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

**#1Asrul, \*2Suratman Dahlan**

#1 English Lecturer, Faculty of Teacher Training and Education, Universitas Khairun Ternate, Indonesia

 \*2English Lecturer, Faculty of Teacher Training and Education, Universitas Khairun Ternate, Indonesia

Co. Author Email: suratmandahlan@unkhair.ac.id

|  |  |
| --- | --- |
| ***Article Info*** | **Abstract**(10pt, Bold) |
| ***Article History*** *Received:* *Revised:* *Published:*  | 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 approach. 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 pretest and posttest 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 results of data analysis are found and explained based on frequency and percentage. The population used was all students of SMP Negeri 50 South Halmahera 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 pretest and posttest. In addition to comparing the significance value (Sig.) with a probability of 0.05, the researchers 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 5 above 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 Ha is accepted. In other words, there is an average difference between the learning outcomes of the Pretest and Posttest, which means the effect of using the CLT method in improving the English vocabulary of the students of SMPN 50 Halmahera Selatan**Keyword; CLT Method, Students’ English Vocabulary* |
| ***Keywords****The use of CLT; Students’ English vocabulary* |
| ***How to cite:*** *Las name (2022). The Use of Communicative Language Teaching (CLT) Method In Improving Students’ English Vocabulary, JOLLT Journal of Languages and Language Teaching, DOI:*  |

**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. 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 (2007:1) “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.

As Brown mentioned above, 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.

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 or vocabulary according to Hurlock (2001: 186) 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: 146), 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.

Various types and activities are suitable for the method, which in this case is 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.

Based on initial observations made, SMP Negeri 50 Halmahera Selatan is a school that 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: 146), vocabulary is the vocabulary or whatever is owned by a language. Moreover, the well-known British linguist, Wilkins (1976) says people could describe a few things without grammar, but they could express nothing without vocabulary.

Based on the description above, it is concluded 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 matering 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, 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 Communicative Language Teaching (CLT) is one of the alternative ways to teach vocabulary. CLT activities must engage students to interact and use the language form they learnt for meaningful communicative purpose (Firiady, 2018).

According to Littlewood (2002: 1) “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 mor 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 and Rodgers (2001: 172) 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, 5. Learning is a process of creative construction rather than trial and error.

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 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.

From the reasons, the authors applied the CLT has an effort to improve students' vocabulary mastery in English. By applying this, hopefully it can provide a better understanding of the increasing ability of students in recognizing vocabulary in English, of course also in accordance with the meaning of the language used. Then, through the CLT method, it will provide new innovations in a learning atmosphere that is intended for students to study English texts comprehensively. Furthermore, using this method can increase SMPN 50 Halmahera Selatan students' motivation, interest in learning, and curiosity about the use of new terms in English.

**RESEARCH METHOD**

**Research Design**

This study is a quantitative research with a pre-experimental approach. In this research design, the researcher only uses one class as an experimental class which will then be 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 pretest and posttest which aims to see the effect of the CLT method in improving students' vocabulary skills. The research design in more detail can be seen from Figure 1 as follows:

$O\_{1 }$ **X** $O\_{2}$

$O\_{1}$: Pretest before applying CLT Method

$O\_{2}$: Postest after applying CLT method

X : treatment by applying CLT method

**Population and Sample**

The population used was all students of SMP Negeri 50 South Halmahera and all were selected as samples in this study.

**Instruments**

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 pretest and posttest.

**Data Analysis**

The data obtained from the vocabulary test were analyzed using the following procedure:

1. 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 is as follows:
2. The next step is to classify student scores based on the rubric in table 1 below:

Table 1. Classification of student 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 |

1. Calculation of mean score, standard deviation, t-test value, and significant difference between pretest and posttest were analyzed using SPSS version 23.0 program.

**RESEARCH FINDINGS AND DISCUSSION**

*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 is 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 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 as follows:

 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.

|  |  |
| --- | --- |
|   | 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 value of Sig. for the Pre Test value of 0.123, and the Post Test value of 0.250. Because the value is greater than 0.05, it can be concluded that the Pre Test and Post Test data values ​​are normally distributed. Furthermore, the two data were tested in a paired sample test, while the results can be seen in table 5 below:

 Tabel 5. The result of paired sample test

|  |  |
| --- | --- |
|   | Pair 1 |
| Pretest – Postttest |
| 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 5 above, it is known that the value of Sig. (2-tailed) is 0.000 < 0.05, then H0 is rejected and Ha is accepted. So it can be concluded that there is an average difference between the learning outcomes of the Pre Test and Post Test, 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.

In addition to comparing the significance value (Sig.) with a probability of 0.05, the researcher 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 5 above 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 Ha is accepted. In other words, there is an average difference between the learning outcomes of the Pretest and Posttest, which means the effect of using the CLT method in improving the English vocabulary of the students of SMPN 50 Halmahera Selatan.

**CONCLUSION**

By looking at the results that have been discussed previously, the researcher concludes from this study 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.

**REFERENCES**

Brown, H.Douglas. (2007). *Principles of Language Learning and Teaching*. New York: Pearson Education.

Hurlock, E. B. (2001). *Psikologi Perkembangan Suatu Pendekatan Sepanjang Rentang Kehidupan*. Jakarta: Erlangga. (Edisi Kelima)

Kapurani, E. (2016). Results of implementing communicative language teaching method in English language learning in 9-Year elementary schools.(Albanian Context). *European Journal of Language and Literature*, *2*(1), 56-64. DOI: <https://doi.org/10.26417/ejls.v4i1.p56-64>

Littlewood, William. (2002). *Communicative Language Teaching*. Cambridge: Cambridge University Press.

Lewis. (1993). *The Lexical Approach* [M]. London: Language Teaching Publication.

Nurgiyantoro. (2001). *Penilaian Dalam Pengajaran Bahasa Dan Sastra*. Yogyakarta. BPFE Yogyakarta. Hlm 164.

Robbani. (2016). Games Edukasi Pengenalan Kosakata Bahasa Inggris Berbasis Android. Prosiding SNST Ke-7

Richards Jack C. and Theodore S. Rodgers. (2001). *Approaches and Methods in Language Teaching second Edition*. Cambridge: Cambridge University Press.

Sugiyono. (2014). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Yuliawati, L., & Aprillia, A. (2019). The Application of Communicative Language Teaching Method in Vocabulary Teaching. *Loquen: English Studies Journal*, *12*(2), 99-108. DOI: <http://dx.doi.org/10.32678/loquen.v12i02>

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

Firiady, M. (2018). Communicative language teaching through speaking activities designed in a textbook. *LLT Journal: A Journal on Language and Language Teaching*, *21*(1), 104-113.

**COPYRIGHT AGREEMENT**

Pascasarjana: Universitas Pendidikan Mandalika (Eks. IKIP Mataram) will be pleased to publish your article entitled:

---------------------------------------------------------------------------------------------------------------------------------

---------------------------------------------------------------------------------------------------------------------------------

---------------------------------------------------------------------------------------------------------------------------------

In the ***JOLLT Journal of Languages and Language Teaching*** if the work is accepted for publication. As the Proprietor of copyright ownership in all form, the authors are allowed to post this work online. The undersigned authors warrant that this article is original, is not under consideration by another journal, and has not been previously published.

(*This agreement must be signed by all authors. A photocopy of this form may be used if there are more than 5 authors*)

|  |  |
| --- | --- |
|  |  |
| Author’s name and signature | Date: |
|  |  |
| Author’s name and signature | Date: |
|  |  |
| Author’s name and signature | Date: |
|  |  |
| Author’s name and signature | Date: |