

THE USE OF COMMUNICATIVE LANGUAGE TEACHING (CLT) METHOD IN IMPROVING STUDENTS' ENGLISH VOCABULARY

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Article Info	Abstract
Article History Received: August 2022 Revised: September 2022 Published: October 2022	<i>This study aims to determine whether the CLT method improves students' English vocabulary mastery before and after learning using the CLT method. This is a quantitative study with a pre-experimental design. In this research design, the researcher only uses one class as an experimental class which was given treatment in the form of vocabulary learning using the CLT method. However, before the treatment was given, students would be given a test in the form of a pre-test and post-test that aimed to see the effect of the CLT method in improving students' vocabulary skills. The data from the test was collected and then the data was analyzed through descriptive statistics. The population used was all students of SMP Negeri 50 Halmahera Selatan and all were selected as samples in this study. The instrument used to collect quantitative data in this study was a vocabulary test. This test is in the form of multiple choice consisting of 30 question items. Tests distributed before and after the treatment were given as pre-test and post-test. In addition to comparing the significance value (Sig.) with a probability of 0.05, the authors also compared the t-count value with the t-table to test the hypothesis that had been made previously. The t count based on the result of paired sample test is 38,076 and the t table based on the value of df (34) is 2,042. This shows that the value of t arithmetic (37.769) > t table (2.042) it can be concluded that H₀ is rejected and H_a is accepted. In other words, there is an average difference between the learning outcomes of the pre-test and post-test, which means the CLT method improves the students' English vocabulary at SMP Negeri 50 Halmahera Selatan.</i>
Keywords Communicative language teaching; English vocabulary;	
How to cite: Asrul & Dahlan, S. (2022). The Use of Communicative Language Teaching (CLT) Method in Improving Students' English Vocabulary, <i>JOLLT Journal of Languages and Language Teaching</i> , 10(4). pp. 541-550. DOI: https://doi.org/10.33394/jollt.v%vi%i.5669	

INTRODUCTION

English is a foreign language subject studied in Indonesia. That means that English is not often used in daily communication. This has an impact on teaching and learning activities for both teachers and students. In other words, it is not easy to learn English for English learners in Indonesia. In language learning, vocabulary is the tool of thought, self-expression, translation and communication. Hornby in (Yuliawati, 2018) defined vocabulary as a list of words with their meanings that plays an important role in understanding the language holistically. In any language teaching, vocabulary plays a tremendously important role. The famous linguist Wilkins said people could describe few things without grammar, but they could express nothing without vocabulary (Yiwei, 2009). In learning a foreign language, vocabulary plays an important role in communication both spoken and written.

There are many things that must be adjusted when learning English because of the various differences in both vocabulary and language structure when compared to Indonesian. According Brown (2007) "learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, a total physical, intellectual, and emotional response

are necessary to successfully send and receive messages in a second language. Further, (Yuliawati, 2018) stated that vocabulary mastery can be defined as someone's proficiency in using words and their meanings appropriately in language.

As Brown mentioned, it is explained that many things are adjusted, starting from the habituation of the first language to the foreign language being studied, then adjusting to the culture, ways of thinking, different feelings, and different actions, all of which are not easy. Brown also stated that mastery of a foreign language is not something that can be learned alone so it is very rare for foreign language learners who are fluent in mastering the language if it is only limited to learning activities in class.

Thus, a language learner will not be able to convey or interpret messages spoken or written with other people without mastering some basic communicative aspects such as linguistic aspects including phonology, grammar, and vocabulary, some collocations plus pragmatic aspects which are functions, variations, interactional skills, and some cultural framework. In other words, a successful speaker is one who is able to convey, interpret, and negotiate meaning (Yasin, Aziz, & Jannah, 2017).

Learning English in junior high school starts with the introduction of vocabulary because vocabulary is a very important aspect of language skills, the more vocabulary you have, the more skilled your child will be in the language. The age of 12-15 years is the age of development and mastery of vocabulary in English because it is important to teach them. Every word he hears or learns will be very quickly absorbed by the child through the brain. Vocabulary according to Hurlock (2001) is part of the development of children's speech so the introduction of vocabulary requires an understanding of meaning and sound

Another opinion was put forward by Nurgiyantoro (2001), vocabulary is the treasury of words or anything that is owned by a language. Mastering vocabulary is not only knowing the meaning of words separately and independently but must understand the meaning of the word when it is already in a sentence or in a wider context. Even able to apply these words in sentences appropriately both orally and in writing. Vocabulary plays an essential role in expressing ideas and thoughts. Lewis (1993) held the idea that vocabulary acquisition is the main task of Second Language Acquisition and the language skills as listening, speaking, reading, writing and translating all can not go without vocabulary. Moreover, Kusmaryati (2018) mentioned that Vocabulary is a very important component of language needed by everyone to understand the meaning of words and help them express the idea. Kusmaryati (2018) added that 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.

Therefore, most teachers in teaching English apply some popular techniques and methods such as grammar-translation method, direct method, structural method, reading method, audio-lingual method, situational method and, communicative language teaching, communicative approach (Gultom, 2015; Sihabuddin, 2019). Various types and activities are suitable for the method, which in this case is communicative language teaching (CLT), involving students in active learning such as reading a text and then finding the meaning of certain words that are considered foreign or whose meaning is unknown. By involving students in an active learning process like this, it will increase their sensitivity and insight into their English knowledge in a structured and formal way in the form of interactive learning. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiating information and sharing information. Another factor that affects the implementation CLT is the attitude of teachers and students. Teacher's belief is very important because it impacts on how they teach and what they teach (Hien, 2021).

The authors did observations conducted at SMP Negeri 50 Halmahera Selatan, and found, that school since its inception has a mission to develop students' abilities through memorizing English vocabulary, one of which is by applying the use of English in their daily lives to practice English skills.

Based on the problems above, there are still students who are less able to master English vocabulary, especially understanding the literal meaning of sentences well and students are slow to memorize words. By using the right method, it is expected that the students' English vocabulary mastery can increase without making students feel bored. Mastering vocabulary is not only knowing the meaning of words separately and independently but must understand the meaning of the word if it is already in a sentence or in a wider context. Even able to apply these words in sentences appropriately both orally and in writing.

Vocabulary is an element of language that has an important role in the development of language skills which include listening, speaking, reading, and writing which is a manifestation of the unity of feelings and thoughts that can be used in its use. Another opinion was put forward by Nurgiyantoro (2001), vocabulary is the vocabulary or whatever is owned by a language. The description shows that vocabulary mastery is an understanding in understanding the whole word or vocabulary which is the embodiment of the unity of feelings and thoughts that can be used in its use. According to Robbani (2016), one effective way to optimize aspects of early childhood language development is through the introduction of vocabulary through games to students. In this case, language development is vocabulary mastery. If someone is rich in vocabulary, then his ability to speak or communicate will also be good. Therefore, to optimize students' language development, it can be done through efforts to introduce and teach vocabulary in a way that is easy to understand and creates fun.

However, a teacher is an actor who should be responsible on making students maturing vocabulary in class. It means that the teacher should create interesting and effective teaching-learning process in the class by using some appropriate technique to solve those problems. As one kind of the methods in language teaching, Communicative Language Teaching (CLT) is hoped can lead the students to actively mastering some vocabularies through the activities in the class by working individual and groups or pairs. Moreover, teaching English vocabulary by using the CLT is one of the alternative ways to teach vocabulary. The CLT activities must engage students to interact and use the language form they learnt for meaningful communicative purpose (Firiady, 2018). CLT underlines that students need to perform a language more often, generates an unrehearsed performance of language without teachers interference in correcting the grammatical error (Lumy, 2018). While, theoretically the CLT claims to be one of the best available foreign language teaching methods in teaching and learning foreign language in communication because it improves effectively not only communicative competence of students but also their language acquisition and its use (Kapurani, 2016).

On a broader subject connected to that of Caneo (2001), Savignon and Wang (2011) discussed whether CLT is seen to be difficult, effective, or is rejected as inappropriate, reports on its implementation have been based mainly on teachers' perceptions of communicative language teaching was effective (Natividad & Batang, 2018). According to Littlewood (2002) "CLT is one of the most characteristic features of communicative language teaching is that it pays systemic attention to functional as well as structural aspects of language, combining these into a more fully communicative view." So, the understanding of CLT is a method that runs concurrently between mastery of language structure and mastery of communication. Because these two things are inseparable and interrelated to master a language, especially mastering vocabulary. The CLT focuses on communicative language that uses "authentic communication" from the

beginning class, and it means that conversation might be important part of CLT (Horwitz, 2008 cited in Yuliawati, & Aprillia, 2019).

Moreover, Richards & Rodgers (2001) mentioned that there are five principles in using the CLT method, namely: (1). Learning language to communicate; (2). Authenticity and the meaning of communication are the goals of activities in the classroom; (3). Fluency is an important dimension in communicate; (4). Communication includes the integration of the four skills in language learning, and (5). Learning is a process of creative construction rather than trial and error.

Finally, to support the study, some studies about CLT have been done by some researchers such as (Kapurani, 2016) whose research result shows that using CLT in teaching affects the motivation of students to learn English by creating security based on cooperation and interaction with the teacher or other students. CLT also affects accuracy and fluency of language and provide students with vocabulary, language structure, and functions as well as strategies to successfully interact and communicate. Moreover, Yuliawati, & Aprillia (2019) did a study about the application of Communicative Language Teaching Method (CLT) in Vocabulary Teaching, and the result of the study shows that all the students gave positive responses to the use of pictures and games in vocabulary learning. They felt that pictures and games in CLT method could help them understand the word meaning more easily and motivate them to learn vocabulary since the classroom activities were more interesting. Besides, this method also helped the students to pronounce each word correctly. Moreover, Hien (2021) mentions that CLT is one of the most effective methods in teaching and learning a second language because it provides opportunities for learners to practice and improve their communicative competence in pedagogic and real-life situations. Therefore, teachers need to consider the real situation at their school to have effective implementation of CLT classes.

From these reasons, the authors apply CLT method to test whether the method can improve students' English vocabulary mastery. By applying this method to see the better effectiveness of the use of the CLT in improving students' ability to recognize vocabulary in English, and of course also in accordance with the English vocabulary used in SMP Negeri 50 Halmahera Selatan.

RESEARCH METHOD

Research Design

This is a quantitative study with a pre-experimental design. In this study, the authors only used one class as an experimental class which is given treatment using the CLT method in the form of vocabulary teaching. This study can be called pre-experimental design. However, before the treatment was given, students were given a test in the form of a pretest. The treatment consisted of the six meeting of English vocabulary teaching by applying CLT method in the whole meeting. After the treatments were done, the post-test was given that aims to see the effect of the CLT method in improving students' vocabulary mastery. The population used was all students of SMP Negeri 50 South Halmahera and all were selected as samples in this study.

Instruments

In this study, there were two instruments that used in collecting the data, i.e., vocabulary tests in pre- test and vocabulary tests for the post-test. The instrument is in the form of multiple choice consisting of 30 question items. The items of questions related to students' vocabulary mastery after the teaching of vocabulary classes using the CLT method. Tests distributed before and after the treatment were given as pretest and posttest. The post-test was administered to know the students' English vocabulary mastery after given treatment. Post-test was held in the end of the study and after 6 times meeting treatments.

Data Analysis

The data obtained from the vocabulary test were analyzed using the following procedure: Assessing students' answers from the pretest and posttest. Each student's correct answer gets 1 and the wrong answer gets 0. The formula used to show the final score obtained by students. The next step is to classify student scores based on the rubric in Table 1. The calculation of mean score, standard deviation, t-test value, and significant difference between pretest and posttest were analyzed using SPSS version 23.0 program.

Table 1
Classification of students grades

No.	Interval	Category
1	86-100	Very High
2	71-85	High
3	56-70	Medium
4	41-55	Low
5	0-40	Very Low

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Descriptive analysis

This section covers students' English vocabulary skills before and after learning using the communicative language teaching method. After the data from the test was collected and then the data is analyzed through descriptive statistics, the results of data analysis are found and explained based on frequency and percentage as shown in the next section.

Tabel 2.
Description of students' pretest scores

No.	Interval	Frequency	%	Category
1	86-100	0	0.00	Very High
2	71-85	1	2.86	High
3	56-70	18	51.43	Medium
4	41-55	16	45.71	Low
5	0-40	0	0.00	Very Low
Total		35	100	

Table 2 shows the frequency and percentage of students' pretest scores before they were taught English vocabulary using CLT. It can be seen that most of the students scored in the medium category of 18 (51.43%) and the low category of 16 (45.71%) students. There are 1 (2.86%) students who are able to achieve a score in the high category. From table 2 it can also be seen that at the time of the pretest, there were no students who were able to get a score in the very high category. Furthermore, after the students were given treatment for 8 meetings, students were again asked to do the post-test where from the post-test results obtained data related to the frequency and percentage of student scores as follows:

Tabel 3
Description of students' posttest scores

No.	Interval	Frequency	%	Category
1	86-100	5	14.29	Very High
2	71-85	17	48.57	High
3	56-70	13	37.14	Medium
4	41-55	0	0.00	Low
5	0-40	0	0	Very Low
Total		35	100	

Furthermore, after students were given treatment for 8 meetings, students were again asked to do the post-test where from the post-test results obtained data related to the frequency and percentage of student scores. Based on the data presented in the previous section, it can be seen that there was an increase in the overall score of students before and after the treatment was given. To ensure a significant difference between the pretest and posttest scores, then the data were analyzed using a paired sample test using SPSS. The results of these tests can be seen in the next section.

Paired Sample test

Before the data obtained from the test results in the paired sample t test, it must first be ensured that the data is normally distributed. The results of the normality test with SPSS can be seen in table 4:

Table 4
Tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest	.951	35	.123
Posttest	.961	35	.250

Based on table 4 the output of Tests of Normality on Shapiro-Wilk, obtained the Sig. value for the Pretest value of 0.123, and the Posttest value of 0.250. Because the value is greater than 0.05, it can be concluded that the pretest and posttest data values are normally distributed. Furthermore, the two data were tested in a paired sample test, while the results can be seen in tables as follows:

Tabel 5
The result of descriptive statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	57.77	35	7.893	1.334
	Posttest	75.37	35	7.833	1.324

Table 5 shows a summary of the results of descriptive statistics from the two samples studied, namely the Pretest and Posttest scores. For the Pretest score, the average vocabulary mastery of students is 57.77. As for the Posttest value obtained an average value of 75.37. The

total research sample used was 35 students. For the value of Std. deviation in the Pretest is 7,893 and Posttest is 7,833. Last is the value of Std. Error Mean for Pretest is 1.334 and for posttest is 1.324.

Because the average value of learning outcomes in the Pretest is 57.77 < Posttest 75.37, it means that descriptively there is a difference in students' average vocabulary mastery between the Pretest and the Posttest results. Furthermore, to prove whether the difference is really real (significant) or not, the data from the paired sample test in table 6 must be interpreted.

Tabel 6
The result of paired sample test

		Pair 1
		Pretest – Posttest
Paired Differences	Mean	-5.257
	Std. Deviation	0.817
	Std. Error Mean	0.138
	95% Confidence Interval of the Difference	Lower -5.538
		Upper -4.977
t		-38.076
df		34
Sig. (2-tailed)		.000

Based on table 6, it is known that the Sig. value (2-tailed) is 0.000 < 0.05, then H₀ is rejected and H_a is accepted. So it can be concluded that there is an average difference between the learning outcomes of the Pretest and Posttest, that means that there is an effect of using the CLT method in increasing the English vocabulary of the students of SMPN 50 Halmahera Selatan.

In addition to comparing the sig. value with a probability of 0.05, the authors also compared the t-count value with the t-table to test the hypothesis that had been made previously. The t-count based on table 6 above is 38,076 and the t table based on the df. value (34) is 2,042. This shows that the t-arithmetic value (37.769) > t table (2.042) it can be concluded that H₀ is rejected and H_a is accepted. In other words, there is an average difference between the learning outcomes of the Pretest and Posttest, that means the effect of using the CLT method in improving the English vocabulary of the students of SMPN 50 Halmahera Selatan.

Discussion

As found, the frequency and percentage of students' pretest scores before they were taught English vocabulary using CLT, most of the students scored in the medium category of 18 (51.43%) and the low category of 16 (45.71%) students. There are 1 (2.86%) students who are able to achieve a score in the high category. In the pretest, there were no students who were able to get a score in the very high category.

While, based on the data presented, there was an increase in students' overall scores before and after the treatment was given. To ensure a significant difference between the pretest and posttest scores, the data were analyzed using a paired sample test using SPSS. Based on the output of Tests of Normality on Shapiro-Wilk, obtained the Sig. value for the Pretest value of 0.123, and the Posttest value of 0.250. Because the value is greater than 0.05,

it can be concluded that the pretest and posttest data values are normally distributed. Furthermore, the two data were tested in a paired sample test, and the results are explained as follows:

Moreover, the summary of the results of descriptive statistics from the two samples studied, namely the Pretest and Posttest scores. For the Pretest score, the average vocabulary mastery of students is 57.77. As for the Posttest, the value obtained an average value of 75.37. The total research sample used was 35 students. For the value of Std. deviation in the Pretest is 7,893 and Posttest is 7,833. Last is the value of Std. Error Mean for Pretest is 1.334 and for posttest is 1.324. Because the average value of learning outcomes in the Pretest is $57.77 < \text{Posttest } 75.37$, it means that descriptively there is a difference in students' average vocabulary mastery between the Pretest and the Posttest results. Furthermore, to prove whether the difference is really real (significant) or not, the data from the paired sample test must be interpreted.

Based on the result of paired sample test, it is known that the Sig. value (2-tailed) is $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. So it can be concluded that there is an average difference between the learning outcomes of the Pretest and Posttest, which means that there is an effect of using the CLT method in increasing the English vocabulary of the students of SMPN 50 Halmahera Selatan. The effectiveness of CLT in improving students' vocabulary mastery is also in line with the positive perception of students who are taught using the CLT method. Several research results support this statement including research conducted by (Farooq, 2015) and (Asassfeh et al., 2012).

Some studies about CLT also was done by some researchers such as (Kapurani, 2016) whose research result shows that using CLT in teaching affects the motivation of students to learn English by creating security based on cooperation and interaction with the teacher or other students. CLT also affects the accuracy and fluency of language and provide students with vocabulary, language structure, and functions as well as strategies to successfully interact and communicate. Moreover, Yuliawati, & Aprillia (2019) did a study about the application of the Communicative Language Teaching Method (CLT) in vocabulary teaching, and the result of the study shows that all the students gave positive responses to the use of pictures and games in vocabulary learning. They felt that pictures and games in the CLT method could help them understand the word meaning more easily and motivate them to learn vocabulary since the classroom activities were more interesting. Besides, this method also helped the students to pronounce each word correctly. Moreover, Hien (2021) mentions that CLT is one of the most effective methods in teaching and learning a second language because it provides opportunities for learners to practice and improve their communicative competence in pedagogic and real-life situations. Therefore, teachers need to consider the real situation at their school to have effective implementation of CLT classes.

Rumbouw (2021) found another fact that learning using CLT techniques on vocabulary is not effective if it is only on vocabulary without combining all the language skills (Listening, Reading, Writing, and Speaking) that exist in the language being learned. Therefore, if the teacher wants CLT on Vocabulary learning to be effective, then all language skills must be combined so that the achievement of the results can be realized.

Based on the results of the T-test, it can be seen that the use of CLT can increase students' vocabulary. These results are consistent with research conducted by Indrayana & Sabaruddin (2021). They proved that the use of the CLT method with a device called "realia" teaching method that uses objects is effective in improving students' vocabulary ability. In addition, the research conducted by Yuliawati & Aprillia (2019) showed that all students gave positive responses to the use of pictures and games in vocabulary learning. They feel that pictures and games in the CLT method can help them understand the meaning of words more easily and motivate them to learn words because class activities are more interesting. In

addition, this method also helps students to pronounce each word correctly. Therefore, based on the findings and discussion, it is concluded that the CLT method improves the English vocabulary of the students of SMPN 50 Halmahera Selatan.

CONCLUSION

Without the acquisition of vocabulary, people cannot speak. As for teachers, it is essential to master the principles and spirits of the communicative approach to help students improve their learning strategies and build up the communicative consciousness to help them enlarge their vocabulary. By looking at the results that have been discussed previously, the authors conclude that the implementation of Communicative Language Teaching (CLT) in teaching vocabulary shows that students can master vocabulary well. Students can understand information by answering the vocabulary questions given in the posttest compared to the activity of answering the previous pretest questions.

Finally, from the results of the students' vocabulary improvement, it was concluded that by applying the CLT method the students' vocabulary improves. Besides, teaching English vocabulary through the CLT method has some advantages as well. The students of SMPN 50 Halmahera Selatan can improve their vocabulary and pronunciation to speak English as the target language.

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