to spoken communication).
(3) Knowing how to produce and understand different types of texts (e.g. narrative, descriptive, repots, interviews, conversations).
(4) Knowing how to maintain communication despite having limitations in one's language knowledge (e.g. through using different kinds of communication strategies).

Communicative language teaching aims to give communicative competence for the students, while Littlewood via Madya (2013:49-50) explains the five elements in communicative competence as the following.

(1) Linguistic competence
(2) Discourse competence
(3) Pragmatic competence
(4) Sociolinguistic competence
(5) Socio-cultural competence

Language learning is essentially learning to communicate. Learning to communicate is to learn how to deliver a message from one to another by means of language. It means communication can take place effectively and efficiently, when language learners have knowledge of the rules of language, such as grammar, sound system, and lexicon, also need to know the various aspects of the prevailing socio-cultural communities that language is studied.

From the description above, it is clear that teaching English communicatively is not only teaching about language components, but the English teacher must also consider the education as a process of education, language as a means of communication, English as a foreign language and also about social-cultural aspect in teaching English. Language competence involves the organizational competence sand pragmatic competence. To achieve communicative competence on via Madya (2013:64-65) explains the activities in the classroom can be classified in the pre-communication and communication. Pre-communication activities focuses on relevant language forms (grammar, spelling, pronunciation, vocabulary etc.) and their function. These activities

focuses to help students to get knowledge about the grammar, spelling, pronunciation, and vocabulary to develop skills to use then in level of sentences. While communicative competence (gap information activities focuses on teaching to use the forms and functions of language they have learned in pre-communication to achieve communicative functions. Furthrmore Richard (2006:16) gives some activities that can be applied in the classroom as the following.

(1) Mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to practice use of particular grammatical or other items.

(2) Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, in order to practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations.

(3) Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighborhood and answer questions about the location of different places.

E. Interactive Activities in the Process of Teaching and Learning

Classroom Interaction is a practice that enhances the development of the two very important language skills which arc speaking and listening among the learners. This device helps the learner to be competent enough to think critically and share their views among their peers. Interaction helps the learners to identify their own learning methods. This interaction will guide the learners to communicate with their peers easily and will give them an exposure to the vase genres of language learning. It will help the learner to come face to face with the various types of interaction that can take place inside the classroom.

It is the responsibility of the teacher to create a learning atmosphere inside the classroom. It is through these interactive sessions that the teacher can extract I responses from learners and motivate them to come out with new ideas related to the topic. The teacher can help the learners to construct an innovative learning product through group discussions, story telling, role play and many more. The teacher can act as a planner who plans out the best of the modules of interaction

that would be effective to invite the learners in classroom interaction. In designing classroom activities Grave (2000:152-155) gives some suggestions to consider as the following.

(1) Activities should draw on what students know (their experience, their current situation) and be relevant to them.
(2) Activities should focus on students' outside of class needs, if appropriate.
(3) Activities should build students' confidence
(4) Activities should allow students to problem solve, discover, analyze.
(5) Activities should help students develop specific skills and strategies
(6) Activities should help students develop specific language and skills, they need or authentic communication
(7) Activities should integrate the four skills: speaking, listening, reading, and writing.
(8) Activities should enable students to understand how a text is constructed.
(9) Activities should enable students to understand cultural differences.
(10) Activities should enable students to develop social awareness.
(11) Activities should be as authentic as possible.
(12) Activities should vary the roles and groupings.
(13) Activities should be of various types and purposes
(14) Activities should be use authentic texts or realia when possible
(15) Activities should employ a variety of materials.

Teaching through interactive activities, Savignon via Hinkle (2005:637) explains that a collection of role plays, games, and other communicative activities can involve learners in the experience of communication. Teacher can provide learners with the equivalent expressions that would help them to participate in the negotiation of meaning. The interactive classroom activities for communicative language teaching implies new roles in classroom for teachers and learners. Learners had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of resposibllity for their own learning. And the teachers had to assume the role of facilitator and monitor. Rather then being a model for correct speech and writing and one with the primary responsibility of making students produce plenary of error-free sentences, the teacher had to develop a different view of learners' errors and of his/her own role in facilitating language learning (Richards. 2006:5).

F. Model of Teaching

Before conducting a process of teaching and learning in the classroom, a teacher should prepare a model of teaching designed based on the curriculum framework and the principles of learning and teaching to guide learning, teaching and assessment for students to achieve the outcomes. The teaching and learning model is a guide to teach students the techniques of creative and productive thinking.

A teaching model should be well developed based on approaches to teaching, grounded in research and experience and designed to ensure the high levels of learning they are intended to generate. With the goal of providing the strongest positive effect on student achievement while keeping in line with the current emphasis on standards-based education, a teaching model pairs rationale and research with real-world examples and applications to provide a strong foundation for future and new educators. A teaching model is a specific approach to instruction that have three characteristics: 1) Goals. They are designed to help students develop critical- thinking abilities and acquire deep understanding of specific forms of content, 2) Phases. They include a series of steps—often referred to as "phases"—that are intended to help students reach specific learning goals, and 3) Foundations. In developing a model of teaching, the following standards should be considered. differences, and how they learn.

(1) Content. Teachers must have a deep understanding of the content they teach and how to make that content understandable to students.
(2) Instructional Practice. Teachers must understand and integrate planning, instructional practice, and assessment to promote learning for all students.
(3) Professional Responsibility. Teachers must regularly examine their own work through self-reflection and collaboration with colleagues.

A model of teaching and learning is a critical instructional planning and delivery to help educators: 1) develop highly tuned and more varied professional repertoires; 2) allow them to reach larger numbers for students more effectively; 3) create either more uniform, or varied, or effective instructional events, guided by targeted subjects, content, or processes; 4) understand curricular better, especially as different models can be matched specifically both learning outcomes and/or targeted learning populations; 5) gain needed insights into why some methods work with some learners. while others do not; 6) radically modify or

redesign existing methods of teaching and instructional delivery so that emerging or modified instructional techniques may better meet the needs of tomorrow's students (http://thesecond principle.com/teaching-essentials/models-teaching).

Further, there are two approaches of teaching model: teacher-centered and student- centered.

a) Teacher-Centered Approach.

The main focus of the teacher-centered approach is the idea that the teacher is the main authority figure. The students are simply there to learn through lectures and direct instruction, and the focus is mainly on passing tests and assessments. A teachers' role in this approach is to pass on the knowledge and information needed to their students. In this approach the teacher usually uses Direct Instruction. The idea is that only the teacher can give students the knowledge and information they need to succeed. The characteristics of Direct Instruction are: 1) Formal Authority, 2) Expert, and 3) Personal Model.

(1) Formal Authority. These kinds of teachers are the sole person of authority and leadership. They have more knowledge than the students and hold a higher status over their students. Classroom management is usually based on traditional methods involving teacher-designed rules and expectations.
(2) Expert. The teacher described in this model is basically the know-everything in the classroom. They are there to guide and direct their students. Students are nothing more than empty vessels designed to receive the knowledge being given by the teacher.
(3) Personal Model. In this method, the teacher leads by example. They show the student how to find information and how to understand it. The idea is that the students will learn by watching and copying what the teacher does exactly as the teacher does it.

b) Student-Centered Approach.

In this approach, the teacher is still the authority figure, but the student plays active role in what is learned. The idea is that the teacher will advise and guide the students down a learning path. Assessment involves informal and formal methods — group projects, portfolios, and class participation. The teacher continues to see a student's learning even throughout the lesson. The students are learning the information the teacher is giving, and the teacher is learning how best to approach his students. There are two subcategories in this approach - inquiry-based learning and cooperative learning. Inquiry-Based Learning, this teaching style focuses on letting the student explore and actively participate in learning.

Rather than being a dictator, the teacher is more of a guide, giving the students advice and supporting their efforts. Students are expected to participate and play an active role in their own learning. The characteristics of this models are: 1) Facilitator, 2) Personal Model, and 3) Delegator.

(1) Facilitator. A teacher using this model will work under an open classroom model. The idea will be to place a stronger emphasis on the teacher-student relationship by joining the student in the learning process. The students' progress will be loosely guided, and the teacher will work on encouraging the students to be more independent, more exploratory, and involve more hands-on learning.

(2) Personal Model. This type of model is similar to the personal model from the direct instruction subcategory. However, these kinds of personal models are learning with the students so that they can learn to explore and experiment with new ideas. In this way, students can learn that making mistakes are part of the learning process as they watch their teacher make mistakes as well. They will, hopefully, also see that people can learn from their mistakes.

(3) Delegator. A delegator has the most hands-off approach of all of the modeled teaching methods. The idea is to encourage autonomy in the student's learning process. The teacher explains what is expected, gives them the resources needed, and spends the rest of the time acting as a resource of sorts. They will answer questions and check on progress when needed. The students are actively involved in their own learning process with no real guidance from the teacher.

G. A Model of Communicative Teaching and Learning of English Vocabulary through Interactive Activities

As mentioned previously, the purpose of teaching English as a foreign language is able to increase the communicative competence, either orally and in written. In improving communicative competence, teachers not only provide a variety of knowledge about the language (grammatical competence), the teacher should also provide the ability to communicate (communicative competence) practically in developing the English skills of students. Communicative approach is appropriate in teaching English to train communicative competence. By using communicative approach, the learners can ultimately capture the entire communication without analyzing language into units of grammatical or linguistic elements such as sentence patterns, vocabulary, and so on.

Classroom is a place where the interaction between teacher and students happened. Teaching vocabulary communicatively can be effective by using interactive activities in the classroom. The teacher can be a facilitator and

monitor, while the students can be active in learning vocabulary through games interactively. Through interactive activities, a teacher must consider that the students have to actually use the new words and they also must understand the new word's meaning, and then they must practice in using it. The teacher can use pictures, explain the word's usage, pronunciation and spelling.

An Example of A Model of Communicative Teaching and Learning of English Vocabulary through Interactive Activities

Materials/Topic   : I Love People around Me
Teaching Method   : Scientific Learning Approach
A. Pre-teaching:
- Greeting
- Checking the attendance list
- Checking the students' readiness
- Giving the students motivation contextually related to the teaching materials and everyday life, by giving examples.
- Asking about the relation between students' prior knowledge and the material learned.
- Explaining the purpose of learning or basic competencies to achieve.
B. While-teaching:
1. Observing:
- The students observe the image of "family tree" shown by the teacher.
- The students listen to the teacher explaining about the image of "family tree".
- The students complete the identity format based on information obtained from the image of "family tree" that has been described.
2. Questioning:
    With the guidance and direction of the teacher, the students ask questions about the pictures of "family tree", as well as other things that they want to know.
3. Exploring/Experimenting:
- The class is divided into groups of four.
- The Students receive a distribution of tasks from teachers containing a vocabulary of "family" in English and Indonesian differently for each group. (Matching Game)
- The students find the appropriate vocabulary words from English to Indonesian contained in the text in groups.
4. Associating:
    With the help of the media showed by the teacher, the students identify the results of the group discussion.
5. Communicating:
- Two of the students (representative of the group) come forward trying to use the media to describe the materials
- The teacher gives feedback about concept of the materials being studied.
6. Creating:
    The teacher gives guided, semi guided, or fire productions tasks to the

students to create a text.

C. Post-teaching:

- The students and teacher reflect on the learning activities.
- The students and teacher provide feedback on the process and learning outcomes.
- The teacher and students make a summary of the materials that has been studied.
- The teacher gives information about the plan of learning activities for the next meeting.

H. Conclusion

English as an international language is a foreign language taught for the students in Indonesia. Teaching English generally aims to give communicative competence for the students. Vocabulary as a component of language teaching plays an important role in improving communicative competence of the students. Before conducting the process of teaching and learning in the classroom, an English teacher must prepare a model of teaching. A model of teaching is designed based on the framework of curriculum and the principles of learning and teaching to guide learning, teaching and assessment for students to achieve the outcomes.

In designing a model of teaching and learning of English vocabulary through interactive activities, hopefully an English teacher can make the students enjoyable and interested in studying English. The teacher must be also creative in using some appropriate approaches, techniques, and games in the process of teaching and learning.

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