

**COMMUNICATIVE LANGUAGE TEACHING (CLT) METHOD
IN IMPROVING STUDENTS VOCABULARY**

THESIS

Submitted by:

AMA JULMA NAYTSA
NIM. 180203086

**Student of Faculty of Education and Teacher Training
Department of English Language Education**



**FACULTY OF EDUCATION AND TEACHER TRAINING
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By:

AMA JULMA NAYTSA

NIM. 180203086

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,

Co-supervisor,



Dr. Muhammad Nasir, M.Hum

AR - RANIRY



Drs. Lukmanul Hakim, MA

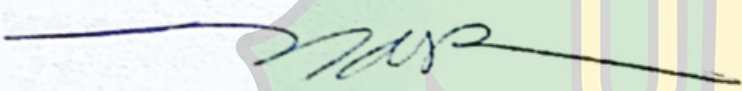
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On:
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In Darussalam, Banda Aceh

Board of Examiners,


Chairman,


Dr. Muhammad Nasir, M.Hum

Secretary,


Muntasir, MA.TESOL

Member,


Drs. Lukmanul Hakim, M.A

Member,


Rahmi, S.Pd.I., M.TESOL

Certified by:

The Dean of Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Saiful Muhik, S.Ag., M.A., M.Ed., Ph.D

NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan dibawah ini :

Nama : Ama Julma Naytsa
NIM : 180203086
Tempat/tanggal lahir : Meulaboh, 13 Agustus 2000
Alamat : Jl. Singgah mata, Kuta Padang Layung, Bubon,
Aceh Barat, Aceh.

Menyatakan dengan sesungguhnya bahwa Skripsi yang berjudul :

**Communicative Language Teaching (CLT) Method in Improving Students
Vocabulary.**

Adalah benar-benar karya saya **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sebenarnya nya.

A R - R A N I

Banda Aceh, 12 Desember 2022

Saya yang membuat surat pernyataan,



Ama Julma Naytsa

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Ama Julma Naytsa

ABSTRACT

Name : Ama Julma Naytsa
Student No. : 180203086
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Tittle : Communicative Language Teaching (CLT) Method in
Improving Students Vocabulary
Main Supervisor : Dr. Muhammad Nasir, M.Hum
Co- Supervisor : Drs. Lukmanul Hakim, M.A
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This research discusses vocabulary improvement of the third-grade students at SMPN 1 Baitussalam using Communicative Language Teaching (CLT) method. This research aims to find out the significant difference in students' vocabulary through the CLT method. The population was all third-grade students of SMPN 1 Baitussalam. The sample was students of class IX-2 as the experimental class and IX-4 as the control class. In this research, 53 students were randomly selected to participate, 26 in the experimental class and 27 in control class. The data were collected through two comprehension tests, pre-test, and post-test and applying three techniques; experimental teaching, test, and questionnaire. The test consists of 25 questions, (13 multiple choice and 12 messy words), and the questionnaire consists of 10 Likert Scale questions. The results of this study were analyzed by using T-test on SPSS program and a statistic formula. The results of the study showed that using CLT method could improve students' vocabulary. Based on the data analysis, it was found that when the two tests are combined, the two differentials between in the control class (8, 22) and in the experimental class (51,23). It is indicated that there was an improvement of students' vocabulary. Moreover, the analysis of T-test of (pre-test and post-test) showed that 0.05 ($\alpha = 5\%$) has more value than T_t as T-result (0,000). It is clear that the alternative hypothesis (H_a) is accepted. The scores mean is significantly differences in experimental class taught by CLT method. Based on the questionnaire analysis of them perceptions, most of students gave positive responses to the CLT method.

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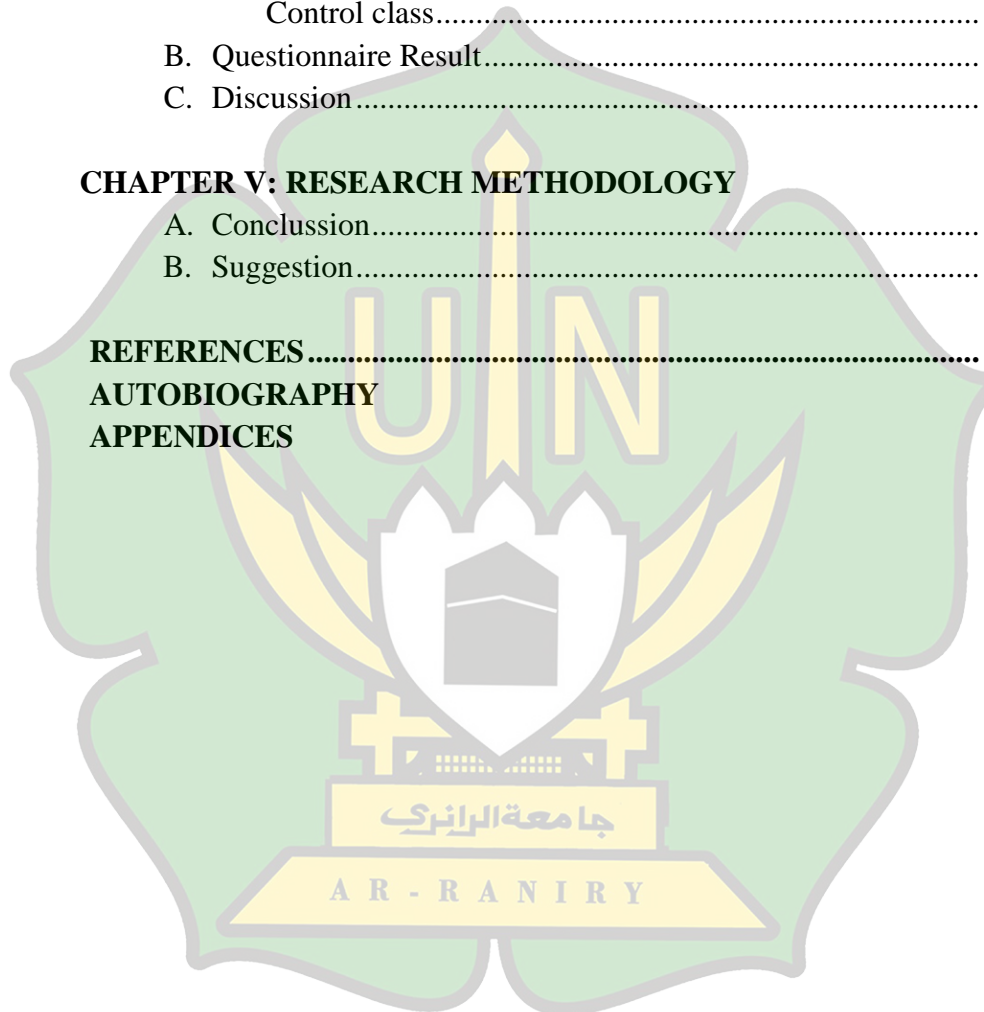
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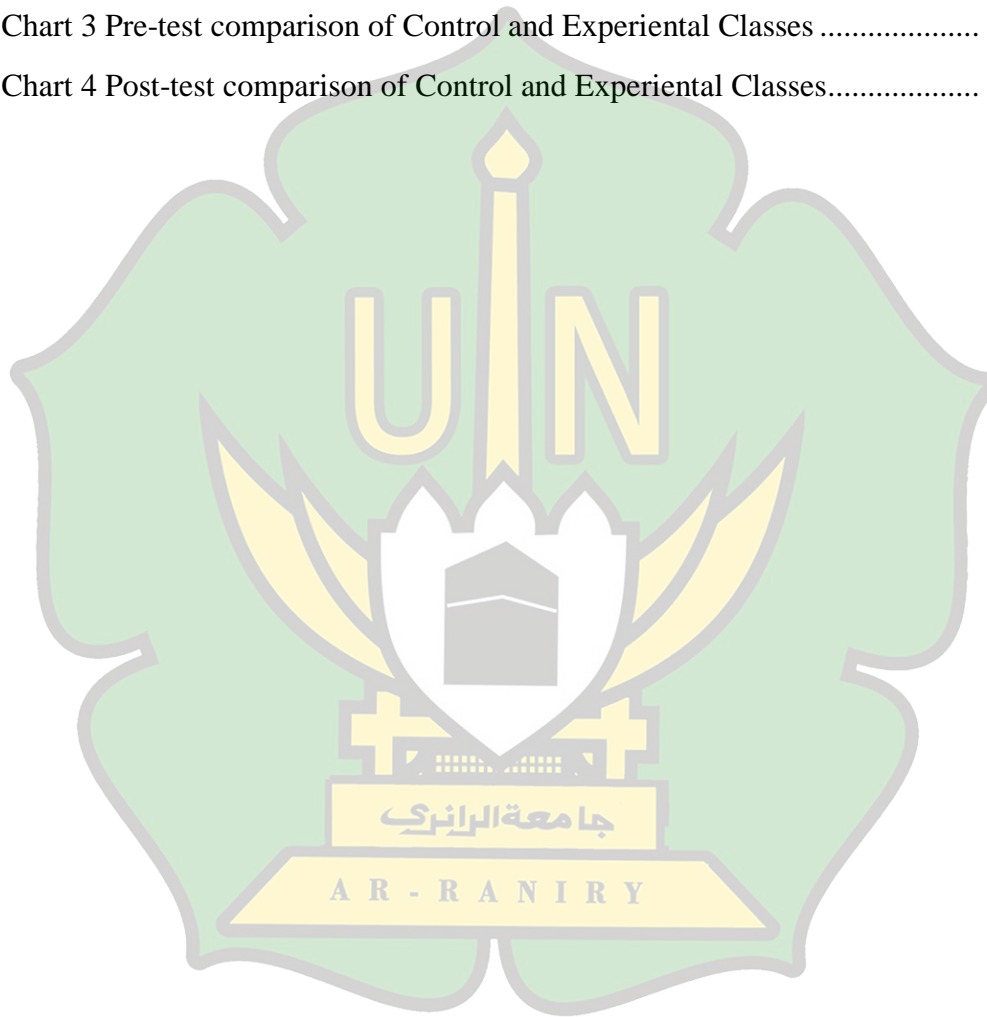


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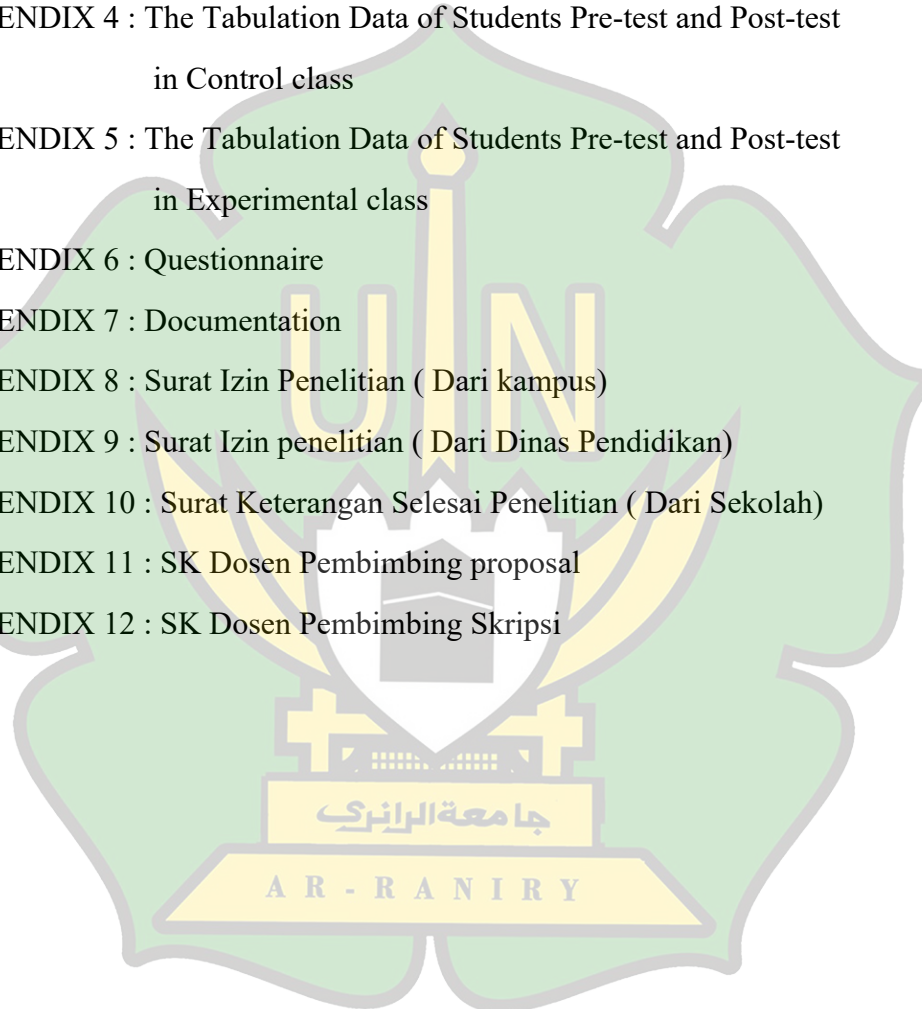
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CHAPTER I

INTRODUCTION

A. Background the Study

One of the most approved trends in the field of teaching foreign languages is Communicative Language Teaching (CLT), which was introduced in the 1970s. At a moment when language teaching is searching for change, CLT emerges. Due to the inadequate traditional curriculum that does not enhance students' ability to communicate effectively, linguists work to devise curriculum that will meet the communicative objectives of language teaching (Richards & Rodgers, 1986). The CLT principle relates to the purpose of teaching language as a tool for communication, the way students learn, effective classroom activities, and the roles of teachers and students in learning (Richards, 2006). CLT is a method of teaching English that enables students to communicate successfully in daily situations. This method is crucial considering that the average Indonesian student, after studying English for many years, remains unable to communicate using English (Sholihah, 2012). Increasing vocabulary can help students communicate more effectively, and the CLT method is one of the best ways to accomplish this.

Vocabulary is made up of all the words that people are familiar with and use in conversation since without vocabulary, no sentence or paragraph can be put together. According to Wilkins, if grammar is not understood, little can be said, but if vocabulary is not comprehended, nothing can be communicated (Yu, 2011). As Wilkins said, although we do not really understand grammar, there is little that

can be conveyed, but if our vocabulary is not adequate or there are no words that we have, then we can't convey something according to our goals. Since there is no language without vocabulary, it can be said that vocabulary is the smallest component of a language.

Based on preliminary observations of 3rd students at SMPN 1 Baitussalam in Aceh Besar on August 9th, 2022. The researcher discovered a number of difficulties students faced in learning vocabulary. The first is that almost all students find it difficult to pronounce English vocabulary, learning how to write and spell words as well as how to arrange them in a structured manner are additional challenges for students studying vocabulary. Additionally, students have difficulty comprehending the correct sentence's meaning and struggle with how to utilize it in context. Finally, student's difficulty comprehending the meaning of words or expressions when they come upon it.

Several previous studies have been conducted regarding the use of the CLT method in improving student's English skills, one of which is: research conducted by Arif Hidayat, entitled "Improving Students' Speaking Ability through Communicative Activities". In this study, communicative activities were used as a teaching technique to overcome students' difficulties in speaking and to improve their speaking skills. CLT was chosen because of its benefits: reducing anxiety, encouraging motivation, providing opportunities to use language, and facilitating students to understand the topic being discussed.

So what distinguishes relevant research from current research is that in this research the CLT method was used as a method to improve students vocabulary

mastery. The CLT method was chosen because it provided opportunities for students to use the language actively, so that the vocabulary they got was used and their vocabulary mastery increased. Based on the problems above, the researcher is interested applying the CLT method to improve the vocabulary of Third-grade students at SMPN 1 Baitussalam.

B. Research Questions

Based on the the study above, the research questions of the study can be formulated as follows:

1. To what extent do the CLT method improve students' vocabulary in the Third Grade of SMPN 1 Baitussalam?
2. What is the students' perception of the CLT Method in learning vocabulary in the third-grade students of SMPN 1 Baitussalam?

C. Research Aims

The aims of this research to find out the extent the vocabulary improvement of the Third-grade students in SMPN 1 Baitussalam after being taught by CLT method and to know the student's perception of the CLT in improving their Vocabulary.

D. Significant of the Study

This research aims to determine the use of CLT method in foreign language learning. After this method is applied in the learning process, the researcher wants to know the students' perception about CLT. The results of this

research expected to help teachers in teaching vocabulary, and teachers can take some advantages from the CLT method, especially to improve students' vocabulary and to create students' motivation, interest and achievement. Then, teachers who teach English as a foreign language should be aware of the benefits of using CLT in English classes.

E. Research Hypothesis

Based on the research question, the researcher formulates the research hypothesis as follows:

1. H_a : The use of CLT method improve students' vocabulary.
2. H_o : The use of CLT method does not improve students' vocabulary.

F. Terminologies

In order to avoid miss understanding, I have defined the following operational definitions of this research as follows:

1. Vocabulary

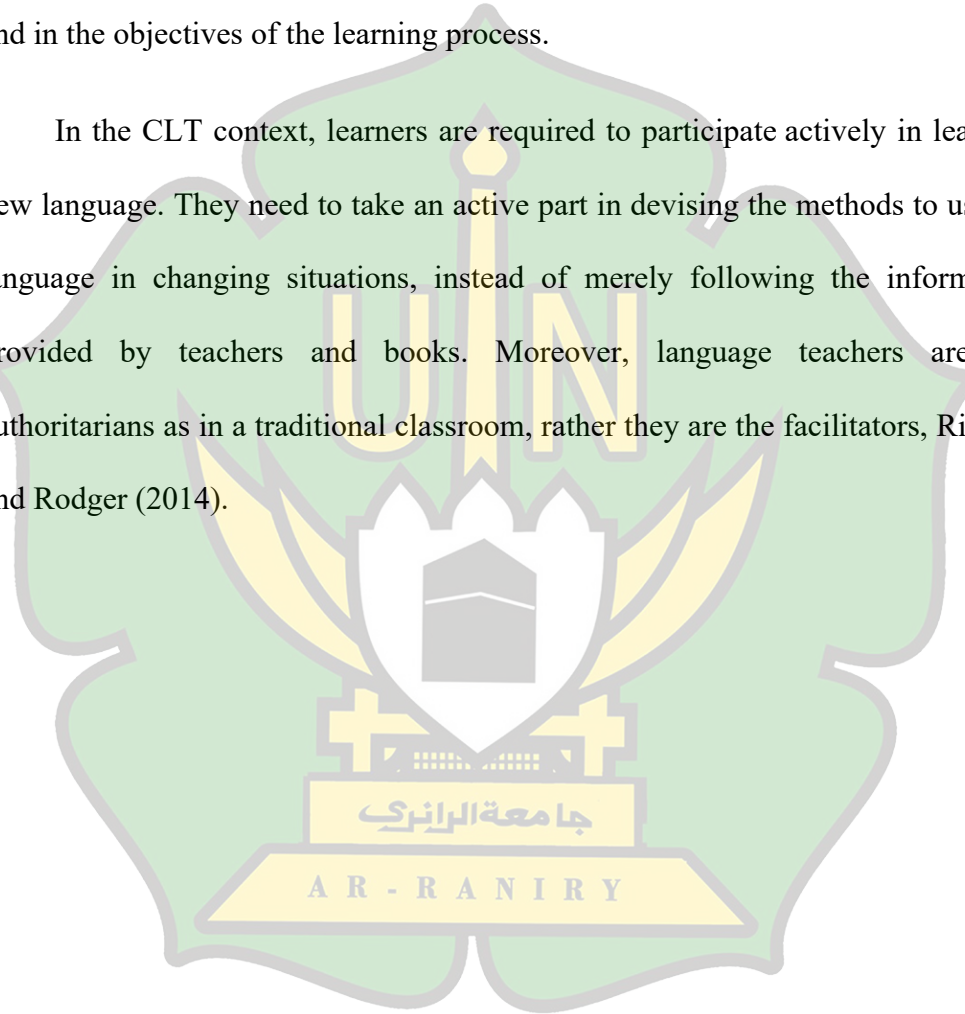
Vocabulary can be defined as a list of words for a particular language or a collection of words that may be used by individual speakers of that language (Hatch and Brown, 1995, p.1). Vocabulary learning is an important part of learning foreign languages, including learning English. Here, the researcher wants to define and limit vocabulary as the number of words used for communication or to express ideas. People who have vocabulary in their minds will be able to

transfer knowledge easily.

2. Communicative Language Teaching (CLT)

Communicative language teaching (CLT) is one of the methods in foreign language teaching that emphasizes the concept of interaction both in the process and in the objectives of the learning process.

In the CLT context, learners are required to participate actively in learning new language. They need to take an active part in devising the methods to use the language in changing situations, instead of merely following the information provided by teachers and books. Moreover, language teachers are not authoritarians as in a traditional classroom, rather they are the facilitators, Richard and Rodger (2014).



CHAPTER II

LITERATURE REVIEW

A. Communicative Language Teaching (CLT)

1. Definition of CLT

CLT (Communicative language teaching) is a teaching method that is assessed as the embodiment of a new era or phenomenon in the field of foreign language teaching. In this CLT era, the teaching principles applied are more open. Brown (2001, p.43) by accommodating various learning principles that are considered beneficial and effective. More specifically, Brown (2007, p.18) calls CLT “an eclectic blend of the contributions of previous methods into the best of what a teacher can provide in authentic uses of the second language in the classroom”.

This method is one of the most frequently used and most effective methods of teaching foreign languages. In this case, the intended language is English. In accordance with the goal of creating opportunities for learners to use the target language effectively for daily communication needs. By using Communicative Language Teaching, teachers should create communicative conditions in which real-life communication applied. As stated by Dannish (2016) Communicative Language Teaching is an approach to the teaching and learning process of foreign languages that focuses on the concept of interaction, namely on the process or purpose of the teaching and learning process. Furthermore, Hiep (2007) also argues that CLT is based on the idea that target language learning occurs when classroom practice is meaningful and genuine for the learner.

Alwazir and Shukri (2016) add that this practice needs to be about real-life situations that require communication.

Based on the explanation above, giving students a real communicative context is the best choice for the teacher, because students can exchange actual information, so that language and phrases will appear according to the situation. This will give them the opportunity to produce and use language in any situation, which encourages students to communicate verbally.

The teacher's role, in this case, is as a facilitator and mediator who directs students in the class about what will be the topic of conversation later. According to Breen and Candlin in the article “The essentials of a communicative curriculum in language teaching” there are two main rules of a teacher in CLT classrooms. First role is to facilitate the communication process among all the students in the classroom, and between the students and the different types of activities and texts. Second, the teacher has to act as an independent participant within the learning-teaching groups. The teacher also expected to act as a resource, an organizer of resources, a motivator, a counselor, a guide, and a researcher. (Richards & Rodgers, 2001).

2. Types of Techniques in CLT Method

CLT Method consists of several techniques. The technique consists of activities that can be used by teachers in the teaching process that comes from teaching methods and approaches. In other words, when a teacher wants to apply a technique, they must adapt the technique to the methods and approaches he will use in the teaching process.

There are several techniques related to Communicative Language Teaching proposed by Richards in Jolliffe (2007) which distinguish two main types of techniques in Communicative Language Teaching; functional communication and social interaction. Functional communication includes task-based activities, following directions, and solving problems from shared directions. Meanwhile, social interaction includes several activities such as dialogue, role play, simulation, think pair share, brainstorming, discussion, debate, games, storytelling, and information gap.

3. Teaching Vocabulary using CLT Method

When teaching vocabulary, the teacher can use the CLT method to help students to improve their vocabulary mastery. Communicative activities can be a guide in the vocabulary teaching approach, because it promotes the use of language by allowing people to communicate. In the CLT method, Students' attention will be focused on the situational use of words from what is said or written and they will be exposed to a wide range of vocabulary rather than just one type of spelling or grammatical construction. Students must practice the vocabulary they have acquired during communicative activities for it to become active.

Communicative activities are important to stimulate students' communication with each other in the English class and these activities should be ranged from easy to more complex based on the level of the students. Moreover, teachers should provide their students with constant scaffolding and feedback for each activity they are involved in (Banciu & Jireghie, 2012).

Therefore, in terms of teaching, the most important thing for teachers to do is to raise students' communicative awareness, which is to activate their communicative motivation. To understand the true meaning and usage of a word. Thus, what teachers have to do is expand their knowledge of vocabulary, and arouse their communicative desire to achieve communicative goals. So, the following are two ways to use it:

a. Think pair share

Think-Pair-Share is an activity designed and developed by Lyman and associates to encourage student classroom participation (Argawati & Suryani, 2017). According to Robertson (2006), This teaching-learning activity works in three phases: (1) Think. The teacher provokes students thinking with a question, prompt, or observation. The students should take a few minutes just to think about the question; (2) Pairs. Using a partner or a deskmate, students pair up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique; (3) Share. After students talk in pairs for a few minutes, the teacher calls for pairs to share their thinking with the rest of the class. Benefits of this technique (Think Pair Share) for the students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in learning.

This activity is interesting because it involves 'conversation': one-on-one sharing of ideas and information. This activity deepens the level of thinking and promotes student participation. These activities also provide opportunities for students to speak English to other students because they have to answer

questions posed by the teacher. Students think of answers. Then with a partner, each student shares his or her ideas. Students can also share ideas with other pairs or the whole class.

The think-pair-share structure also improves students' oral communication skills as they discuss their ideas with each other and with the whole group. With this, students will be motivated to use every word they already know and students can find out every new vocabulary from their partner. One variation of this structure is to skip the whole-group discussion. Another variation is to have learners write down their thoughts on note cards and collect them. This allows the instructor an opportunity to see whether there are problems in comprehension (Kaddoura, 2013).

b. Games

Games are useful and effective in learning vocabulary. They are motivating because they usually involve friendly competition and create a cooperative learning environment, so students have opportunities to work together. Games improve students' communication skills and they have the opportunity to use the target language (Sorayaie-Azar, 2012). Therefore, vocabulary games bring real-world context into the classroom and improve students' use of English flexibly and communicatively.

However, to get the most out of vocabulary games, it is important to choose the appropriate games. Whenever a game is to be used, the proficiency level and cultural background of the student must be taken into account, and it must also be useful for students with lower language skills and must be easy to apply in the classroom.

4. The usefulness of the CLT Method

CLT is affirmed to be the most used and well-known method to help students communicate effectively (Larsen-Freeman, 2000). It is an approach with many distinctive characteristics. Richards and Rogers (2001) argue that one of these distinctive attributes is that the teaching process is learner-centered and experience-based. Moreover, Richards (2006) asserted that CLT has several unique features, such as making genuine communication the target of learning English as well as giving students opportunities to reflect upon their experiences and what they know (Richards, 2006).

According to them, in the CLT method, language learning is seen primarily as 'learning to communicate' and the goal of the method is the acquisition of communicative competence, which enables second language learners to use the target language for communicating effectively and appropriately. This method also argues that 'the target linguistic system will be learned best through the process of struggling to communicate' and learners are expected to learn the target language through interaction with other people (Finocchiaro and Brumfit 1983, p. 91-93).

The CLT method stresses the need to allow students opportunities for authentic and creative use of the language. It focuses on meaning rather than form; it suggests that learning should be relevant to the needs of the students; it advocates task-based language teaching. Students should be given tasks to perform or problems to solve in the classroom. What's more, CLT emphasizes a functional approach to language learning (i.e. what people do with language, such as inviting, apologizing, greeting and introducing, etc.). Also, to be

competent in the target language, learners should acquire not only linguistic knowledge but also the cultural background of that language.

Teachers need to implement CLT activities in the classroom to increase students' interest and class participation, by improving their performance (Uzoma & Ibrahim, 2018); in contrast, teacher-centered classrooms need to become less common. In sum, more promotion of CLT implementation in the classroom is needed (Uzoma & Ibrahim, 2018).

B. Definition of Vocabulary

The word "vocabulary" is defined in a variety of ways. Lehr (2007) explains vocabulary or the knowledge of words and their meanings. Meanwhile, according to Logman Dictionary (2007), vocabulary includes all words that a person knows or uses, as well as all words that exist in a language. Vocabulary, according to the above notion, is the smallest unit of language that processes meaning and can be utilized to interact with one another. A group of words in a particular language that is learned as part of studying a foreign language is referred to as vocabulary. This indicates that vocabulary is a crucial aspect of a language. Without it, difficult to understand a language, especially for students learning a foreign language.

Based on the above definition, the researcher concludes that vocabulary is the key to learning a language, including learning English as a foreign language and will be a tool to communicate with each other. So that every human can express their feelings, ideas, opinions, and desires to their opponents. Therefore, vocabulary can be an item that will continue to be added to the learner's overall

knowledge.

1. The factors affecting Vocabulary

Mastery of a person's vocabulary is very influential on the ability to understand something. The vocabulary possessed is increasing in accordance with the knowledge or education, according to the intellectual level. There are several factors that affect a person's level of vocabulary mastery, such as 1). Educational background knowledge, 2). Age, 3). Activity, 4). The number of books that have been read at least, and 5). Environment.

Mastery of a person's vocabulary is strongly influenced by the level of education, the higher the level of education of a person, the wider the material obtained so that automatically the vocabulary is wider and the language skills are better. Students' vocabulary mastery will increase every time, Depending on the activity, age, environment, and even students' interests also greatly determines their vocabulary mastery. The more active students are in using the vocabulary they get, the more they will increase their vocabulary mastery, and also if students live in an environment full of book facilities and an environment that likes to read, they will have adequate vocabulary mastery. In addition, the more reference books you read, the more vocabulary you will have.

2. Types of Vocabulary

Vocabulary can be divided into two types, active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. Active vocabulary refers to vocabulary that has been taught to students and is expected to be used by them. which refers to the vocabulary used by speakers in daily communication, both oral and written. Meanwhile, passive vocabulary refers to words that students will recognize when they meet but are not expected to produce. It refers to vocabulary that appears only in editorials, speeches, and journal articles.

Hiebert and Kamil (2005) also state that vocabulary consists of two forms: spoken and written. Oral vocabulary is a collection of words that we know the meaning of when we speak or read orally. Second, written vocabulary consists of words whose meaning is known when we write or read silently. They also detail the various types of vocabulary, namely “vocabulary comes in two forms: receptive and productive”.

- a. Receptive Vocabulary is words that are recognized and understood by learners when used in context, but they do not pronounce the vocabulary. Vocabulary that learners recognize when they see or meet in a reading text but they do not use the vocabulary in speaking and writing.
- b. Productive vocabulary is words that the learner understands and can pronounce correctly and are used constructively in speaking and writing. Therefore, productive vocabulary can be concluded as an active

process, because the learner can produce words to express their thoughts to others.

According to Pikulski and Templeton, vocabulary plays a dominant role in learning to communicate effectively while listening, speaking, reading, and writing. The vocabulary in the picture below can be classified according to its type, meaning, and function. Based on the picture, vocabulary is categorized into four main groups, namely meaning/oral vocabulary, literacy/written vocabulary, receptive vocabulary, and productive vocabulary. However, it is clear that all vocabulary items overlap in meaning and function.

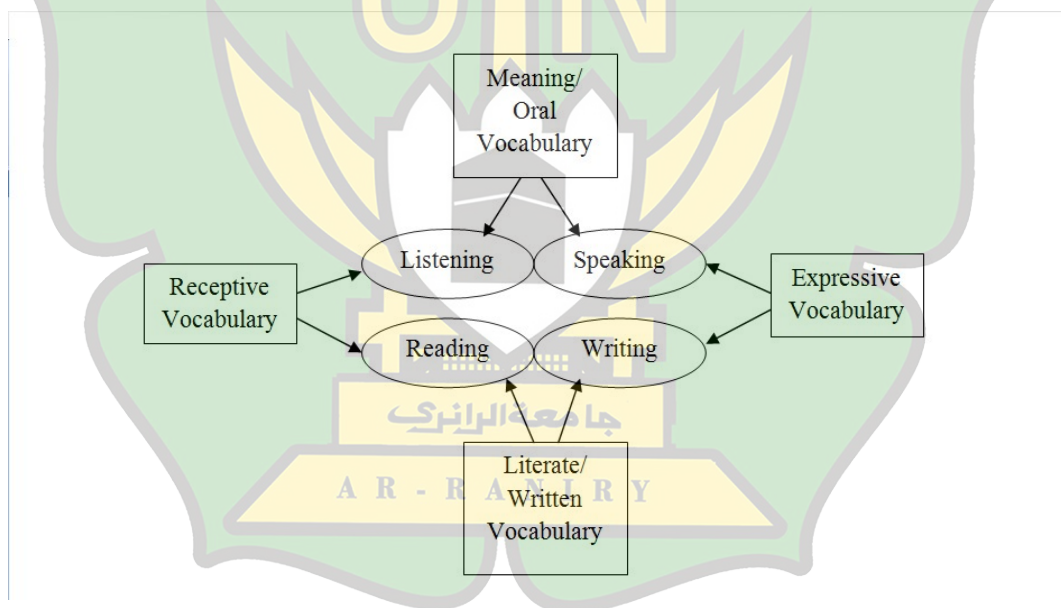


Figure Vocabulary Type

3. The importance of Vocabulary

Vocabulary plays an important role in learning, understanding, and communicating in a language. Especially in learning a foreign language such as English. Ur (2012) says that learning the vocabulary of a language is important

because vocabulary means how a word carries meaning. Furthermore, Kufaisi (2012) also states the importance of vocabulary as a general agreement for success in social, professional, and intellectual life, so that vocabulary is a vehicle for thinking, self-expression, and communication. The important aspect of learning a foreign language, it is assumed that the success of learning a foreign language is highly dependent on the formation of students' English vocabulary. The importance of vocabulary in language learning is also stated by, (Neuman & Dwyer, 2009, p.385) states that the words we must know to communicate effectively: are words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)".

According to the opinions of the experts above, there are several studies on teaching and learning vocabulary which show that vocabulary expansion has always been and continues to be an important goal in literacy and learning (National Institute for Child Health and Human Development, 2004). Therefore, the teacher must understand what will be taught in the classroom, because "without a broad vocabulary and strategies for acquiring new vocabulary, students usually fall short of their potential and may be discouraged from taking advantage of language learning opportunities" (Richard and Renandya, 2010, p. 255).

Vocabulary is a tool that students use to express ideas, opinions, and feelings, and to explore and analyze the world around them. Students will easily understand a language if they master the vocabulary of that language. Because it is impossible for someone to understand or communicate without mastering

vocabulary first. The more vocabulary the learners have, the better they will be at communicating. Whether someone is proficient in mastering a language also depends on the vocabulary they have. Therefore, learning vocabulary is considered as a basic task for students, especially in learning foreign languages.

C. The previous studies

There were some studies on the use of CLT method in teaching English that were discussed and relevant to this research. For instance, the effect of CLT in improving Students English skill. Here, the researcher attempted to discuss previous studies that are related to this study.

First, there was research from AL-Garni, Shorouq Ali; Almuhammadi, Anas Hamed (2019), The aim of present study was to examine the effect of using communicative language teaching (CLT) activities on EFL students' speaking skills at the English Language Institute (ELI) of the University of Jeddah (UJ). The researcher conducted the current study in two classes of 21 female EFL students each; one class was the experimental group and the other the control group. The experimental group was taught using three communicative activities interviewing, problem-solving, and role-playing while the control group was taught using traditional methods. The current study followed a quasi-experimental study to answer the primary research question. The quasi-experimental study was conducted using a pre-test and post-test design to determine if there was a significant difference between the scores of the experimental and control groups. The findings of the current study show that the experimental group scored higher than the control group. These findings have

positive implications for the continued implementation of CLT teaching practices at the ELI of UJI.

Second, Shanti Rahayu (2010), this study aims to find out whether Communicative Language Teaching (CLT) can improve the student's vocabulary mastery and to find out whether Communicative Language Teaching (CLT) can improve the quality of vocabulary teaching process. This study uses collaborative classroom action research as the method in conducting the research. The research was conducted in two cycles. There are 3 meetings in the first cycle and 2 meetings in the second cycle. Each cycle consisted of four steps; planning, implementation, evaluation, and reflection. The researcher chose game as the technique in teaching vocabulary in the first cycle and role play for the second cycle. Both of the techniques were used as part of Communicative Language Teaching (CLT). The data were collected by means of observation, interview, fieldnotes, photographs and tests. The tests were conducted before the action (pre-test) and after the action (post-test). The mean score of each test was quantitatively analyzed to find out the improvement of students' vocabulary mastery after the research action. On the other hand, the results of observations, interviews, and photographs were analyzed as qualitative data. After the treatment, students got better understanding in the meaning of vocabulary. They also got less difficulty in pronunciation and spelling. The students found it easier to learn vocabulary in the classroom. The students were more active and enthusiastic to join the meaningful and contextual activity. They learned to share and co-operate each other in communicative activity in the classroom. In addition, they were happier and motivated to join the vocabulary class. The

enjoyable and active atmosphere in the classroom brings benefits in promoting the students learning process.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research implemented a quantitative research design and was conducted under experimental research. In this research, the researcher intends to determine whether the use of CLT method will improve students' vocabulary. Therefore, the researcher conducts experimental teaching to prove this method. Experimental research, according to Cresswell (2012), is a method for performing quantitative research. In this research, the researcher applied the method to test and see if it had any effect on the outcome. The first, the researcher had to choose a procedure that used in a variable experience situation. After the treatment, the researcher determines whether those who experienced the procedure performed better on some outcome or not.

Furthermore, Independent variables, according to Cramer, Duncan, and Dennis Howitt (2004), are dependent on other factors that are measured. The variable expected to show some changes as a result of experimental research of the independent variables. The independent variable is stable or static and unaffected by other variables that measured. So, in this research, the CLT method is an independent variable which improves students' vocabulary which is a dependent variable.

This experimental research is appropriate experimental research by conducting a pre-test and post-test. There are two classes to choose from in this

research. The two classes were given a pre-test at the beginning and a post-test at the end of the meeting. Moreover, the experimental class also gave a treatment, with the CLT method. While the other one was the control class which was not given any treatment. The use of the method showed in the results of the increase in students' achievement after taking in the post-test scores. This research experimental conducted in 5 meetings. At the first meeting, the researcher did a pre-test. The second, third, and fourth meetings treated use the CLT method. At the last meeting, the researcher conducted a post-test, with the same content as given in the pre-test.

B. The Population and Sample

A population is a group of people with the same characteristic that the researcher can identify and study (Creswell,2012). The population in this research was the students from the third grade of SMPN 1 Baitussalam at Aceh Besar. There were 4 classes for the third grade in this school. Each class consists of 25-30 students. Based on the population above, the researcher took 2 classes as the sample of the research.

C. Sampling Technique

There are two kinds of sampling methods, namely probability, and non-probability. Probability sampling is also called random sampling where it is done in a random way. In contrast, non-probability sampling or incidental sampling is a kind of sampling which is not selected randomly. The researcher used probability sampling because this sampling technique aims to represent a number

of data taken from the population. So that it is easy for the researcher to draw a conclusion and reliable. In probability sampling, there are three types of random sampling, i.e., simple random sampling, stratified sampling, and cluster sampling. Here, the researcher used simple random sampling, because the random sampling system, provided a small tin in which there were 1-4 numbers on a small piece of paper. Then the researcher shook randomly to get two classes for the sampling.

D. Instrument for Data Collection

The data collection instrument in this research was vocabulary test. Test was given to students to determine their scores before and after treatment. This research implemented pre-test and post-test as research instruments. The pre-test was given to students to find out their prior knowledge before they got treatment and the post-test was given to students after treatment. This research uses two classes, one class was given the treatment and another class as a control class that did not given any treatment and would be given exactly the same test. It was one of method to test the effectiveness of an intervention (Shuttleworth, 2009).

This research also used the questionnaire in order to get students perception of the CLT method in helping them in improving their vocabulary.

E. Technique of Data Collection

In this section, the researcher used several major stages of collecting the data. Those stages are pre-test, treatment, post-test and questionnaire the four of them are explained briefly below:

1. Pre-test

In the first meeting, both the experimental and the control classes were given the pre-test. This pre-test's purpose is to find out the students' vocabulary mastery before the treatment was given. The pre-test consisting of two types; multiple choice and messy words. The test consists of 25 questions and each question gets a score of 4. Therefore, the maximum value is 100.

2. Treatment

There were three meetings of the treatment. Two activities, such as Think Pair Share and Game were used during the treatment. In the second meeting, the researchers explained the CLT method and some of its activities. She also explained that only games and think-pair-share activities were used to improve the students' vocabulary. Here, the researcher used think-pair-share activities by asking students to sit in pairs, then assigning topics about text-processing and asking each group to share information about the topics with their partners. The purpose of this activities are that students can share their ideas and knowledge about using vocabulary from their partners, students are also asked to write every new vocabulary they get from their partners.

In the third meeting, the researcher gave vocabulary to the students by writing it on the whiteboard. After that, the students was divided into several groups, each with five to six students. After working in groups to complete a text procedure based on the teacher's topic assignment, the students were asked to present their results.

In the fourth meeting, the researcher used game activities to help the students learn vocabulary more relax. The researcher gave blank paper to each

group that had been formed at the previous meeting, and the researcher only wrote the title of a text procedure. Then, the researcher asked the students to correctly arrange the steps by steps of the procedure text. The responses from each group were then checked by the teacher and the students.

3. Post-test

Post-test would be given to both experimental and control classes. post-test was given to measure students' vocabulary mastery after teaching several activities through the CLT Method. The researcher distributed the same material with the pre-test individually to see the increase in students' vocabulary mastery after being treated with the CLT method. The questions was given in the form of multiple choice and messy words. The test consists of 25 questions and each question gets a score of 4. Therefore, the maximum value is 100.

4. Questionnaire

Additional data from the questionnaire was analyzed statistically with the answers chosen by the students. Questionnaire was distributed to the experimental class after being given a post-test. The questionnaire used was based on a Likert Scale. This scale was developed by Likert in 1932 as a procedure for measuring attitudinal scales. The Likert scale was based on the principle of asking people to give their responded by choosing among a series of statements concerning a given topic.

The original Likert scale used kind of questions with five responses alternatives, which were strongly, approve, approve undecided, disapprove, and strongly disapprove. Yet, it has been improved to many variations of the extent

of whether the responses agreed or disagreed and this enabled to dig into the cognitive as well as the affective aspects of the respondents' responses. This scale was good in measuring the level of agreement or disagreement (can be a scale of any attitude) to a given certain issues (Boone & Boone, 2012).

F. Technique of data Analysis

1. Analysis of Pre-test and Post-test

To analyze the data, the researcher used T-test. The whole process of calculation used the SPSS program. The T-test is intended to test whether there was significant difference on students' Vocabulary through CLT method between the control class and the experimental class. If sig 2-tailed greater than 5% means there is no significant difference between the control class and the experimental class. However, if the sig 2-tailed value is less than 5% means there is a significant capacity difference between the control class and the class experimental.

2. Questionnaire

The Data on students' perceptions of the use of the method was also analyzed by counting the percentage of students' answers in each question on the questionnaire. To count the answer, this study also referred to *Metode Statistika* as the following formula is:

$$P = \frac{F}{N} \times 100\%$$

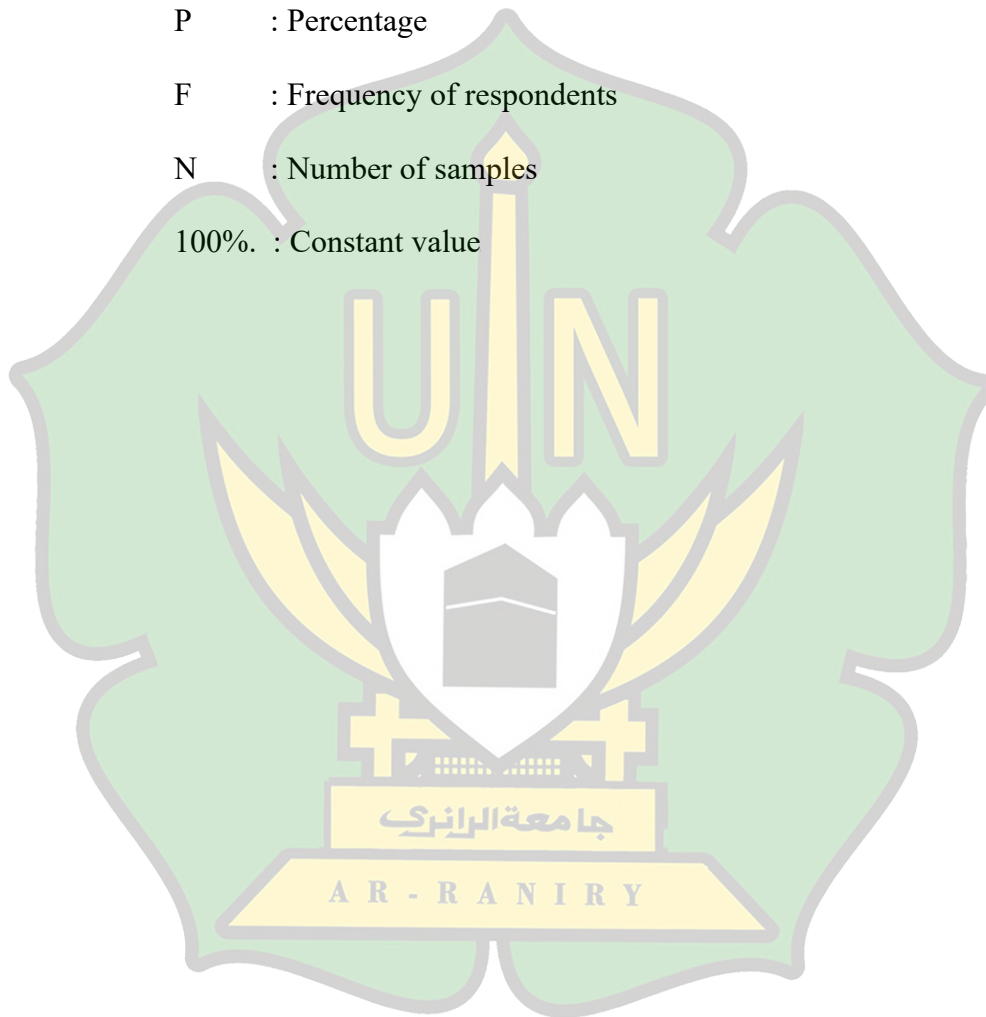
Note:

P : Percentage

F : Frequency of respondents

N : Number of samples

100%. : Constant value



CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Result

This research was conducted at SMPN 1 Baitussalam. The samples were all of the students class IX-2 and class IX-4. There were 26 students in the experimental class and 27 students in the control class. It started from November 8th and November 16th, 2022 in control class and November 3th -17th, 2022 in experimental class. There were five meeting sessions, including two meetings for pre-test and post-test.

The pre-test in control class was conducted on Tuesday, November 8th, 2022 and the post-test is on Wednesday, November 16th, 2022. The pre-test in experimental class was conducted on Wednesday, November 3th, 2022 and the teaching process was done on Tuesday, November 8th – 15th, 2022. Finally, the post test was conducted on Thursday, November 17th, 2022.

In order to arrange and calculate the data systematically, the researcher analyzes the data by using SPSS program. Moreover, the explanation of the results of the research is presented in the following section.

1. The Result of Students' Pre-test and Post-test score in Control Class

The researcher used two tests in collecting the data: Pre-test and Post-test. The following explanation is the result of pre-test, post-test, and the mean score of control class on the table 1.

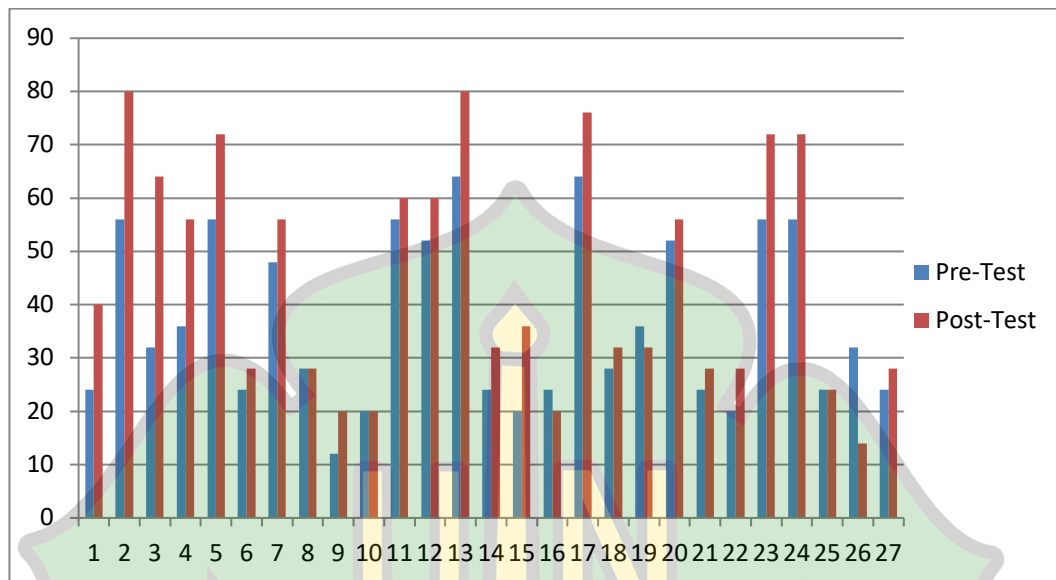
Table 1. The result of Students' Pre-test and Post-test scores in Control class.

No	Name	Control Class	
		Pre-test	Post-test
1	AS	24	40
2	AH	56	80
3	AN	32	64
4	CM	36	56
5	DMS	56	72
6	FA	24	28
7	HL	48	56
8	MT	28	28
9	MW	12	20
10	MZ	20	20
11	MM	56	60
12	NH	52	60
13	NS	64	80
14	NN	24	32
15	RPB	20	36
16	RD	24	20
17	RPA	64	76
18	RA	28	32
19	RAH	36	32
20	RA	52	56
21	SMJ	24	28
22	SB	20	28
23	SA	56	72
24	SMD	56	72
25	SDU	24	24
26	TMS	32	14
27	ZF	24	28
Mean Score		36,74	44,96

The data above shows, the mean of pretest was 36,74, while in Post-test was 44,96. If these both means were compared, it was seen that the difference between each test was 8,22. Then, the result of the test is presented in the

following chart.

Chart 1. The differences between Pre-test and Post-test in Control class.



2. The Result of Students' Pre-test and Post-test score in Experimental Class.

The researcher used two tests in collecting the data: pre-test and post-test. The pre-test was given to the students in the first meeting before the researcher implemented the method and the Post-test was given after treatments were given for three meetings by using CLT method. The following explanation is the result of pre-test, post-test, and the mean score of experimental class on the table 2.

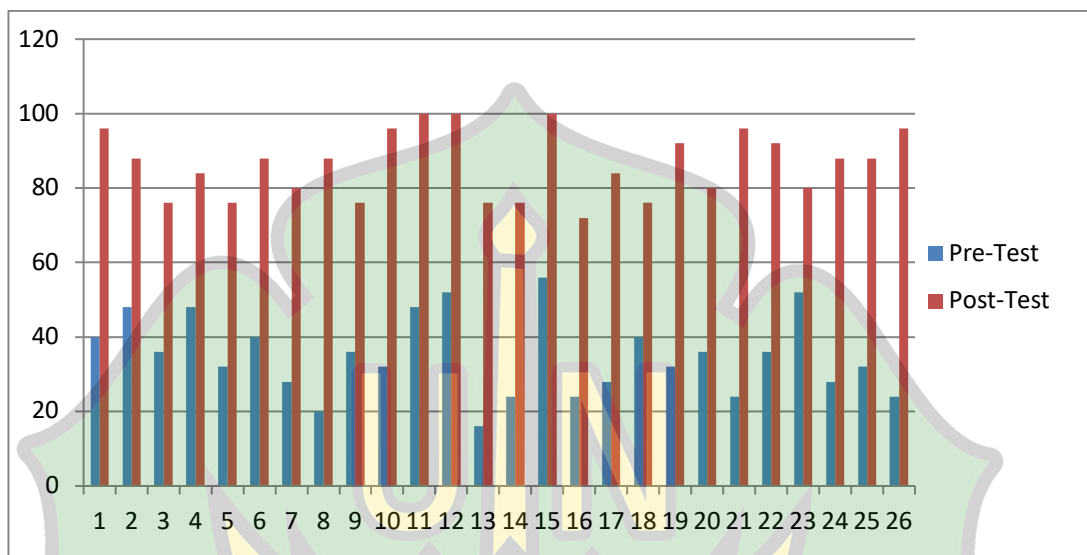
Table 2. The result of Students' Pre-test and Post-test scores in experimental class.

No	Name	Experimental Class	
		Pre-test	Post-test
1	AR	40	96
2	DES	48	88
3	DR	36	76
4	HAR	48	84
5	MAR	32	76
6	MRK	40	88
7	MF	28	80
8	Mi	20	88
9	MR	36	76
10	MP	32	96
11	MF	48	100
12	NB	52	100
13	OL	16	76
14	RN	24	76
15	RG	56	100
16	RF	24	72
17	RYA	28	84
18	RA	40	76
19	SZ	32	92
20	SA	36	80
21	TMR	24	96
22	URB	36	92
23	TF	52	80
24	WN	28	88
25	YH	32	88
26	ZB	24	96
Mean Score		35,08	86,31

The data above shows that the post-test scores increased dramatically compared to the pre-test, this can be seen in the table above which shows. The mean of pre-test was 35,08 while in post-test was 86,31. If these both means were

compared, it was seen that the difference between both tests was 51,23. Then, the result of the test is presented in the following chart.

Chart 2. The differences between Pre-test and Post-test in Experimental class.



3. The T-Test's Result of Pre-test and Post-test in Control and Experimental Classes

The researcher used T-test on SPSS program to see whether there is a significant difference between pre-test and post-test in both classes. Then, this is the T-test's result of pre-test and post-test of both classes. The researcher compared the result on the following tables.

Table 3. T-test's result of Pre-test in control and experimental classes

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Hasil Pre Test	Equal variances assumed	10.013	.003	-.442	51	.660	-1.664	3.766	-9.224 5.896
	Equal variances not assumed			-.445	45.404	.658	-1.664	3.738	-9.190 5.863

The data above shows the Pre-test's result of both classes. It tells the value on Sig. (2-tailed)'s column is 0,660 which is more than 0,05 (= 5%) so H_0 is accepted. It means that the students' understanding of vocabulary in the control and experimental classes did not have a significant difference. In other words, both classes are at the same standard in terms of vocabulary mastery.

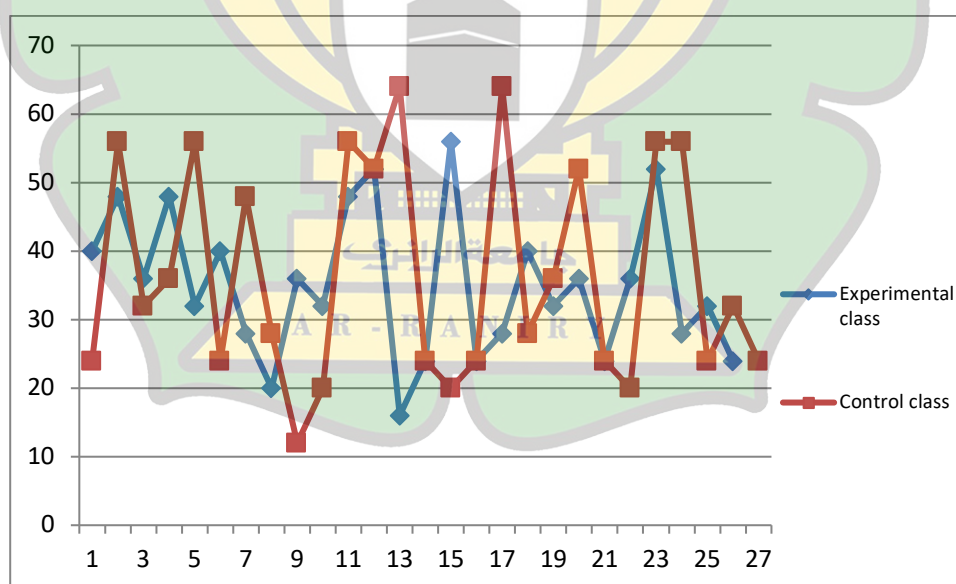
Table 4. T-test's result of Post-test in control and experimental classes

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Hasil Post Test	Equal variances assumed	43.481	.000	9.051	51	.000	41.345	4.568	32.174 50.516
	Equal variances not assumed			9.175	34.904	.000	41.345	4.506	32.195 50.494

The data above shows the Post-test's result of both classes. It shows the value on sig column. (2-tailed) is 0,000 which is less than 0.05 ($\alpha = 5\%$) so H_0 is rejected. It means that the students' vocabulary mastery in the control and experimental classes has a significant difference. This means that one of the classes' shows an improvement in vocabulary mastery. In this case, the experimental class is the one who shows the improvement which is taught by the CLT method. This shows that CLT treatment can be a successful means of improving students' vocabulary.

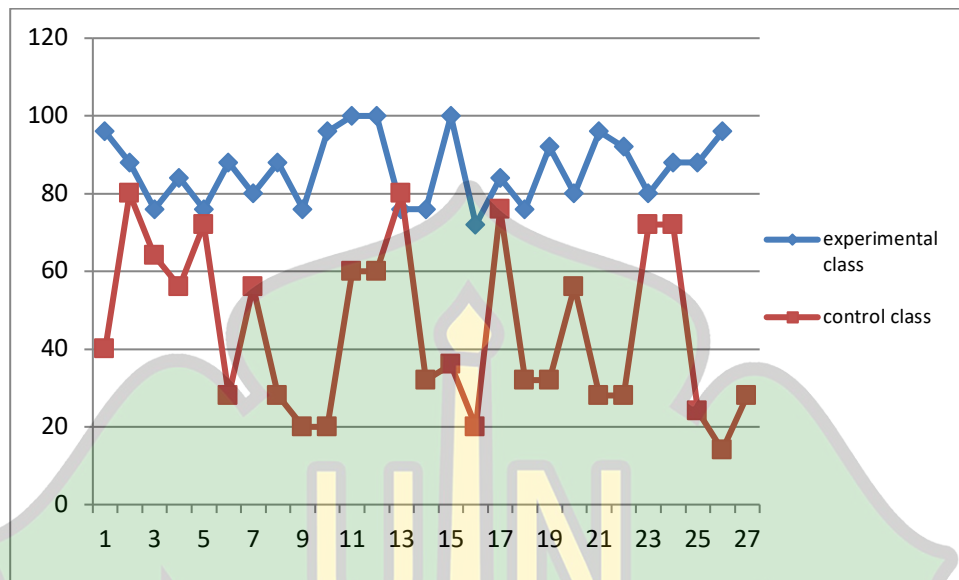
Then, the Pre-test of both classes could be compared in the following chart.

Chart 3. Pre-test comparison of control and experimental classes



Also, the Post-test of both classes could be compared in the following chart, in order to see the significant differences of both classes.

Chart 4. Post-test comparison of control and experimental classes



B. Questionnaire Result

In order to gain information of the students' perception of the CLT method in helping their Vocabulary in experimental class, the questionnaire was distributed to the students. It consisted of 10 questions related to the implementation of CLT method, as mention in chapter III. The data of the questionnaire were analyzed by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

In which:

P : Percentage

F : Frequency of respondents

N : Number of samples

100% : Constant value

Furthermore, the result of each question in questionnaire will be elaborated in detail in the following table:

Table 5

The percentage of students' answer about the importance of learning English.

No	Option	Frequency	%
1	1. Strongly Agree	12	4,61
	2. Agree	8	3,07
	3. Neutral	5	1,92
	4. Disagree	1	0,38
	5. Strongly Disagree	0	0
Total		26	100 %

Table 5 shows that most of students in the experimental class agree that learning English is important. The percentages can be seen in the table above which shows: Strongly agree 4,61%, agree 3,07%, neutral 1,92% and disagree 0,38%.

Table 6

The percentage of students' perception that learning English is fun.

No	Option	Frequency	%
2	1. Strongly Agree	4	1,53
	2. Agree	5	1,92
	3. Neutral	10	3,84
	4. Disagree	5	1,92
	5. Strongly Disagree	2	0,76
Total		26	100 %

Based on the table above, it can be seen that most students think that learning English is fun and there are only 1,92% of students who disagree and 0,76% of students who choose strongly disagree, the researcher concludes that there are still some students who think that learning English is not fun.

Table 7

The percentage of students' believed about the importance of English vocabulary in learning process.

No	Option	Frequency	%
3	1. Strongly Agree	8	3,07
	2. Agree	14	5,38
	3. Neutral	4	1,53
	4. Disagree	1	0,38
	5. Strongly Disagree	0	0
Total		26	100 %

Table 7 shows that most students gave a positive response to the statement above, and only 0,38% of students choose to disagree.

Table 8

The percentages of students' believe that CLT method is useful to increase vocabulary.

No	Option	Frequency	%
4	1. Strongly Agree	11	4,23
	2. Agree	10	3,46
	3. Neutral	5	1,92
	4. Disagree	0	0,38
	5. Strongly Disagree	0	0
Total		26	100 %

As can be seen from the tabel above, every student agrees that the CLT method can be used by teachers to help students learn more words, and that no student disagrees or strongly disagrees.

Table 9

The percentage of students' perception about the effective of CLT method in increasing vocabulary

No	Option	Frequency	%
5	1. Strongly Agree	7	2,69
	2. Agree	16	6,15
	3. Neutral	2	0,76
	4. Disagree	0	0
	5. Strongly Disagree	0	0
Total		26	100 %

According to table 9 above, all students responded positively to the above mentioned statement, and none of the students selected to disagree.

Table 10

The Percentage of student's believe that CLT method help them to find meaning of word.

No	Option	Frequency	%
6	1. Strongly Agree	9	3,46
	2. Agree	9	3,46
	3. Neutral	8	3,07
	4. Disagree	0	0
	5. Strongly Disagree	0	0
Total		26	100 %

In table 10 it can be seen that all students agree that the CLT method helps increase their understanding of words. As the following percentages, 3,46% of

students choose strongly agree and agree, 3,07% of students choose neutral.

Table 11

The percentage of students' opinion, during the use of CLT in interaction.

No	Option	Frequency	%
7	1. Strongly Agree	4	1,53
	2. Agree	14	5,38
	3. Neutral	8	3,07
	4. Disagree	0	0
	5. Strongly Disagree	0	0
Total		26	100 %

The data shows that 1,53% of students choose strongly agree, 5,3% choose agree, and 3,07% choose neutral. It may be concluded that most students agree that since the CLT method implemented, they become more active and use loads of new vocabulary when interacting with friends.

Table 12

The percentage of students' agreement about how the CLT method motivates them in learning English.

No	Option	Frequency	%
8	1. Strongly Agree	7	2,69
	2. Agree	9	3,46
	3. Neutral	9	3,46
	4. Disagree	1	0,38
	5. Strongly Disagree	0	0
Total		26	100 %

Table 12 shows that 2,69% of students choose "strongly agree," 3,46% of students choose "agree," 3,46% of students choose "neutral," and only 0,38% of

students choose "disagree."

Table 13
The percentage of students' opinion about how CLT method improve their vocabulary.

No	Option	Frequency	%
9	1. Strongly Agree	6	2,30
	2. Agree	11	4,23
	3. Neutral	9	3,07
	4. Disagree	0	0
	5. Strongly Disagree	0	0
Total		26	100 %

According to the table above, if a teacher uses the CLT method to help students improve their vocabulary, 2,30% of students choose strongly agree, 4,23% choose agree, and 3,07% choose neutral.

Table 14
The percentage of students interests in using the CLT method.

No	Option	Frequency	%
10	1. Strongly Agree	8	3,07
	2. Agree	13	5
	3. Neutral	5	1,92
	4. Disagree	0	0
	5. Strongly Disagree	0	0
Total		26	100 %

As can be seen from the percentage above, the majority of students choose to agree with 5%, which is shown in Table 14 as showing that all students are interested if the teacher uses the CLT method when teaching.

C. Discussion

There are two research questions in this research which were raised in the first chapter. The first research question is 'To what extent do CLT method improve students' vocabulary in the third grade of SMP 1 Baitussalam. The researcher used data from the Pre-test and Post-test, which were administered to the students before and after treatment, to answer the first research question. In this research, the control class was not taught using the CLT method, instead, researcher only provided experimental class students with treatment on how to use the CLT method to improve student vocabulary. Based on the data analysis, it is clear that students who taught with the CLT method could see an improvement in their grades. Students' scores in the experimental class significantly improved from the Pre-test to the Post-test, with a mean difference of 51,23. The scores of the control class, who taught without CLT method, did not improve significantly, as shown by the difference of 8,22.

A procedure in Communicative Language Teaching called CLT is able to increase students' vocabulary and their interactions (Gairns & Redman (1986). Through the CLT method, a student can actively express their opinions to other students, exchange information on the vocabulary they have learned, and solve the problems by cooperating with one another and coming up with solutions in their groups.

Resky Indrayana Uda Patmi and Sababauddin (2021) also conducted research on improving the vocabulary of second year students at Madrasah Tsanawiyah Madani Pao-pao, South Sulawesi, Indonesia using Communicative Language

Teaching (CLT) with Realia. In this study using the true-experimental method with two variables, independent variable (CLT with Realia) and the dependent variable (vocabulary mastery). The number of students participating in this study were 60 people selected by random sampling, 30 students for the experimental class and 30 students for the control class. The written vocabulary test was used as an instrument in this study. From the data analysis, there was a significant increase in the students' vocabulary. This can be seen from the average score of the experimental class (71,8) and the average score of the control class (63,8). This means their research shows positive results.

The second research question is to see students' perceptions of the CLT method in learning vocabulary. To answer this research question, the researcher distributed questionnaires to the experimental class after the treatment to find out their perceptions about whether the method could improve their vocabulary or not. The questionnaire was formed in 10 questions starts from general to specific questions. Almost every question had a positive response from the students, while a few students responded negatively to 1 or 2 questions that were less common than others.

After analyzing the questionnaire, the researcher found that most of the experimental class students were interested in learning vocabulary through the CLT method. The data also shows that students feel that this method can help them understand words.

CHAPTER V

CONCLUSION AND SUGESSTION

A. Conclusion

After completing this study, the researcher found that after the treatment, students' Post-test scores in experimental class showed good results compared to their Pre-test scores. This study proved that the CLT method affects students' vocabulary. There were some statistical tests conducted to come to this conclusion. First, the researcher looked for the mean score of each Pre-test and Post-test in both classes and the results in the control class was 36,74 while the Post-test score was 44,96, so if we compared the difference between the two score it was 8,22. Then the result of the experimental class for the Pre-test was 35,08, while for the Post-test was 86,31. So the difference between the two score was 51,23.

After getting the results of Pre-test and Post-test in the two classes, the researcher then searched the results of the T-test through the SPSS program to find out whether there was a significant difference between the Pre-test and Post-test. Then the results shows that the score at sig. (2-tailed) in the Pre-test was 0.660 which is more than 0.05 ($\alpha = 5\%$), it means that the result of students' vocabulary in control and experimental classes had no significant differences. In other words, both classes are at the same standard in terms of vocabulary mastery, whereas in the Post-test the result sig. (2-tailed) 0.000 which is less than 0.05 ($\alpha = 5\%$), it means that students vocabulary in both classes had significant difference. This means that the experimental class shows an improvement by implementing

the CLT method of teaching. The CLT method also helps students to increase their vocabulary mastery. This proves that CLT-based treatment can significantly improved students' vocabulary proficiency.

In addition, students were also given questionnaires to identify their perceptions about the CLT method. The students interested in using the CLT method in teaching vocabulary and then gave positive responses to this method.

B. Suggestion

After conducting this research and based on the research findings, the researcher would like to recommended and as follows:

1. Teacher

Teachers of English can use a variety of methods to teach vocabulary, but the CLT method is most recommended for usage in the classroom because it requires students to participate in discussions and communicates with friends and increase their vocabulary through CLT method, the teacher just facilitates and the students expects to participate actively.

2. Students

Students required to be actively participated in speaking and writing using new vocabulary when applying CLT method. They must practice speaking by using vocabulary they need through communicative activities. Through this method students can easily express their ideas.

3. Other Researchers

In this research, the researcher focused on teaching vocabulary by using CLT method. This method keeps students active in communication.

However, the method would make the class crowded and noisy. It is suggested other researchers will conduct further research about the implementation of CLT method. Previous studies have shown the benefits of using CLT method to increase students' vocabulary. The researcher also suggests that other/future researchers will use CLT method to teach other skills, such as: speaking, writing, listening, and reading.



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AUTOBIOGRAPHY

1. Name : Ama Julma Naytsa
2. Date/Place of Birth : Meulaboh/August13th,2000
3. Gender : Female
4. Nationality : Indonesian
5. Religion : Islam
6. Status : Single
7. Address : Lr. Singgah Mata, Kuta Padang Layung,
Bubon, Aceh Barat. Aceh
8. Occupation : Student
9. Parents
 - a. Name of Father : Khairil Anwar
 - b. Name of Mother : Manidar
 - c. Father's Occupation : Civil Servant
 - d. Mother's Occupation : House Wife
10. Address of Parents : Lr. Singgah Mata, Kuta Padang Layung,
Bubon, Aceh Barat. Aceh
11. Education
 - a. Elementary : SDN Layung Beurawang
 - b. Junior High School : Mts Nurul Falah Boarding School
 - c. Senior High School : Mas Tgk. Chiek Oemar Diyan
Islamic Boarding School
 - d. University : Universitas Islam Negeri Ar-Raniry
Banda Aceh.

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMPN 1 Baitussalam
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX/ Satu

A. TUJUAN PEMBELAJARAN

Setelah melakukan pelajaran, peserta didik diharapkan dapat mengidentifikasi, menentukan dan menyimpulkan, fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan resep makanan /minuman serta peserta didik dapat membuat dan Menyusun teks yang padu berbentuk prosedur dengan memberi dan meminta informasi terkait resep makanan/ minuman, dengan memperhatikan unsur kebahasaan dan memiliki perilaku jujur, disiplin, tanggung jawab, peduli, kerja sama, toleran, santun, responsif dan pro- aktif.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN

Kompetensi Dasar	Indikator
3.4. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/ minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan prosedur tulis pendek dan sederhana terkait dengan resep makanan/minuman. 3.4.2 Menentukan struktur teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya. 3.4.3 Menyimpulkan isi teks-teks prosedur yang lisan pendek dan sederhana terkait dengan resep makanan/minuman telah dipelajari.
4.4 Menangkap makna secara Kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek resep dan manual.	4.4.1 Membuat teks prosedur berbentuk essay dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.4.2 Menyusun kalimat acak menjadi teks yang padu berbentuk

	prosedur dengan memberi dan meminta informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.
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C. MATERI PEMBELAJARAN

1. Procedure Text

Teks yang memberikan instruksi, menginformasikan, atau membantu pembaca tentang bagaimana cara untuk membuat atau melakukan sesuatu.

2. Struktur Text

- Aims/ Goal : Tujuan/Judul
- Materials/ Ingredients : Bahan-bahan/ Alat
- Steps : Langkah-langkah

3. Unsur kebahasaan

- Kosakata khusus terkait dengan produk.
- Frasa nominal untuk menyebut benda
- Kata sambung first, next, then, finally etc.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan.

4. Topik

- Resep makanan dan minuman yang terkait dengan kehidupan peserta didik yang dapat menumbuhkan perilaku, seperti yang termuat di KI.

D. PENDEKATAN DAN METODE PEMBELAJARAN

- Pendekatan : Communicative activities
- Metode Pembelajaran : Communicative Language Teaching

E. MEDIA, BAHAN/ALAT DAN SUMBER BELAJAR

- Media : Gambar
- Alat : LKS (Lembar kerja siswa), Spidol, penghapus papan tulis, papan tulis.
- Sumber Belajar : Internet/ Google dan buku Bahasa Inggris kelas IX (Think Globally Act Locally/ Kementrian Pendidikan dan Kebudayaan).

F. KEGIATAN PEMBELAJARAN

1. Pertemuan Pertama

KEGIATAN PEMBELAJARAN (15 MENIT)	
<ul style="list-style-type: none">- Orientasi<ol style="list-style-type: none">1. Melakukan pembukaan dengan salam dan menyapa peserta didik.2. Guru memastikan ruang kelas bersih dan rapi dengan menyuruh murid mengutip sampah yang ada di kolom meja atau dibawah kursinya.3. mengajak peserta didik untuk merapikan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa.4. Guru memeriksa kehadiran peserta didik.- Apersepsi<ol style="list-style-type: none">1. Guru mengaitkan materi/tema kegiatan pembelajaran yang akan dilakukan dengan pengalaman siswa.2. Mengingatn kembali materi prasyarat dengan bertanya.3. Mengajukan pertanyaan yang berkaitan dengan kegiatan pembelajaran yang akan dilakukan.- Motivasi<ol style="list-style-type: none">1. Guru memotivasi peserta didik dengan manfaat dari materi yang akan dipelajari.- Pemberian acuan<ol style="list-style-type: none">1. Guru menjelaskan tujuan pembelajaran.2. Guru memberitahukan materi pelajaran yang akan dibahas pada pertemuan tersebut.3. Guru memberitahukan tentang kompetensi inti dan system penilaian pada pertemuan yang berlangsung.	
KEGIATAN INTI (60 MENIT)	
<ul style="list-style-type: none">- Stimulasi<ol style="list-style-type: none">1. Guru membagikan siswa ke beberapa kelompok, setiap kelompok berjumlah 2 orang.2. Guru meminta siswa untuk bertukar pendapat (Think pair share) tentang materi yang telah diberikan oleh guru.	
<ul style="list-style-type: none">- Data Collection<ol style="list-style-type: none">1. Siswa saling bertukar informasi (Think pair share) dengan teman kelompoknya.	
<ul style="list-style-type: none">- Generalization<ol style="list-style-type: none">1. Siswa bertanya tentang hal yang belum dipahami atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan Unsur kebahasaan dari Procedure text.	
KEGIATAN PENUTUP (15 MENIT)	
<ol style="list-style-type: none">1. Peserta didik diminta menyimpulkan pembelajaran.2. Guru melengkapi atau memberikan penguatan terhadap jawaban peserta didik.3. Secara general guru bertanya perasaan dan pemahaman peserta didik	

setelah belajar tentang fungsi social, pengertian serta Struktur dari Procedure text

4. Guru menjelaskan kepada murid terkait tugas pertemuan kedepan.
5. Guru dan peserta didik menutup kelas dengan membaca doa setelah belajar.
6. Guru memberi salam dan keluar dari kelas.

2. Pertemuan Kedua

KEGIATAN PEMBELAJARAN (15 MENIT)

- **Orientasi**
 1. Melakukan pembukaan dengan salam dan menyapa peserta didik.
 2. Guru memastikan ruang kelas bersih dan rapi dengan menyuruh murid mengutip sampah yang ada di kolom meja atau dibawah kursinya.
 3. mengajak peserta didik untuk merapikan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa.
 4. Guru memeriksa kehadiran peserta didik.
- **Apersepsi**
 1. Guru mengaitkan materi/tema kegiatan pembelajaran yang akan dilakukan dengan pengalaman siswa atau materi/tema kegiatan pembelajaran sebelumnya.
 2. Mengingatn kembali materi prasyarat dengan bertanya.
 3. Mengajukan pertanyaan yang berkaitan dengan kegiatan pembelajaran yang akan dilakukan
- **Motivasi**
 1. Guru memotivasi peserta didik dengan manfaat dari materi yang akan dipelajari.
- **Pemberian acuan**
 1. Guru menjelaskan tujuan pembelajaran.
 2. Guru memberitahukan materi pelajaran yang akan dibahas pada pertemuan tersebut.
 3. Guru memberitahukan tentang kompetensi inti dan system penilaian pada pertemuan yang berlangsung.

KEGIATAN INTI (60 MENIT)

- **Stimulasi**
 1. Guru membagikan siswa kedalam beberapa kelompok, satu kelompok terdiri dari 6-7 orang siswa.
 2. Guru mengarahkan siswa untuk menyusun sebuah teks procedure sesuai dengan topik yang diberikan oleh guru.
 3. Guru membagikan lembar kerja peserta didik dan mengarahkan mereka untuk menyusun satu TeksProcedure terkait dengan resep makanan/Minuman yang sudah ditentukan oleh guru
- **Data Collection**
 1. Siswa menyusun text procedure terkait dengan resep makanan/minuman.
- **Generalization**
 1. Siswa bertanya tentang hal yang belum dipahami atau guru melemparkan

beberapa pertanyaan kepada siswa berkaitan dengan Unsur kebahasaan dari Procedure text.
KEGIATAN PENUTUP (15 MENIT)
<ol style="list-style-type: none"> 1. Peserta didik diminta menyimpulkan pembelajaran. 2. Guru melengkapi atau memberikan penguatan terhadap jawaban peserta didik. 3. Guru menjelaskan kepada murid terkait tugas pertemuan kedepan. 4. Guru dan peserta didik menutup kelas dengan membaca doa setelah belajar. 5. Guru memberi salam dan keluar dari kelas.

3. Pertemuan Ketiga

KEGIATAN PEMBELAJARAN (15 MENIT)
<ul style="list-style-type: none"> - Orientasi <ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam dan menyapa peserta didik. 2. Guru memastikan ruang kelas bersih dan rapi dengan menyuruh murid mengutip sampah yang ada di kolom meja atau dibawah kursinya. 3. mengajak peserta didik untuk merapikan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa. 4. Guru memeriksa kehadiran peserta didik. - Apersepsi <ol style="list-style-type: none"> 1. Guru mengaitkan materi/tema kegiatan pembelajaran yang akan dilakukan dengan pengalaman siswa. 2. Mengingatn kembali materi prasyarat dengan bertanya. 3. Mengajukan pertanyaan yang berkaitan dengan kegiatan pembelajaran yang akan dilakukan. - Motivasi <ol style="list-style-type: none"> 1. Guru memotivasi peserta didik dengan manfaat dari materi yang akan dipelajari. - Pemberian acuan <ol style="list-style-type: none"> 1. Guru menjelaskan tujuan pembelajaran. 2. Guru memberitahukan materi pelajaran yang akan dibahas pada pertemuan tersebut. 3. Guru memberitahukan tentang kompetensi inti dan system penilaian pada pertemuan yang berlangsung.
KEGIATAN INT (60 MENIT)
<ul style="list-style-type: none"> - Stimulasi <ol style="list-style-type: none"> 1. Guru mengarahkan siswa untuk mempresentasikan hasil dari kerja kelompok terkait dengan cara membuat resep makanan/minuman yang sudah disusun oleh siswa pada pertemuan sebelumnya. 2. Guru membuat game dengan membagikan lembar kerja peserta didik dan mengarahkan siswa untuk menyusun teks yang sudah di acak menjadi teratur secara berkelompok. - Data Collection <ol style="list-style-type: none"> 1. Siswa mengerjakan challenge dari guru terkait dengan resep makanan/minuman.

- Verification
1. Guru dan Siswa membahas jawaban dari challenge yang diberikan Guru.
KEGIATAN PENUTUP (15 MENIT)
1. Peserta didik diminta menyimpulkan pembelajaran.
2. Guru melengkapi atau memberikan penguatan terhadap jawaban peserta didik.
3. Guru menjelaskan kepada murid terkait tugas pertemuan kedepan.
4. Guru dan peserta didik menutup kelas dengan membaca doa setelah belajar.
5. Guru memberi salam dan keluar dari kelas.

G. TEKNIK PENILAIAN

1. Tes Tertulis
2. Tes mempresentasikan

H. EVALUASI COGNITIVE BESERTA INSTRUMEN PENILAIAN

1. WRITING COMPREHENSION

- **Instruction** : Make a Procedure Text about Food/Drink recipes in Groups!
: Arrange This Procedure Text Correctly!

2. PENILAIAN DIALOG (SPEAKING)

Category	Scoring Criteria	Total points	Score
Penyusunan (10 Point)	Presentasi sesuai dengan topik	10	
Konten (40 points)	Pendahuluan yang menarik perhatian dan menjelaskan masalah dengan baik	10	
	Istilah yang digunakan dengan Bahasa yang baik	10	
	Presentasi mengandung informasi yang akurat	10	
	Materi yang disertakan relevan dengan struktur dan fungsi dari present Continuous, past Continuous + will.	10	
Presentasi (50 points)	Pembicara mempertahankan kontak mata dan gestur tubuh yang baik kepada para audiens	10	
	Berbicara dengan suara yang lantang dan terdengar oleh audiens	10	
	Penyampaian yang tepat, terkontrol dan	10	

	lancer		
	Menggunakan ketrampilan pengucapan Bahasa yang baik	10	
	Presentasi tidak melebihi waktu yang ditentukan	10	
Score	Total Points	100	

3. PENILAIAN TES TERTULIS

No.	Aspek yang dinilai	Kriteria	Skor
1	kesesuaian dengan materi	Isi sangat sesuai dengan judul	5
		Isi sesuai dengan judul	4
		Isi cukup sesuai dengan judul	3
		Isi kurang sesuai dengan judul	2
		Isi tidak sesuai dengan judul	1
2	Struktur text	Keruntutan teks sangat tepat	5
		Keruntutan teks tepat	4
		Keruntutan teks cukup tepat	3
		Keruntutan teks kurang tepat	2
		Keruntutan teks tidak tepat	1
3	Pilihan Kosa Kata	Pilihan kosa kata sangat tepat	5
		Pilihan kosa kata tepat	4
		Pilihan kosa kata cukup tepat	3
		Pilihan kosa kata kurang tepat	2
		Pilihan kosa kata tidak tepat	1
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat	5
		Pilihan tata bahasa tepat	4
		Pilihan tata bahasa cukup tepat	3
		Pilihan tata bahasa kurang tepat	2
		Pilihan tata bahasa tidak tepat	1

$$\text{Students' score} = \frac{\text{Obtained score}}{\text{Max score}} \times 100$$

VOCABULARY

Brewed	: Seduh	Salt	: Garam
Add	: Tambah	pepper	: Lada
Stir	: Aduk	Shredded cheese	: Keju Parut
Squeeze	: Peras	Crack	: Pecahkan
Pour	: Tuang	Bowl	: Mangkuk
Until	: Sampai/Hingga	Heat	: Panaskan
Slices	: Irisan	Cook	: Masak
Surface	: Permukaan	Half	: Setengah
Put	: Taruh		

Antonym

Long – Short
Close – Open
Cold – Hot
Child – Adult
Young – Small
Always - Never

Synonym

Begin - Start
Easy - Simple
Beautiful - Elegant
Huge - Big
End - Stop
Begin - Start

PROCEDURE TEXT

How To Make Ice Lemon Tea

Ingredients:

- 1 bag of Teabag
- 2 pieces of Lemon Orange
- 2 tsp of sugar
- 6 Ice Cubes
- 50 ml of hot water
- 150 ml of cold water

Steps:

1. Brewed Tea bag in 50 ml of hot water.
2. Add sugar, and then stir until evenly distributed.
3. Squeeze the lemon. Then, pour lemon juice into the tea.
4. Add ice cubes and add 150 ml of cold water.
5. Stir until the lemon juice mixes with the tea.
6. Add lemon slices as decoration.
7. Ice Lemon Tea is ready to be served.

How to Make an Omelet

Ingredients :

- 2 eggs
- Salt
- Pepper
- Butter
- Shredded cheese and chopped sausage (optional)

How to make:

- Crack two eggs into a bowl.
- Add some salt and pepper.
- Stir for a while
- Heat some butter over a frying pan.
- Pour in the egg mixture and cook it in medium heat.
- Add some shredded cheese and chopped sausage on the top.
- When top surface of eggs is thickened, fold the omelet in half.
- Put it on a plate and your breakfast is ready.

جامعة الرانري

A R - R A N I R Y

PRE-TEST AND POST TEST

Name :
Class :
School :

I. Choose the correct answer from the questions bellow!

Read the following text to answer questions number 1 to 7

How To Make Ice Lemon Tea

Ingredients:

- 1 bag of Teabag
- 2 pieces of Lemon Orange
- 2 tsp of sugar
- 6 Ice Cubes
- 50 ml of hot water
- 150 ml of cold water

Steps:

1. Brewed Tea bag in 50 ml of hot water.
2. Add sugar, and then stir until evenly distributed.
3. Squeeze the lemon. Then, pour lemon juice into the tea.
4. Add ice cubes and add 150 ml of cold water.
5. Stir until the lemon juice mixes with the tea.
6. Add lemon slices as decoration.
7. Ice Lemon Tea is ready to be served.

1. What is the meaning of word “brewed” in first step?
 - a. Mengaduk
 - b. Seduh
 - c. Larutkan
 - d. Peras
2. What is the meaning of word “squeeze” in the third step?
 - a. mengaduk
 - b. Seduh
 - c. Larutkan
 - d. Peras
3. What is the meaning of word “stir” in the fifth step?
 - a. mengaduk
 - b. Seduh
 - c. Larutkan
 - d. Peras

4. What is the correct translate from sentence “stir until evenly distributed” ?
- Tuangkan jus lemon ke dalam teh
 - Es lemon teh siap disajikan batu
 - Aduk hingga semua merata
 - Tambahkan gula dan es
5. What is the correct translate from sentence “pour lemon juice into the tea”?
- Tuangkan jus lemon ke dalam teh
 - Es lemon teh siap disajikan batu
 - Aduk hingga semua merata
 - Tambahkan gula dan es
6. What is the best meaning from the fifth step?
- Campurkan air dengan jus lemon
 - Aduk sampai jus lemon bercampur dengan teh.
 - Tambahkan irisan lemon sebagai hiasan
 - Aduk hingga semua merata.
7. What is the best meaning from the sixth step?
- Campurkan air dengan jus lemon
 - Aduk sampai jus lemon bercampur dengan teh.
 - Tambahkan irisan lemon sebagai hiasan
 - Aduk hingga semua merata
8. Antonym from Long is...
- High
 - Tall
 - Short
 - Fat
9. Antonym from young is
- Big
 - Old
 - Small
 - High
10. Antonym from always is ...
- Never
 - Ever
 - After
 - Before
11. Synonym from Easy is...
- Hard
 - Easy
 - Difficult
 - Simple
12. synonym from begin is
- Stop
 - Start
 - Slow
 - Fast
13. synonym from huge is
- Mini
 - Tall
 - Small
 - Big

II. Match the words below with their meaning!

How to Make an Omelet

Ingredients :

- 2 eggs
- Salt
- Pepper
- Butter
- Shredded cheese and chopped sausage (optional)

How to make:

1. Crack two eggs into a bowl.
2. Add some salt and pepper.
3. Stir for a while
4. Heat some butter over a frying pan.
5. Pour in the egg mixture and cook it in medium heat.
6. Add some shredded cheese and chopped sausage on the top.
7. When top surface of eggs is thickened, fold the omelet in half.
8. Put it on a plate and your breakfast is ready.

- | | |
|--------------------|----------------|
| 1. Pepper | - Garam |
| 2. Crack | - Pecahkan |
| 3. Salt | - Panaskan |
| 4. Stir | - Menuangkan |
| 5. Heat | - Lada |
| 6. Frying pan | - Keju Parut |
| 7. Pour | - Lipat |
| 8. Mixture | - Menebal |
| 9. Shredded cheese | - Campuran |
| 10. Thickened | - Letakkan |
| 11. Fold | - Penggorengan |
| 12. Put | - Mengaduk |

The Tabulation Data of Students Pre-test and Post-test Scores in Control class

No	Name	Score of Pre-test	Score of Post-test
1	AS	24	40
2	AH	56	80
3	AN	32	64
4	CM	36	56
5	DMS	56	72
6	FA	24	28
7	HL	48	56
8	MT	28	28
9	MW	12	20
10	MZ	20	20
11	MM	56	60
12	NH	52	60
13	NS	64	80
14	NN	24	32
15	RPB	20	36
16	RD	24	20
17	RPA	64	76
18	RA	28	32
19	RAH	36	32
20	RA	52	56
21	SMJ	24	28
22	SB	20	28
23	SA	56	72
24	SMD	56	72
25	SDU	24	24
26	TMS	32	14
27	ZF	24	28
Mean Score		36,74	44,96

**The Tabulation Data os students Pre-test and Post-test Scores in
Experimental class**

No	Name	Score of Pre-test	Score of Post-test
1	AR	40	96
2	DES	48	88
3	DR	36	76
4	HAR	48	84
5	MAR	32	76
6	MRK	40	88
7	MF	28	80
8	MI	20	88
9	MR	36	76
10	MP	32	96
11	MF	48	100
12	NB	52	100
13	OL	16	76
14	RN	24	76
15	RG	56	100
16	RF	24	72
17	RYA	28	84
18	RA	40	76
19	SZ	32	92
20	SA	36	80
21	TMR	24	96
22	URB	36	92
23	TF	52	80
24	WN	28	88
25	YH	32	88
26	ZB	24	96
Mean Score		35,08	86,31

QUESTIONNAIRE

Name :
Class :
School :

Instruction

Questionnaire ini bertujuan untuk melihat respon siswa setelah penerapan metode *Communicative language teaching (CLT)* dalam meningkatkan kosakata siswa.

Anda dapat memberikan tanda centang (✓) atau tanda silang (x) pada salah satu jawaban yang tersedia. Hanya satu jawaban untuk setiap pertanyaan. Pada setiap pertanyaan terdapat lima jawaban yang mengacu pada *Skala likert*, yaitu: Sangat Setuju (1), Setuju (2), Netral (3), Tidak Setuju (4), Sangat Tidak Setuju (5).

Siswa diminta untuk mengisi Questionnaire ini dengan sebenar-benarnya.

NO	Questions	1	2	3	4	5
1	Belajar Bahasa Inggris itu penting.					
2	Menurut saya belajar Bahasa Inggris menyenangkan.					
3	Dalam belajar Bahasa Inggris, kosakata itu sangat penting					
4	Menurut saya, metode CLT sangat tepat yang diterapkan oleh guru dalam meningkatkan kemampuan bahasa Inggris saya.					
5	Metode CLT sangat efektif digunakan dalam membantu meningkatkan kosakata siswa.					
6	Penerapan metode CLT membantu saya dalam memahami makna kosakata.					
7	Setelah penerapan metode CLT, saya lebih aktif dalam menggunakan banyak kosakata baru dalam berinteraksi dengan teman.					
8	Menurut saya, metode CLT memotivasikan saya dalam belajar Bahasa Inggris					
9	Saya setuju jika guru menggunakan metode CLT untuk meningkatkan kosakata siswa.					
10	Saya sangat tertarik, jika guru menerapkan metode CLT dalam pengajaran.					





**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-14302/Un.08/FTK-I/TL.00/10/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala SMPN 1 BAITUSSALAM
2. Kepala Dinas Pendidikan dan Kebudayaan Aceh Besar
3. Kepala sekolah SMPN 1 Baitussalam Kab. Aceh Besar

Assalamu'alaikum Wr.Wb.

Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **AMA JULMA NAYTSA / 180203086**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Cadek, Baitussalam, Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul **CLT METHOD IN IMPROVING STUDENTS VOCABULARY**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 31 Oktober 2022

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,

A R - R A



Berlaku sampai : 31 Desember
2022

Habiburrahim, M.Com., M.S., Ph.D.



PEMERINTAH KABUPATEN ACEH BESAR DINAS PENDIDIKAN DAN KEBUDAYAAN

Jalan T. Bachtiar Panglima Polem, SH Kota Jantho (23918) Telepon. (0651)92156 Fax. (0651) 92389
Email : dinaspendidikanacehbesar@gmail.com Website : www.disdikbudacehbesar.org

Kota Jantho, 2 November 2022

Nomor : 070/5053/2022
Lampiran : -
Ha : Izin Penelitian

Kepada Yth.
Kepala SMP N 1 Baitussalam

di-

Tempat

Sehubungan dengan surat Wakil Dekan I Bid. Akademik Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor : B-14302/Un.08/FTK-I/TL.00/10/2022 tanggal 31 Oktober 2022 Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Aceh Besar memberi izin kepada:

Nama : AMA JULMA NAYTSA
NPM : 180203086
Prodi : Pendidikan Bahasa Inggris
Semester : IX (SEMBILAN)
Jenjang : S-1

Untuk melakukan penelitian dan mengumpulkan data di SMP Negeri 1 Baitussalam Kabupaten Aceh Besar untuk keperluan penyusunan skripsi yang berjudul :

"CLT METHOD IN IMPROVING STUDENTS VOCABULARY"

Setelah selesai mengadakan penelitian, 1(satu) eks laporan dikirim ke SMP Negeri 1 Baitussalam Kabupaten Aceh Besar.

Demikian atas bantuan dan kerjasama yang baik, kami ucapkan terima kasih.

a.n Kepala Dinas Pendidikan dan Kebudayaan
Kabupaten Aceh Besar
Penguat Penilaian Pendidikan



Ismandar, SE, Ak

Nip. 19810815 200904 1 003

Tembusan :

1. Bidang Akademik dan Kelembagaan
2. Arsip



PEMERINTAH KABUPATEN ACEH BESAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI I BAITUSSALAM

Jln.Laksamana Malahayati Km 9 Desa Kajhu Kabupaten Aceh Besar Kode Pos 23373

E-mail smpnsatubaitussalam@yahoo.co.id

SURAT KETERANGAN PENELITIAN

NO : 070/407/2022

Sehubungan dengan Surat Kepala Dinas Pendidikan Kabupaten Aceh Besar No: 070/5053/2022 Tanggal 2 November 2022, tentang permohonan izin untuk penelitian dan pengumpulan data untuk keperluan penyusunan skripsi atas nama

N a m a : **AMA JULMA NAYTSA**
NIM : **180203086**
Jurusan /Prodi : **Pendidikan Bahasa Inggris**
Judu Skripsi :

"CLT METHOD IN IMPROVING STUDENTS VOCABULARY"

Telah melakukan Penelitian dan pengumpulan data mulai tanggal 8 Nopember 2022 s/d 17 Nopember 2022 Pada SMP Negeri 1 Baitussalam Aceh Besar

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan seperlunya.

Kajhu, 03 Desember 2022
Kepala Sekolah



Irwanuddin, S.Ag
NIP. 19660606 200604 1 031

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
Nomor: D- 1481/UN.08/FTK/KP.07.6/01/2022**


TENTANG

**PENGANGKATAN PEMBIMBING AWAL PROPOSAL SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang** : a. bahwa untuk kelancaran bimbingan proposal skripsi mahasiswa Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing awal proposal skripsi;
b. bahwa dosen yang namanya tersebut di bawah ini dipandang cakap dan mampu untuk diangkat dalam jabatan pembimbing awal proposal skripsi dimaksud.
- Mengingat** : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI;
5. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh menjadi UIN Ar-Raniry Banda Aceh;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
8. Keputusan Menteri Agama RI Nomor 89 Tahun 1963, tentang Pendirian IAIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan** : Mahasiswa yang namanya tersebut di bawah ini sudah memenuhi syarat dan ketentuan untuk mengajukan Proposal Skripsi sebagai Tugas Akhir Program Sarjana (S1) pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Menetapkan** :
PERTAMA : Menunjuk Saudara **Drs. Lukmanul Hakim, M.A.** untuk membimbing Proposal Skripsi Mahasiswa:
Nama : Ama Julma Naytsa
NIM : 180203086
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : **Improving Students Vocabulary Through Communicative Activities (In The Case Of Dayah's Student)**
- KEDUA** : Segala biaya akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 Nomor: 025.04.2.423925/2021 tanggal 23 November 2020;
- KETIGA** : Surat Keputusan ini berlaku sampai dengan Semester Genap Tahun Akademik 2021/2022;
- KEEMPAT** : Surat Keputusan ini berlaku sejak di tetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.
- : Asli Keputusan ini diberikan kepada yang bersangkutan untuk dimaklumi dan dilaksanakan.

Banda Aceh, 27 Januari 2022
Dekan,


Muslim Razali

Tembusan:

1. Dekan FTK UIN Ar-Raniry Banda Aceh (sebagai laporan)
2. Ketua Program Studi Pendidikan Bahasa Inggris FTK

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-7127/UN.08/FTK/KP.07.6/06/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 09 Juni 2022
- Menetapkan
PERTAMA :
- MEMUTUSKAN**
- Menunjuk Saudara:
1. Dr. Muhammad Nasir, M.Hum. Sebagai Pembimbing Pertama
2. Drs. Lukmanul Hakim, M.A Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Ama Julma Naytsa
- NIM : 180203086
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : CLT Method in Improving Students Vocabulary
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 22 Juni 2022
Dekan,


Muslim Razali

Lampiran

1. Rektor UIN Ar-Raniry (sebagai laporan).
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan.
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan.
4. Mahasiswa yang bersangkutan.
5. Arsip.