THE USE OF COMMUNICATIVE LANGUAGE TEACHING IN TEACHING VOCABULARY AT THE EIGHTH GRADE OF MTS BATUSITANDUK

A THESIS

Submitted to the English Language of SI Tarbiyah Department of State Collage for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

BY

RISMAWATI
Reg. Num.09.16.3.0162

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLAGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
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Palopo, ….January 2014

The writer

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ABSTRACT

Rismawati, 2013. "The Use of Communicative Language Teaching in Teaching Vocabulary At The Eighth Grade MTS Batusitanduk". Thesis of English Study Program of Education Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo, Consultant (1) Wahibah, S.Ag., M.Hum. and Consultant (II) Jufriadi, S.S., M.Pd.

Key words : Communicative Language Teaching, Teaching, Vocabulary.

This thesis studies about teaching vocabulary at the eighth grade students of MTS Batusitanduk through Communicative Language Teaching Approach.Statements of the research are: What is the appropriate way in teaching vocabulary by applying Communicative Language Teaching to the Eighth grade students of MTS Batusitanduk? And How is the students' response during in lerning vocabulary by applying Communicative Language Teaching the Eighth grade students of MTS Batusitanduk?

Objective of the research are, To find out the appropriate way in teaching vocabulary by applying Communicative Language Teaching and the students' participation during the teaching vocabulary by applying Communicative Language Teaching the Eighth grade students of MTS Batusitanduk.

This research applied classroom action research and using vocabulary test as the instrument in collecting data and the researched focused on the eighth grade students of MTS Batusitanduk, who were the academic year 2012/2013. The number of sample is 20 students. The researcher question were "What is appropriate way in teaching vocabulary by communicative language teaching to the eighth grade students of MTS. Batusitanduk ? The researcher collects the data by using essay test.

Based on the finding and discussion of data analysis in previous chapter, the researcher describes the result of the research indicate that the score of the student's understanding vocabulary at the eighth grade students of MTS Batusitanduk through communicative language teaching , it is proved by calculating the different of both test (cycle I and cycle II). The score of the students' in cycle I (40.1) and cycle II (86.9). It means that the use of communicative language teaching gives significant improvement to the students' vocabulary. In addition, the researcher found almost all of the students gave positive responds toward communicative language teaching applied in learning vocabulary.

CHAPTER I

INTRODUCTION

A. Background

A long period of time grammar was viewed as the main task in second language teaching. Mastery of grammatical structures was the main goal in second language acquisition. The Grammar--Translation Method dominated second language teaching. On the contrary, vocabulary teaching and acquisition were of relatively minor importance. Vocabulary development was approached as some kind of auxiliary activity and, often through memorizing decontextualised word lists. The relatively minor importance attached to lexical knowledge and context was visible in the scant attention paid to it by second language researchers and teachers in the last decade.

Vocabulary, which is the basic material of the language, is, of course, of crucial importance in expressing ideas and thoughts when communicating. The following statement about the relationship between grammar and vocabulary demonstrated by the British linguist Wilkins in 1976 argues that "without grammar, there are few things we can express; while without vocabulary, there is nothing we can express." Wilkins verifies the importance of vocabulary in communication. Insufficient vocabulary or vocabulary difficulties will result in communicational barriers or failures. Without the mediation of vocabulary, no

amount of grammatical or other types of linguistic knowledge can be employed in second language communication or discourse.[1]

Since the 1960s, many new ideas and approaches to the study of vocabulary acquisition in a second language have emerged through many English linguists' efforts and research. Among them, Communicative Language Teaching pedagogy which originated from the changes in the British Situational Language Teaching approach dating from the late 1960s deserves to be mentioned. Stemming from the socio-cognitive perspective of the socio-linguistic theory, with an emphasis on meaning and communication, and a goal to develop learners' communicative competence, communicative language teaching evolved as a prominent language teaching method and gradually.

When the writer observed MTs Batusitanduk, to improve the students" vocabularies, the English teacher orders the students to write some new words in a note and then memorize what they have already studied. But the students felt depressed with a lot of vocabulary item assigned to be memorized. This method would make students get bored and forget the new vocabulary easily. They need something fun and easy to access the vocabulary quickly when it is required for use. According to H. Douglas Brown "teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand".[2]

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[1] Wilkins, D. A. (1976) Notional Syllabuses. Oxford: Oxford University Press.

[2] H.Douglas Brown, "*Principles of Language Learning and Teaching*" (San Francis State University, 2000) p.7.

From the description mentioned above, it is important for teacher who concerns about teaching English, especially vocabulary, to implement a certain technique which can encourage the student motivation and interest in vocabulary mastery through learning process. .

Based on the reasons stated above, the writer takes a title is "The use of Communicative Language Teaching in Teaching Vocabulary at Eighth Grade MTs Batusitanduk*"*.

B. *Problem Statement*

Based on the background mentioned above, the writer formulates the research question of follows:

1. What is the appropriate way in teaching vocabulary by applying Communicative Language Teaching to the Eighth grade students of MTS Batusitanduk?

2. How is the students' response during in lerning vocabulary by applying Communicative Language Teaching the Eighth grade students of MTS Batusitanduk?

C. *Objectives of the Research*

Related to the problem statements above, the objectives of the research as follows:

1. To find out the appropriate way in teaching vocabulary by applying Communicative Language Teaching the Eighth grade students of MTS Batusitanduk.

2.   To find out the students' participation in teaching vocabulary by applying Communicative Language Teaching the Eighth grade students of MTS Batusitanduk.

D. *Significances of the Research*

The significances of this research can be divided into two parts, namely theoretically and practically:

1.   Theoretically, it will be expected to add the theories of ELT especially in teaching vocabulary.

2.   Practically, to give information for all English teachers in teaching English especially vocabulary that Communicative Language Teaching is one of the alternative method which can be applied and it can enhance students' understanding in learning it.

E. *Scope of the Research*

The scope of this research is restricted to the application of Communicative Language Teaching Approach in teaching vocabulary eighth grade students of MTS Batusitanduk. The researcher emphasizes noun vocabulary.

F. *Operational Definition*

As for the sake of clarification and to avoid ambiguity, some terms in this study need to be defined:

1.   Vocabulary is a component of language that contains all of information about meaning and using words in a language.

2.   Communicative Language Teaching is an approach to second language teaching underlying which the goal of language teaching is to develop learners' communicative competence

3.   Classroom Action Research is a research activity by observing a learning process in a classroom that is given some actions purposefully which aim to solve the problem or increase the learning quality.

CHAPTER II

REVIEW OF RELATED LITERATUR

A. Review of Related Literature

1. Previous Related Research Findings

Some researchers have conducted their research on the use of various techniques in teaching vocabulary:

Jasmaruddin in her thesis under the title of " improving vocabulary of the sixth year students of SDN 79 Tappong palopo through word list" the formulates conclusion, that the students' vocabulary is improve through word list, it can be seen on table 3 above, where the mean score of pre-test is 61. 4167 and in pos-test rise become 77. 00833. furthermore, he sugestied an English teacher especially in elementary school should given an appropriate method to the students, which can make them relax, enjoy getting the material and make the classroom situation attractive.[1]

Ika Ashari in her thesis under the title of " improving vocabulary of students through bingo game at the seventh year students of SMPN 8 Palopo". She concluded the result of the research indicates that the score of the students' vocabulary in the pre-test was 71. 4 and the score of the students' vocabulary in the post-test was 263. 64. Itt means that the difference of two variables is significant difference. Furthermare, she suggested the teacher who wanst to teach

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[1] Jasmaruddin. 2007. *Improving Vocablary of the Sixth Year Students of SDN 79 Tappong Palopo through Word List*. Unpublished thesis. Palopo: English Education Program-STAIN

English to use Bingo game, since this method has been proved to improve students' vocabulary and by using bingo game, the students may find the learning process become more interesting and they find it is easily to memorize the vocabulary.[2]

Mursal in her thesis under the title of " the use name card technique in improving vocabulary at third year students of elementary school 79 tappong" the fomulates construction, to improve the students vocabulary, name card teachnique is a good way in teaching process and there was a significant improvement of vocabulary students in SDN 79 Toppang, especially the third class after name card technique conducted. Furt the more an english teacher especially in elementary school should given an appropriate method to the students. Which can make them enjoy, relax and happy.[3]

Based on the research findings above, it can be inferred that there are many kinds of techniques of vocabulary. Each method can be applied in any ways as long it is suitable for the students' so that, the writer will do a research by using Communicative Language Teaching to improve the students' vocabulary mastery.

2. Definition of Approach, Method and Technique

The terms of method are often mixed with approach and techniques, they have differences among one with the other. About decades ago Edward

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[2] Ashari, ika. 2008. *Improving Vocabulary of Students through Bingo Game at the Seventh Year Students of SMPN 8 Palopo*.Unpublished thesis. Palopo:English Education Program-STAIN

[3] Mursal. 2000. *The Use Name Card Teachique in Improving Vocabulary at Third Year Students of Elementary School 79 Toppang,* Unpublished thesis. Palopo: English Education Program-STAIN

Anthony gave as a definition that has admirably withstood the test of time, his concept: "Method" was the second of three hierarchical elements, namely approach, method, and techniques.[4]

a. The Approach

According to Anthony, An approach is a set of assumption dealing of the nature of the language, learning , teaching.[5] Besides, Jack C. Richards said "*Approach* is a set of correlative assumptions dealing with the nature of the language teaching and learning".

In Approaches there are closest guidelines are linked directly to two factors. The first, the teacher's own understanding of an insights into the nature or language, the child and of classroom practices themselves, and the second theories which are directly intended to highlight classroom practices in general language teaching in particular. These comparatively remote principles and theories which on the one hand highlight the language behavior in the classroom, and on the other indirectly control the teacher's classroom performance are known as approaches.

The approaches further are determined by the theories on language which may psychological theories or linguistic theories.

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[4] H. Douglas Brown, *Teaching by Principles-An Interactive Approach to Language Pedagogy 2th Edition,* (San Fransisco: Longman,2001), p. 48

[5] H. Douglas Brown, *Teaching by Principles-An Interactive Approach* . p. 48

b. The Method

Method is a overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.[6]

Method is a way of teaching a language which is based on systematic principles and procedure. And justifying to use of them. Admittedly, we sometimes have found it difficult to use the term method with more recent innovations, such as content based instruction and cooperative learning. Method is an overall plan for the orderly presentation of language material. No part of which contradicts and all is based upon the selected approach.[7]

According to Anthony's model "Method is the level at which theory is put into practice and choices are made about the particular skills to be taught, the content was taught, and the order in which the content will be presented"[8]

A study of methods is invaluable in teacher education at least five ways:

1   Method serves as a foil for reflection that can aid teacher in bringing to conscious awareness the thinking that underlies their action.

2   By becoming clear on where they stand, teacher can choose to teach differently from the way they were taught.

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[6] Jack, C. Richards and Theodore S.Rodgers, *Approaches and Methods in Language Teaching:* A Description and Analysis, (Cambridge: Cambridge University Press:1986).p15

[7] Jack, C. Richards and Theodore S.Rodgers, *Approaches and Methods in Language Teaching:* A Description and Analysis . p.27

[8] Jack, C. Richards and Theodore S.Rodgers, *Approaches and Methods in Language Teaching:* A Description and Analysis . p.15

3   A knowledge of methods is part of the knowledge base of teaching

4   A professional discourse community may also challenge teacher's conception of how teaching leads to learning

5   A knowledge of methods helps expand a teacher's repertoire of technique.[9]

The last levels of conceptualization and organization within a method what we will refer to as procedures[10]. This encompasses the actual moment to moment techniques, practices, and behaviors that operate in teach a language according to a particular method. It is the level at which describe how a method realizes its approach and design in classroom behavior. At the level design it can be seen that a method will advocate using of certain types of teaching activities as a consequence of its theoretical assumptions about language learning.

At the level of procedures we are concerned with how these tasks and activities are integrated into lesson and used as the bases for teaching learning. There are three dimensions to a method at the level of procedures: (a) the use of teaching activities (drills, dialogues, and information-gap activities), (b) the way in which particular teaching activities are used for practicing language, (c) the procedure and techniques used in giving feedback to learners concerning the form or content of their utterance or sentences.[11]

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[9] Diane Larsen, Freeman, *Techniques and Principles in Language Teaching, second Edition* (Hongkong: Oxford University Press, 1986), p.1

[10] Diane Larsen, Freeman, *Techniques and Principles in Language Teaching* . p.18

[11] Diane Larsen, Freeman, *Techniques and Principles in Language Teaching* . p.16

Finnocchiaro and bumfi illustrate how the procedural phases of instruction are handled in what they call a national functional approach:

1. Presentation of a brief dialogue or several mini dialogues.

2. Oral practice of each utterance in the dialogue.

3. Questions and answers based on the tropic and situation in the language.

4. Questions and answers related to the student's personal experience but centered on the theme of dialogue.

5. Study of the basic communicative expressions used in the dialogue or one of the structures that exemplify the function.

6. Learner discovery of generalizations or rules underlying the functional expression of structure.

7. Oral recognition, interpretative procedures.

8. Oral production activities, proceeding from guided to freer.[12]

A study of methods requires leading to the skilling of teacher but rather can serve a variety of useful functions when used appropriately in teacher education. It can help teacher articulate, and perhaps transform, their understanding of the teaching learning process. Method can serve as models of the integration of theory (the principles) and practice (the technique).

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[12] Mary Finocchiaro, Ph.D, English as a Second Language: From Theory and Practice New Edition, (New York: Regents Publishing Company, inc) p.110

c. The Techniques

Techniques are the specific manifested in the classrooms that are consistent with a method and therefore harmony with an approach as well.[13] Technique is implementation that which actually takes place in a classroom. It is particular trick stratagem or contrivance used to accomplish an immediate objective, technique must be consistent with method and therefore in harmony with an approach. According to Anthony's technique is the level at which classroom procedures are described.[14]

A technique called walling can be used with utterance exchanges that expressed imply some kind of conflict. Just as grammar points seem to pair naturally with other aspects of language, teaching technique should vary according to the match being emphasized. For example, in structural social, match such as modals and request, the degree of politeness depends on the social relationship between the speakers.

On the other hand, if one is teaching quant for locative preposition or modal of logical probability structure meaning matches the most useful techniques are demonstration, illustration, and TPR.[15]

The main point of the explanation above, the conclusion is *an approach* is a set of theories and principles *method* is the way which it is applied these theories and principles, and a *technique* is the tools and the tasks which it is used

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[13] H. Douglas Brown, *Teaching by Principles-An Interactive Approach to Language Pedagogy .* p. 48

[14] Diane Larsen, Freeman, *Techniques and Principles in Language Teaching.* p.17

[15] Jeremy Harmer, *Grammar Activities,* (Person Education Limited 2001), p.154

to make your method succeed. So, in teaching learning process approach, method, and technique are very important. Without them teaching process is not effective and the students will feel bored. In teaching learning approach, method and technique always used so that teaching learning process can be running well.

3. The Definition of Vocabulary

Vocabulary as one of the language aspects, which the people should learn when they are learning language. According to George D. Spache "vocabulary is the number variety of words a person hears, recognizes, understands, and uses in his speech and writing".[16] Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading. A learner of a foreign language will speak fluently and accurately, write easily, or understand what the learner reads or hears if they have enough vocabularies and have the capability of using it accurately. All skills demand much on the vocabulary mastery. Kufaishi pointed out that, "students" listening comprehension, writing, speaking, and reading abilities are hampered by their limited vocabulary".[17]

When a student has mastered the fundamental grammatical patterns of language, the next task is to master its vocabulary-or at least that part of its

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[16] George D. Spache, *Reading in The Elementary School,*(New York: Allvn & Bacon, inc.,1964), p.326

[17] Al-Kufaishi,Adil, *A vocabulary building program is a necessary not a luxury*, (English Teaching Forum , Vol XXVI, No.2, April 1988, p.45

vocabulary that the student needs.[18] They need to learn what words mean and how they are used.[19]

It is obvious that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well. Therefore, it is highly essential for English teacher to help their student"s master vocabulary.

The words that students know depend upon their experience. We hope that our students know not only meaning of words, but also using vocabularies in sentence.

According to Penny Ur "vocabulary is one of the linguistic aspects that is important in teaching a language, besides structure and pronunciation. As a stock of words used by a person, vocabulary can be defined, roughly, as the words we teach in the foreign language".[20]

Form the definition given above, it can be concluded simply that vocabulary is a total of words or stock of words used by a person, class, trade, and profession in communication as a means of expression

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[18] Cellier- Macmillan International:A Division of the Macmillan Company, *The Key to English: Vocabulary: English Language Service*, (London: Collier Macmillan Limited, 1971), p.1

[19] Jeremy Harmer, *The Practice of English Language Teaching, New Edition*, (New York: Longman,1991), p.34

[20] Penny Ur, *A Course in Language Teaching: Practice and Theory*, (New York:Cambridge University Press, 1996), p.60

4. Kinds of Vocabulary

In teaching vocabulary, besides knowing the methods, the teacher should know the material. There are many classifications made by the expert in language area about the kinds of vocabulary. According to Mary Finocchiaro, vocabulary is divided into two types:

a. Function word needs to be learned as quickly as feasible (in a logical order and sequence, however).

b. Content words can be learned in small groups around "life" situations.[21]

Furthermore Charles C. Fries classified the content word into:

a. Word for things represent sets of phenomena that seem to endure with some stability (nouns).

b. Word for actions represents sets of phenomena that seem to change or be in process (verbs).

c. Word for qualities: the content words and the precise meanings shift with various "things" to which the "quality" word is attached as a "modifier" (adjectives and adverbs).[22]

Meanwhile, According to Evelyn Hatch and Cheryl Brown, vocabulary can be divided into two kinds, they are:

a. Productive vocabulary is of words which the students understand, can pronounce correctly and use constructively in speaking and writing.

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[21] Mary Finocchiaro, *English as a Second Language from Theory to Practice*, (New Jersey: Englewood Cliffs, inc., 1989), p.21

[22] Harles C. Fries, *Teaching and Learning as A Foreign Language,* (Ann Arbor, the University of Michigan Press, 1995) p.47

b. Receptive vocabulary is of words the student recognizes and understands when they occur in a context, but which he cannot produce correctly.[23]

Besides productive vocabulary and receptive vocabulary, Jo Ann Aebersold and Marry Lee Field also classified vocabulary into: active vocabulary and passive vocabulary.[24]

a. Active Vocabulary

Active vocabulary is all of the words a student's produces during any lesson or event in latter lessons. This term is used in speaking or writing appropriately it is called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students must know and be able to use grammar of the target language; they also must be familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skills.

b. Passive Vocabulary

Passive vocabulary is all of the words a student hears or reads. It refers to language items that can be recognized and understood in the context of reading or listening, and are also called as receptive vocabulary.

Corson that is quoted by I.S.P nation called those vocabularies as motivated vocabulary and unmotivated vocabulary. Motivated (active) vocabulary consists of all the words we need to use and feel no reluctance in using in our

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[23] Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic, and Language Education*, (New York: Cambridge University Press, 1997), p.139

[24] Jo Ann Aebersold and Mary Lee Field, *From Reader to Reading Teacher*, (Cambridge: Cambridge University Press, 1997), p.13

everyday life. While, the unmotivated (passive) vocabulary can be divided into two groups:

a. Words which are only partly understood and are not well known enough to use actively

b. Words which are not needed in daily communication.[25]

Caleb Gattegno also classified vocabulary into two kinds; they are luxury vocabulary and semi-luxury vocabulary. Semi luxury is of the words we would need to get along with natives in the business of day-to day life, which include food, clothing, travel, family life, outings and the like. While luxury vocabulary is the words we would need in the philosophical discussions, political arguments and sources of information (economic, military, diplomatic, etc), and also as the specialized language of professions, and trades. [26]

5. Problem in Teaching Vocabulary

Certainly that if someone wants to communicate with another person in English, he has to have enough vocabulary, because it is basic element of any language. One who knows enough vocabulary is more likely to converse with anybody else better than one who has few vocabularies.

Some factors that make some words difficult for the students:

a. Pronunciation: research shows that words are difficult to pronounce are more difficult to learn. For example: Gorgeous, Lecturer, etc.

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[25] I. S. P. Nation, *Teaching and Learning Vocabulary,* (New York: Newbury House Publishers, 1990), p.94

[26] Caleb Cattegno, *Teaching Foreign Language in School,* (New York: Educational Solution, 1963), p.53.

b. Spelling is sound and spelling mismatches will be cause of errors in pronunciation or in spelling, and can contribute to a words difficulty. For example: muscle, headache, etc.

c. Length and complexity: long words are more difficult to learn than short ones. And the variable stresses of polysyllabic words are also difficult. For example: necessary, necessity, necessarily.

d. Meaning: when two words overlap in meaning, learners are likely to confuse them. Or it called word with multiple meaning such as *since* and *still*, can also be difficulties for learners.

e. Range: connotation and idiomatic, words that can be used in wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. For example: *thin* is more used than skinny, slim and slander. The connotation of some words may cause problem too. For example: propaganda has negative connotation in English, but it is equivalent may simply mean publicity.[27]

Some people maybe say that vocabulary is easier than grammar or any lesson, but as a matter of fact the lack of vocabulary is the biggest problem when people communicate in English.

6. Communicative Language Teaching

Communicative Language Teaching is an approach to second language teaching underlying which the goal of language teaching is to develop learners' communicative competence

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[27] Scott Thornby, *How To Teach Vocabulary*, (Cambridge: Cambridge University Press,2000), p.27

In the early 70's a new approach was developed to focus more on student production based on a different theory of language acquisition. The theory behind this is that students want to communicate and that dialogues should be based on real life situations. The material used should be authentic and meaningful.[28] It is also believed that in order to communicate in the target language the speaker should have more than just linguistic competence but also communicative competence [29]. This theory produced the approach that we know today as Communicative Language Teaching.

7. Theory and Characteristics

As the name implies, the central concept in communicative language teaching is "communicative competence". This covers both the spoken and written language and all four language skills. As Oxford states, the "development of communicative competence requires realistic interaction among learners using meaningful, contextualized language" [30]

Learning strategies, like allowing learners to become more self-directed and more independent in learning the new language help them to participate actively in communication. In her book "Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education" Savignon includes a

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[28] Steinburg, Danny; Nagata, Hiroshi; & Aline, David. 2001. *Psycholinguistics: Language Mind and World. 2nd* ed. Essex: Pearson Education Limited.

[29] Larsen-Freeman, Diane. 2000. *Techniques and Principles in Language Teaching. 2nd* ed. New York, NY: Oxford University Press.

[30] Richards, Jack C. & Rodgers, Theodore S. (2001). *Approaches and methods in language teaching* (2nd ed.). New York. Cambridge University Press.

useful summary of the eight characteristics of communicative language teaching by the linguist M. Berns:[31]

a. Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.

b. Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.

c. A learner's competence is considered in relative, not in absolute, terms.

d. More than one variety of the language is recognized as a viable model for learning and teaching.

e. Culture is recognized as instrumental in shaping speaker's communicative competence, in both their first and subsequent languages.

f. No single methodology or fixed set of techniques is prescribed.

g. Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learner's competence in each.

h. It is essential that learners be engaged in doing things with language – that is, that they use language for a variety of purposes in all phases of learning.

One major feature of communicative language teaching is pair and group work. This type of work "is suggested to encourage students to use and

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[31] Savignon, Sandra J. & Berns, Margie S. (1984). *Initiatives in communicative language teaching*. Reading, Massachusetts. Addison-Wesley Publishing Company, Inc

practice functions and forms" [32]. That helps the students to become more independent and to accept responsibility.

8. Major Principles of Communicative Language Teaching

Richards and Rogers (1986) address the issue, saying that in practice there are some elements to be taken into account: the communicational principle (i.e. activities that involve real communication promote learning), the task principle (i.e. activities in which language is used for carrying out meaningful tasks promote learning) and the meaningfulness principle (i.e. language that is meaningful to the learner supports the learning process). Finocchario& Brumfit summarize the principles as follows:[33]

a. Teaching is learner-centered and responsive to the students' need and interests.

b. The target language is acquired through interactive communicative use that encourages the negotiations of meaning.

c. Genuinely meaningful language use is emphasized, along with unpredictability, risk-taking, and choice-making.

d. The formal properties of language are never treated in isolation from use. language forms are always addressed within a communicative context.

e. There is exposure to examples of authentic language from the target language community.

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[32] Richards, Jack C. & Rodgers, Theodore S. (2001). *Approaches and methods in language teaching* (2nd ed.). New York. Cambridge University Press. P. 171

[33] Finocchiaro, M. & C. Brumfit. (1983) *The Functional-Notional Approach*: *From 1ory to Practice*. New York: Oxford University Press.

f.   The students are encouraged to discover the forms and structures of language for themselves.

g. There is a whole-language approach in which the four traditional language skills (speaking, listening, reading, and writing) are integrated.

9. Teacher Roles in Communicative Language Teaching

In communicative language teaching, the teacher has two main roles: the first is to facilitate the communication process between all participants in the classroom and between these participants and the various activities and texts .The second role is to act as an independent participant within the learning-teaching group .The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher: first, as an organizer of resources and as a resource himself, second, as a guide within the classroom procedures and activities. A third role for the teacher is that of researcher and learner, with much to contribute in terms of the nature of learning and organizational capacities .[34] The role of the teacher is not only that of a resource and lecturer but also a facilitator, an organizer, a guider and more important a creator of environment in which learners learn how to learn.

It is quite obvious that teachers' roles in? more than just the role of instructors. There are many other roles teachers should play. In communicative language teaching classrooms, teachers have multiple roles such as director, organizer, host, coordinator and so on. A number of writers in methodology and

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[34] Breen, M. & C. N. Candlin. (1980) *The Essentials of a Communicative Curriculum in Language Teaching*. Applied Linguistics

teacher training have proposed various ways of labeling the second language teacher's potential roles in class. The following is adapted from Harmer:[35]

a. The teacher as controller of everything that goes on in the classroom. He controls not only what the students do, but when they speak and what language they use.

b. The teacher as manager, organizing the activities.

c. The teacher as assessor, giving feedback and advice, as well as correction and grading.

d. The teacher as participant (co-communicator) in an organized activity such as debate or role play.

e. The teacher as prompter to encourage students to participate or make suggestions about how to proceed in an activity.

f. The teacher as a source of language and knowledge.

g. The teacher as instructor, actually teaching the new language points and training students in language skills.

10. Leaner Roles in Communicative Language Teaching

In the traditional Grammar-Translation Method teachers are dictators in class. Teachers deliver the contents of a textbook to students and students just copy the information into their notebooks. They passively receive the knowledge in the class. On the contrary, in communicative language teaching, learners play a central role in communication and interaction. They are advocated to participate in classroom activities actively. Learners have greater autonomy in

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[35] Harmer, J. (1987) *Teaching and Learning Grammar*. London: Longman.

communicative activities; autonomy is where students take responsibility for their learning and undertakes all of the management tasks concerned with it. Learners come up with a mutual solution by exchanging ideas and opinions with each other. They help each other and learn from each other. In 1980 Breen and Candlin describe the learner's role within communicative language teaching in the following terms, The role of learner as negotiator – between the self, the learning process, and the object of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way.[36]

11. Advantages of Communicative Language Teaching

Communicative Language Teaching method has become one of the basic in Indonesian teaching learning process. The principles of communicative language teaching have implicitly included into Indonesia Basic Curriculum, especially in the General Principles of Curriculum Development and combine with another method. "The Goal of communicative language teaching is to enable students to communicate in the target language."[37]. We can infer that communicative language teaching is not only focuses on mastering language elements, but it more emphasizes on the use of the target language communicatively. It has brought many advantages for the improvement of the

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[36] Breen, M. & C. N. Candlin. (1980) *The Essentials of a Communicative Curriculum in Language Teaching*. Applied Linguistics.

[37] Larsen, D. Freeman (2000). Techniques and Principles in Language Teaching. New York: Oxford

English education process, however there are also some disadvantages that following.

The implementation of communicative language teaching has brought a lot of advantages for English learning process. One, it stimulates students to improve their ability of using English by themselves. Meaning that, it provides students with assignments that allow them to improve their own ideas about what they are going to talk and how they are going to express that. In this activity, the biggest role of the teacher is to facilitate and maintain the students' activities. Students work by themselves and communicate with others to overcome the assignment.

Communicative language teaching also engage their students with realistic communication to reach success on the use of English. It is beneficial because by knowing the use of the communication in the real life, students do not feel that what they are learning is useless. There are real circumstances that related to the use of the language. It brings the real life situation of the native English into classroom activities such as role-play and simulation. As Harmer state, " The teacher will not intervene to stop the activity and the materials he or she [students] relies on will not dictate what specific language students use either."[38] It means that teachers let the realistic activity completed, because in the real life, there is no one that intervenes in the middle of conversation just to dictate them the language that should be used.

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[38] Harmer, J (2007). The Practice of English Language Teaching. England: Longman.

B. Conceptual Framework

The focus of this research is to enhance students' understanding in learning vocabulary by communicative language teaching approach. The theoretical framework in this research is shown in the diagram below.

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                    ┌─────────────┐    ┌──────┐
                    │  PLANNING   │    │      │
                    └─────────────┘    └──────┘
    ┌─────────────┐ ┌─────────────┐ ┌─────────────┐
    │ REFLECTING  │ │  CYCLE I    │ │   ACTING    │
    └─────────────┘ └─────────────┘ └─────────────┘
                    ┌─────────────┐
                    │  OBSERVING  │
                    └─────────────┘

                    ┌─────────────┐
                    │  PLANNING   │
                    └─────────────┘
    ┌─────────────┐ ┌─────────────┐ ┌─────────────┐
    │ REFLECTING  │ │  CYCLE II   │ │   ACTING    │
    └─────────────┘ └─────────────┘ └─────────────┘
                    ┌─────────────┐
                    │  OBSERVING  │
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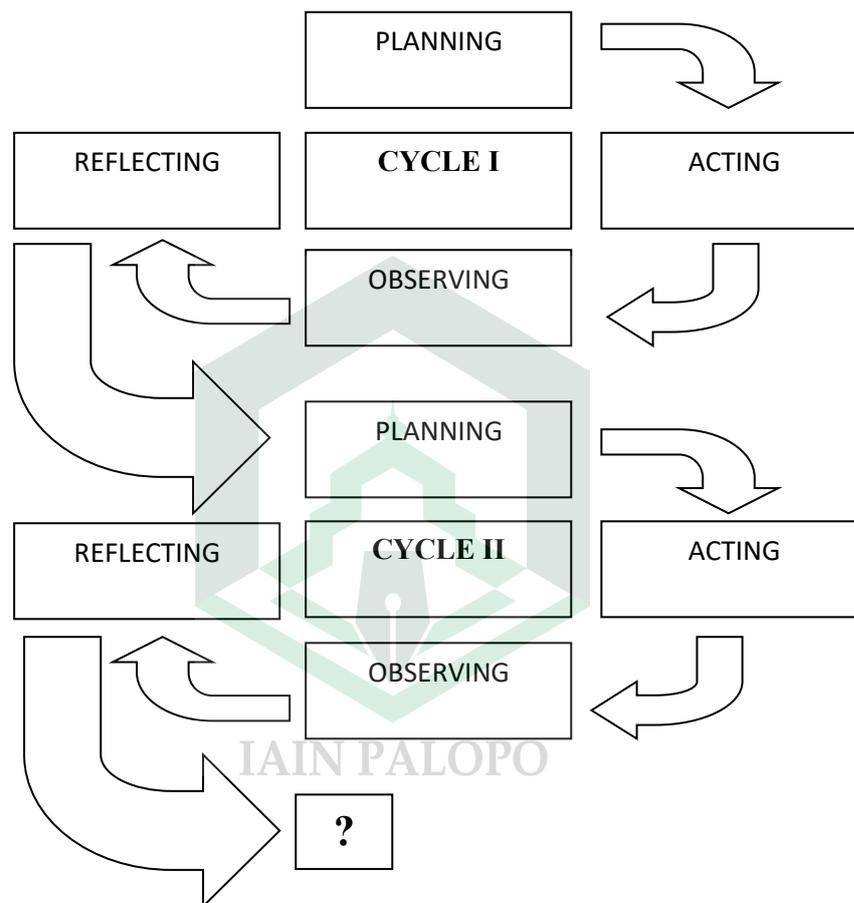
Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research. Researcher prepares some materials that will use in research process. Such as lesson plan based on the teaching material, choose the theme, prepare the materials that needed in the learning process, and prepare checklist for observation and formative test.

This section discusses about the steps and activities that will be taken by the researcher. Researcher tries to take how much students' abilities to understand in vocabulary, give students treatment ways to remember every word in spelling, give students assignments in individual, evaluate their mistakes and make summarize about materials.

In this step, a researcher has to observe all events or activities during the research. Researcher observes the situation in class during lesson, response and attitude of students when they are given explanation, doing task, and know their difficulties.

Reflecting is the inspecting effort on the success or failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research.
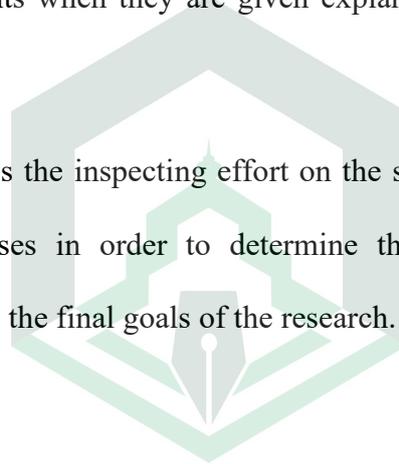
CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher applied Classroom Action Research (CAR). It is planned that this action research was done in two cycles, where every cycle consists of: Planning, Action, Observation, and Reflection. The aim of this research is to find out the best way to improving vocabulary of the eighth grade students of MTS Batusitanduk by using communicative learning teaching.

Cycle 1

The first cycle of this classroom action research consists of planning, acting, observing, and reflecting.

a. Planning

1. Analyzing the curriculum especially the basic competence after doing the need analysis of the students at MTS Batusitanduk.

2. Made a lesson plan about the use of communicative language teaching in teaching vocabulary

3. Classroom management: Numbers of student are 20, make the classroom comfortable, enjoyable, interesting, and fervently

4. Prepare the test

5. Made the observation sheet that was used in the first cycle of classroom research.

b. Action

During the action:

The first, researcher divided students into some group and each group consists of 4 students, after that the researcher will give some theme like part of the body, place and thing to students and then the researcher will give student time to discuss about it and researcher will give 10 minutes, after that each group come to forward one by one to present. In this case each group will make conversation about it.

c. Observation

The situation of learning and teaching process when students learning communicative language teaching are:

1. The students listen carefully the explanation of the material about communicative language teaching.

2. The students participate in asking question about communicative language teaching.

3. The students' attitude in learning vocabulary by using communicative language teaching.

d. Reflection

This classroom action research is success if some of the following requirements are fulfilled:

1. Most of the students (75%) have a good participation during the acting

2. Most of the students have a good score in evaluation (70)

Cycle II

The second cycle of this classroom research action was consist of planning, acting, observing, and reflecting.

a. Planning

1. Made a lesson plan (RPP) about the use of communicative language teaching in teaching vocabulary based on the reflection's result in cycle I.

2. Preparation was done based on the need in the cycle II.

b. Action

In this cycle researcher was divided students into some group like action in first cycle and each group consists of 4 students, after that the researcher will give some theme like part of the body, place and thing to students and then the researcher will give student time to discuss about it and researcher will give 10 minutes, after that each group come to forward one by one to present. In this case each group will make conversation about it.

c. Observation

During the teaching and learning process at cycle II, the researcher was observe the teaching and learning process. In this part, the writer was accompanied by partner or collaborator.

d. Reflecting

At the end of this cycle, the researcher was have a reflection like in cycle I in order to measure the success of the action II.

B. Time and Location of the Research

1. Time of the Research

This research was done in even semester on 14 November-12 December 2013.

2. Location of the Research

This research was conducted at MTS Batusitanduk.

C. Object and Subject

1. Object

The object of this research was 162 students of the eighth grade students of MTS Batusitanduk in the 2012/2013 academic year.

2. Subject

The researcher was applied classroom action research and the researcher was determine 20 students as sample from the eighth grade students.

D. Techniques of Collecting Data

1. Test

The test aimed at finding out the student's mastery on vocabulary

2. Observation

It aims to find out the students' participation during the application of communicative language teaching in teaching Vocabulary especially noun.

3. Interview

It aims to find out the level of successful in implementing the Communicative language teaching in teaching Vocabulary especially noun.

E. Instruments of the Research

The instruments that was used in collecting data in this classroom action research are:

1. Vocabulary Test

The test is aimed at finding out the students mastery on vocabulary.

2. Questionnaire

The questionnaire is aimed at finding out students respond in learning vocabulary by using communicative language teaching.

3. Observation

It will be useful to observe the students' participation during the application of communicative language teaching in teaching Vocabulary especially noun.

F. Techniques of Analyzing Data

The result of the test which was collected in every observation in each cycle was analyzed descriptively through percentage technique:

1. Test result students' score of correct answer test will be counted by using the formula:

$$Score = \frac{Total\ correct\ answer}{Total\ test\ items} X\ 100$$

2. The level of the students' score the following classification was used:

a. 96 – 100 is classified as Excellent

b. 86 – 95 is classified as Very good

c. 76 – 85 is classified as Good

d. 66 – 75 is classified as Average

e. 56 – 65   is classified as Fair

f. 46 – 55   is classified as Poor

g. 0 – 35   is classified as Very poor[1]

 3. Determining the mean score by formula:

$$\bar{x} = \frac{\sum x}{N}$$

 Where:

  $\bar{x}$ = Mean score

  $\sum x$ = Total score

  N = Total respondents

Procedure of analysis the students' participation based on the observation sheet:

1) Activities the students during the learning process: will be analyzed by considering the students participation and classified into high, average, and low classification.

2) Implementing of learning vocabulary by Communicative Language Teaching: by analyzing the successful level of implementation, then it categorized as success, less success, and not success.

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[1] Depdikbud in jumran thesis, 2010 S1 Cokroaminoto Palopo University, Palopo

Table score of questionnaire

Item of choice	Positive Statement	Negative Statement
Strongly agree	5	1
Agree	4	2
Uncertain	3	3
Disagree	2	4
Strongly disagree	1	5

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CHAPTER IV

## FINDINGS AND DISCUSSION

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A. Findings

The findings of the research explained the cycles of learning and teaching process of this current research. In this case, there were two cycles; it can be seen in general through the following chart:
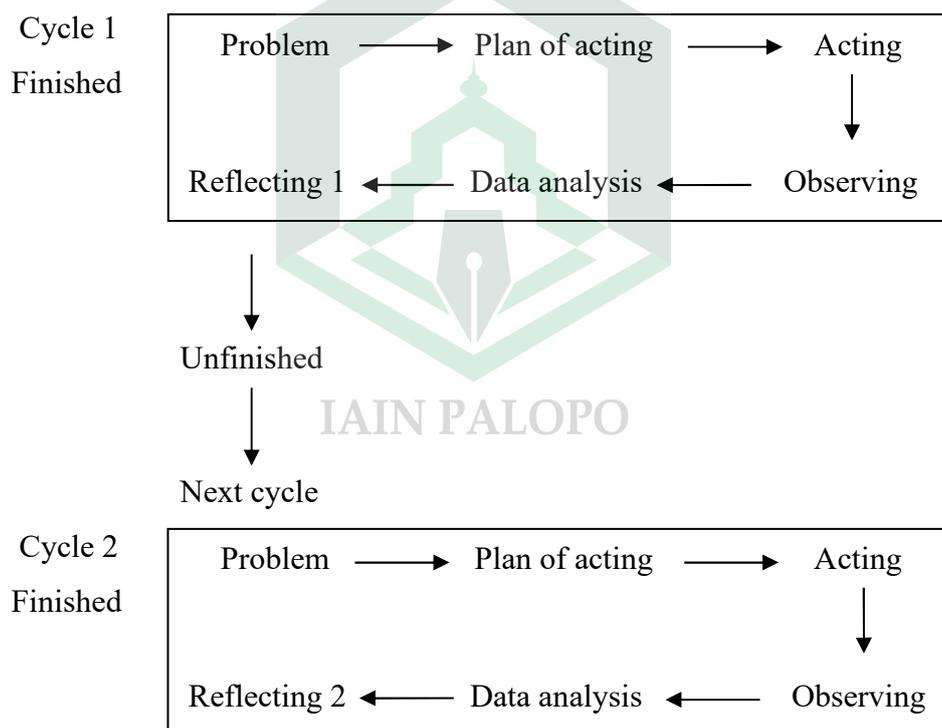
1. Cycle I

a. Planning

1. Analyzing the curriculum especially the basic competence after doing the need analysis of the students at MTS. Batusitanduk.

2. Making a lesson plan by communicative language teaching in teaching Vocabulary (See in Appendix 1)

3. Classroom management: Numbers of students were 20, making the classroom comfortable, interesting, and fun.

4. Preparing the Vocabulary (See in Appendix 2)

5. Making the observation sheet that was used in the first cycle of the classroom action research.

b. Acting

Action learning at the cycle I, the prosess of learning divided became tree stages, such as; The first activity, the core activity and last activity.

1. The first activity

The activity cycle I the teacher gretting and ask to students, then the teacher invited them to pry together to started. Lesson. After that, the reseacrher organized class so that students were ready to accept the lesson and call roll students, the next the reseacher prepared tools end matter should be used to learn. After that, the reseacher intructs the purpose end step to do in learning.

2. The core activity

The core activity, the researcher explains the matter learning to the students, to give attention to the students about Comunicative Language Teaching approach. After that the reseacher delivered the scope of the learning material and gave littlel bat explanation about it that would be studied the next step. The researcher introduce the topic of vocabulary that will have do. The ection each meeting would be describing as follow :

The first meeting

- The researcher introduce the topic of vocabulary about noun (parts of the body, places, and things). In this section, the students divided in to five groups with consist of four students.

- The researcher guided the students four brainstorming what the now about these vocabulary and gave chance about 15 menutes.

- The researcher asked the students to make short conversation about this material.

- After that the researcher invided ach group to practice the dialog in front of class, for example :

Adrian : what do you like in English lesson ?

Tawakkal : I like to study vocabulary about noun especially part of the body for example head, nose, hand, tooth, and many others. How about you Adnan?

Adnana : I like to study vocabulary about place for example: library hospital,mosque, office and many others. And how about you Fikar?

Fikar : oww, I like to study vocabulary too, epecially about things, for example : bad, mirror, table, car,end others.

- The researcher asked the students to pay more attention and did the some activity with the group in front of classs

The second meeting

- The researcher introduce the topic of vocabulary about noun (parts of the body, places, and things). In this section, the students divided in to five groups with consist of four students.

- The researcher guided the students four brainstorming what the now about these vocabulary and gave chance about 15 menutes.

- The researcher asked the students to make short conversation about this material.

- After that the researcher invided ach group to practice the dialog in front of class.

- The researcher asked the students to pay more attention and did the some activity with the group in front of class.

- The researcher gave a list a vocabulary test to student to get know and analised the students improvement vocabulary ability until cycle I.

3. The last activity

The teacher gave intruction to students to reflection in learning at the last action, the researcher gave conclution based on the learning. Before ending the process of learning, the teacher gave the morally sugestions that can motivate students in the learning process, and last the teacher closed the learning process by reciting prayer together.

c. Observing

1. The condition of the class was little bit noisy when the researcher gave explanation.

2. The students were not really participate in learning process.

3. Evaluation the student's understanding in learning vocabulary shown that students' mastery in learnt vocabulary were mostly in low scores. The mean score was only **55.5**

Table 4.1

The raw score of students' understanding in Cycle 1

Evaluation on students' understanding in learning Vocabulary show that students' mastery Vocabulary were mostly in low scores. The mean score is only **40.1**

NO	RESPONDENTS	MEAN SCORE
		CYCLE 1
1	001	46
2	002	38
3	003	36
4	004	44
5	005	40
6	006	42
7	007	44
8	008	44
9	009	16
10	010	30
11	011	30
12	012	34
13	013	44
14	014	34
15	015	46

16	016	42
17	017	62
18	018	36
19	019	46
20	020	48
	TOTAL	802
	MEAN SCORE	40.1

Table 4.2

Classification of the student's vocabulary score in cycle 1

Classification	score	Frequency	Percentage
Excellent	96 - 100		
Very Good	86 – 95		
Good	76 – 85		
Fairly Good	66 – 75		
Fairly	56 – 65	1	5%
Fairly Poor	36 – 55	14	70%
Poor	0 - 35	5	25%
TOTAL		20	100%

The table above show that answering vocabulary test by using communicative language teaching in cycle 1, there was 1 (5%) student got fairly category, there were 14 (70%) students got fairly poor category, and there were 5 (25%) students got poor category.

Table 4.3

Observation Sheet Cycle I

The result of observation on students' activities during the learning and teaching process. The mean score was 42.5%. It could be seen in the table below:

NO	RESPONDENTS	ACTIVENESS			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1	001			√	
2	002	√			
3	003			√	
4	004		√		
5	005	√			
6	006	√			
7	007		√		
8	008	√	√		
9	009	√			
10	010	√			
11	011			√	
12	012	√			
13	013		√		
14	014	√			
15	015			√	
16	016	√			
17	017		√		
18	018	√			

19	019		√		
20	020	√			
Total		**10**	**6**	**4**	**0**
Percentage		**50%**	**30%**	**20%**	**0%**

d. Reflecting

There were still significant weaknesses in the first cycle:

1. There were some students still didn't focus in the teaching and learning process.

2. In the discussion, there were only some students active in giving respond

3. The evaluation mean score was only 40.1

2. Cycle II

a. Planning

In order to improve the weaknesses and keep the successful of the first cycle, then the second cycle was planned as follows:

1. Gave motivations and positive suggestions to the students in order to be more active in learning and teaching process.

2. Gave more explanation and intensive guidance to the students who got difficulties when learning and teaching process.

3. Gave chance to the students which got good score to share their knowledge to the others in learning and teaching process.

4. The researcher gave questionnare to measure students response in learning vocabulary through Comunicative Language Teaching Approach.

b. Acting

Action learning at the cycle II, the prosess of learning divided became tree stages, such as; The first activity, the core activity and last activity.

1. The first activity

The activity cycle I the teacher gretting and ask to students, then the teacher invited them to pry together to started. Lesson. After that, the reseacrher organized class so that students were ready to accept the lesson and call roll students, the next the reseacher prepared tools end matter should be used to learn. After that, the reseacher intructs the purpose end step to do in learning.

2. The core activity

The core activity, the researcher explains the matter learning to the students, to give attention to the students about Comunicative Language Teaching approach. After that the reseacher delivered the scope of the learning material and gave littlel bat explanation about it that would be studyed the next step. The researcher introduce the topic of vocabulary that will have do. The ection each meeting would be describing as follow :

The first meeting

- The researcher intoduce my topic of vocabulary about noun (part at body, place, and things) and then exsplane the material intensively to the students.

- The researcher allowed time for students to work in pair.

- The researcher guided the students for brainstorming what the know about these vocabularies and gave chance about 15 minutes.

- The researcher asked the students to choose the topic that interested them and made short dialog about it. After that the researhcer asked the students to practice it. For example :

A : Icha can you help me place? I have to memorised my task about part of the body, but I have mix up!

B : Yes,, Santri I will mention it, follow me! Head, hair, had, finger, tooth, face, food and many others.

A : Thank you Icha.

B : You are well come.

- The researcher invited each couple to practice the dialog in front of class and asked the students to pay more attention it.

The secod meeting

- The researcher intoduce my topic of vocabulary about noun (part at body, place, and things) and then exsplane the material intensively to the students.

- The researcher allowed time for students to work in pair.

- The researcher guided the students for brainstorming what the know about these vocabularies and gave chance about 15 minutes.

- The researcher asked the students to choose the topic that interested them and made short dialog about it. After that the researhcer asked the students to practice it.

- The researcher invited each couple to practice the dialog in front of class and asked the students to pay more attention it.

- The researcher gave a list vocabulary test to students to get know and analysed the students improvemen in vocabulary ability until cycle II.

3. The last Activity

The teacher gave intruction to students to reflection in learning at the last action, the researcher gave conclution based on the learning. Before ending the process of learning, the teacher gave the morally sugestions that can motivate students in the learning process, and last the teacher closed the learning process by reciting prayer to gother.

c. Observing

Evaluation on student's understanding in learning Vocabulary show that the students get better score than in the first cycle. The mean score is 86.9. It could be seen in the table below.

Table 4.4

The raw score of student's understanding in Cycle 2

NO	RESPONDENTS	MEAN SCORE CYCLE II
1	001	94
2	002	92
3	003	92
4	004	96
5	005	88
6	006	94
7	007	86
8	008	86

9	009	78
10	010	88
11	011	78
12	012	68
13	013	94
14	014	94
15	015	80
16	016	90
17	017	88
18	018	68
19	019	94
20	020	90
TOTAL		**1738**
MEAN SCORE		**86.9**

Table 4.5

Classification of the students vocabulary score in cycle 2

Classification	score	Frequency	Percentage
Excellent	96 - 100	1	5%
Very Good	86 – 95	14	70%
Good	76 – 85	3	15%
Fairly Good	66 – 75	2	10%
Fairly	56 – 65		
Fairly Poor	36 – 55		
Poor	0 - 35		
TOTAL		**20**	**100%**

The table above show that answering vocabulary test by using communicative language teaching in cycle2, there was 1 (5%) student got excellent category, there were 14 (70%) student got very good category, there were 3 (15%) student got good category and there were 2 (10%) students got fairly good category.

Table 4.6

Observation Sheet Cycle 2

The result of observation on students' activities during the learning and teaching process. The mean score is 76.25%. It could be seen in the table below:

NO	RESPONDENTS	ACTIVENESS			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1	001				√
2	002			√	
3	003			√	
4	004				√
5	005			√	
6	006			√	
7	007		√		
8	008			√	
9	009		√		
10	010			√	
11	011				√
12	012		√		

13	013				√
14	014			√	
15	015			√	
16	016				√
17	017			√	
18	018			√	
19	019		√	√	
20	020				
Total		**0**	**4**	**11**	**5**
Percentage		**0%**	**20%**	**55%**	**25%**

d. Reflecting

This action research was successful because there were some successful points got in the cycle 2. Most of the students were familiar with the use of communicative language teaching in teaching vocabulary. More of the student active in learning activities, 5 students or 25 % were very active, 11 students or 55% were active, 4 student were less active, and 0 student was not active.

To get percentage in observation sheet for not active is total times 25 divided 20, for less active is total times 50 divided 20, for active is total times 75 divided 20 and for very active is total times 100 divided 20.

Not active $\frac{4x50}{20} = 20\%$

Active $\frac{11x75}{20} = 55\%$

Very active $\frac{5x100}{20} = 25\%$

The student's participation in the cycle 2 was achieved the ideal score that was 76.25%, the other successful point was most of the student had a good score in evaluation. In this case, the evaluation mean score was achieved that ideal score that was 86.9 and the last in the discussion most of the student more active in learning process. It showed us that, this cycle 2 was successful. To get mean score in observation sheet is total divided 20.

4x25= 200, 11x75=825, 5x100 =500

200+825+500 = 1525

$$\frac{1525}{20} = 76,25\%$$

To get the evaluation mean score is total score of students divided 20

$$\frac{1738}{20} = 86.9$$

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3. Questionnaires Analysis

The questionnaires related communicative language teaching in teaching vocabulary showed at the following table:

Table 1

Study vocabulary is very important

No	Item of choice	Frequency	Percentage
1	Strongly agree	20	100%
	Agree		
	Uncertain		
	Disagree		
	Strongly disagree		
	Total	20	100%

The table indicates that, all the students or 100 % chose strongly agree. It means study vocabulary is very important.

Table 2

Vocabulary is a key element in the English language

No	Item of choice	Frequency	Percentage
	Strongly agree	12	60%
	Agree	7	35%
2	Uncertain	1	5%
	Disagree		
	Strongly disagree		
	Total	20	100%

The sample table of indicates that, there were 12 students (60%) chose strongly agree, there were 7 students (35%) chose agree and there was 1 student chose uncertain.

Table 3

The use of communicative language teaching in learning vocabulary is very fun

No	Item of choice	Frequency	Percentage
	Strongly agree	8	40%
	Agree	9	45%
3	Uncertain	3	15%
	Disagree		
	Strongly disagree		
	Total	20	100%

Based on table above indicates that, there were 8 students (40%) chose strongly agree, there were 9 students (45%) chose agree and there were 3 students (15%) chose uncertain.

Table 4

The use of communicative language teaching is helpful in improving vocabulary

No	Item of choice	Frequency	Percentage
	Strongly agree	12	60%
	Agree	8	40%
4	Uncertain		
	Disagree		
	Strongly disagree		
	Total	20	100%

Based on table above show that, there were 12 students (60%) chose strongly agree and there were 8 students (40%) chose agree. It means most of students strongly agree the use of communicative language teaching is helpful in improving vocabulary.

Table 5

Do you agree that teacher always give you time to ask the things that are less

obvious in the study of vocabulary

No	Item of choice	Frequency	Percentage
5	Strongly agree	6	30%
	Agree	9	45%
	Uncertain	3	15%
	Disagree	2	10%
	Strongly disagree		
	Total	20	100%

Based on table above show that, there were 6 students (30%) chose strongly agree, there were 9 students (45%) chose agree, there were 3 students (15%) chose uncertain and there were 2 students (10%) chose disagree.

Table 6

vocabulary is very boring

No	Item of choice	Frequency	Percentage
6	Strongly agree		
	Agree		
	Uncertain		
	Disagree	9	45%
	Strongly disagree	11	55%
	Total	20	100%

Based on table above show that, there were 9 students (45%) chose disagree and there were 11 students (55%) chose strongly agree. It means most of students disagree about statement that vocabulary is very boring lesson.

Table 7

. I do not like to study vocabulary because this subject is too difficult

No	Item of choice	Frequency	Percentage
7	Strongly agree		
	Agree		
	Uncertain		
	Disagree	13	65%
	Strongly disagree	7	35%
	Total	20	100%

Based on table above show that, there were 13 students (75%) chose disagree and there were 7 students (35%) chose strongly agree. It means most of students disagree about statement above.

Table 8

In learning vocabulary you always get difficulties

No	Item of choice	Frequency	Percentage
8	Strongly agree		
	Agree	3	15%
	Uncertain	9	45%
	Disagree	8	40%
	Strongly disagree		
	Total	20	100%

Based on table above show that, there were 3 students (15%) chose agree, there were 9 students (45%) chose uncertain and there were 8 students (40%) chose disagree.

Table 9

In answering exam questions especially vocabulary, you always have trouble

No	Item of choice	Frequency	Percentage
9	Strongly agree		
	Agree	3	15%
	Uncertain	7	35%
	Disagree	9	45%
	Strongly disagree	1	5%
	Total	20	100%

Based on table above show that, there were 3 students (15%) chose agree, there were 7 students (35%) chose uncertain, there were 9 students (45%) chose disagree and there was 1 student (5%) chose strongly disagree.

Table 10

Do you agree that teacher only explain the material without doing vocabulary practice

No	Item of choice	Frequency	Percentage
10	Strongly agree		
	Agree	3	15%
	Uncertain	6	30%
	Disagree	10	50%
	Strongly disagree	1	5%
	Total	20	100%

Based on table above show that, there were 3 students (15%) chose agree, there were 6 students (30%) chose uncertain, there were 10 students (50%) chose disagree and there was 1 student (5%) chose strongly disagree.

B. Discussion

Communicative Language Teaching method has become one of the basic in Indonesian teaching learning process. The principles of communicative language teaching have implicitly included into Indonesia Basic Curriculum, especially in the General Principles of Curriculum Development and combine with another method. "The Goal of communicative language teaching is to enable

students to communicate in the target language. We can infer that communicative language teaching is not only focuses on mastering language elements, but it more emphasizes on the use of the target language communicatively. It has brought many advantages for the improvement of the English education process, however there are also some disadvantages that following.[1]

The implementation of communicative language teaching has brought a lot of advantages for English learning process. One, it stimulates students to improve their ability of using English by themselves. Meaning that, it provides students with assignments that allow them to improve their own ideas about what they are going to talk and how they are going to express that. In this activity, the biggest role of the teacher is to facilitate and maintain the students' activities. Students work by themselves and communicate with others to overcome the assignment.

Based on the result of the data analysis above show that communicative language teaching can improve students vocabulary it can be seen on the cycle 1 and cycle 2.

The table in cycle 1 show that in answering vocabulary test trough communicative language teaching there were 14 (70%) students fairly poor category, there was 1 (5%) student fairly category and there were 5 students (25%) poor category.

The table in cycle 2 show that in answering vocabulary test trough communicative language teaching, there was 1 (5%) student excellent category,

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[1] Larsen, D. Freeman (2000). Techniques and Principles in Language Teaching. New York: Oxford

there were 14 (70%) students very good category, there were 3 (15%) students good category and there were 2 (10%) students fairly good category.

To know further about students perception toward the researcher had given a way the questionnaire and most of the students chose strongly agree gave positive answer.

This is indicating that communicative language teaching gave positive contributes to English teacher to teach their students especially into back up the students' vocabulary. The researcher concludes that the teacher should accommodate. She/he should give full attention especially in vocabulary. In teaching vocabulary through of communicative language teaching is one of method that the teacher uses it in teaching to make students enjoy and get more point from the material.

Based on result of the questionnaire show that most of the students had positive response in learning vocabulary by applying communicative language teaching approach. It means that in teaching vocabulary the students more interest learning vocabulary by using communicative language teaching approach.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of data analysis and discussion in the previous chapter, it can be concluded that the appropriate way in teaching vocabulary by applying communicative language teaching approach are the researcher prepares facilities like observation sheet and material and then discusses with students and asking their difficulties learning material learnt after that the researcher gave more guidance and motivation to the students and gave feedback related to the result of students then researcher gave some correction about their mistake like pronunciations and giving chance to students who got good score to share knowledge to other friends.

Teaching vocabulary by applying communicative language teaching approach is one of the effective approach that is able to enhance the students' understanding. It is supported by achieving of the ideal score in the second cycle. In this case, the mean score in the first cycle was only 40.1 while in the second cycle the mean score was 86.9, the student's participation in the second cycle is more active 76.5% than in the first cycle 42.5%. Thereby, the Application of communicative language teaching method in improving Students' Vocabulary effective in enhancing student's understanding eighth grade student of MTS. Batusitanduk.

Based on result of questionnaire the student's had positive response in learning vocabulary by applying communicative language teaching approach.

B. SUGGESTION

Based on the conclusions above, the writer would like to put forward some suggestion as follow:

1. For teacher

a. The teacher should give the students motivation in improving their vocabulary in learning English.

b. The teacher uses good method to stimulate the students 'interest in vocabulary.

c. The teacher should give the students much opportunity to practice vocabulary.

d. The teacher should involve the students actively in the classroom activity.

2. For the student

a. The students should have strategies in vocabulary, such as communicative language teaching.

b. The students must use collaborative language learning strategy to improve vocabulary skill.

c. The students should be diligent to practice their vocabulary in English.

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