THE TEACHING OF VOCABULARY THROUGH
COMMUNICATIVE LANGUAGE TEACHING

(A Study Case at First Grade of SMUN 1 Ciputat)

A “Skripsi”
Presented to the Faculty of Tarbiyah and Teachers Training
in a Partial Fulfillment of one of the Requirements
for the degree of S.Pd (Bachelor of Arts) in English Language Education

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STATE ISLAMIC UNIVERSITY JAKARTA
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APPROVAL SHEET OF THE ADVISOR

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DEPARTMENT OF ENGLISH
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ENDORSEMENT SHEET

The examination committee of the Faculty of Tarbiyah and Teacher’s Training certifies that the “Skripsi” (Scientific Paper) entitled “The Teaching of Vocabulary through Communicative Language Teaching (A Study Case at First Grade of SMUN 1 Ciputat), written by Erwan, Student’s registration number: 103014027044 was examined by the committee on 30th June 2008, and was declared to have passed and therefore, fulfilled one of the requirements for the academic title of S.Pd (Bachelor of Arts) in English Language Education at the Department of English Language Education.

Jakarta, 30th June 2008

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The writer
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CHAPTER I
INTRODUCTION

A. Background of the Study

The English language has proven to be an international language. Many methods have been created in order to make people easier to learn English. The goal of so many methods from the beginning of sixteenth century to 21st century so is for students to learn to communicate in the target language. But in the early of 1970s many educators had observed that most students could produce the target language correctly and accurately in the lesson, but they couldn’t use it appropriately when they go outside the classroom. The other educators noted that being able to communicate is required more than mastering the structure of the language.  

Basically, language is a means to express ideas, thoughts, opinions and feelings. English language is the first foreign language in Indonesia which is considered as important for the purposes of getting knowledge, technology, art and culture, also making a relationship with other nations in the world.

English language is an obligatory lesson in high school that functions as means in students’ self-development in knowledge, technology, art and culture. So they will grow as citizens who are smart, skillful and ready to take part in the development of Indonesia.

For adult learner whose memory capacities have been weaken, it is very ineffective to learn English simply by memorizing. The language for them must be put into practice rather than to be learned and memorized, so language must be learned in communicative way. This communicative way means teachers have to make real-life situation in the classroom so that students can use various types of the languages according to the setting of the classroom. But sometimes this communicative way is not working since the students have low vocabulary. Whatever we do in order to encourage the students to use foreign language in the classroom, but if the students do not have an adequate vocabulary, it will not work.

Vocabulary is important in learning foreign language. It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire a sufficient number of words and know how to use them accurately.

As stated on Pedoman Khusus Pengembangan Silabus Berbasis Kompetensi that to speak English well, which is understood by people, someone needs to master its vocabulary and grammar that is understood by the native speakers.²

There are many factors which influence the students' vocabulary. They are intrinsic factor and extrinsic one. Intrinsic means factors which come from inside the students such as motivation, intelligence, passion and interest. And extrinsic is factors from outside of the students that affect their learning process such as economic background, learning materials, teachers' performance including their teaching methods.

Teaching method is the most important thing which influences the process of learning, and also in term of students' vocabulary. It is urgent to do a research about the effectiveness of one method toward vocabulary, because nowadays it is widely accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis. One of the methods of teaching

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language is Communicative Language Teaching (CLT). Communicative Language Teaching is a method which emphasizes on practice as a way of developing communicative skills. The writer chooses the CLT method because when he analyzed many books which use Competency Based Curriculum in designing its contents are oriented in Communicative Language Teaching principles. As stated on the book PROGRESS; A Contextual Approach to Learning English.

This book has been designed around 2004 curriculum or Competency Based Curriculum with the students in mind. It provides various activities, which integrate the language skills areas of listening, reading, speaking and writing. Appropriate exercises enhance the language-teaching model presently adopted in Indonesia, Communicative Language Teaching.

The writer also noticed that the goal of Competency Based Curriculum is the same as Communicative Language Teaching method that is to achieve communicative competence.

In Competency Based Curriculum, stated that the goal of language learning is as: menyiapkan siswa untuk berkomunikasi dengan bahasa untuk berpartisipasi dalam masyarakat pengguna bahasa. Model ini dirumuskan sebagai Communicative Competence atau Kompetensi Komunikatif (KK).

The statement above means preparing the students to communicate by using language to take participation in the society of language users. This model is formulated as communicative competence.

From the discourse above, therefore the writer would like to discuss about teaching vocabulary through communicative language teaching.

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4 PROGRESS; *A Contextual Approach to Learning English for Senior High School year I* (Jakarta: Ganeca Exact, 2004), p. 2

A. Limitation of the Problem

There are many kinds of factors that can cause the problems of the students’ vocabulary. The problems can be identified as the following: (1) Does the students’ interest affect their vocabulary skill? , (2) Does the students’ motivation affect their vocabulary skill? , (3) Does the students’ wealth affect their vocabulary skill? , (4) Does the method of teaching affect the student’s vocabulary skill? And etc.

There are many problems that can be identified. However the writer limits them only on vocabulary which is taught by using Communicative Language Teaching.

B. Formulation of the Problem

Having limited the problem, the writer formulated the questions of the research as follows:

1. How is the process of Communicative Language Teaching method in teaching vocabulary in the first grade of SMUN 1 Ciputat?
2. What are the problems and advantages of using Communicative Language Teaching in teaching vocabulary in the first grade of SMUN 1 Ciputat?

C. Objectives of the Study

This study investigates the teaching of vocabulary through Communicative Language Teaching at the first grade of Senior High School 1 Ciputat and evaluates its problems and advantages.

Hopefully, this study will contribute many advantages to the English teacher in teaching vocabulary using Communicative Language Teaching approach.
D. Method of the Study

The method that the writer uses in this research is qualitative research. Meaning that the writers takes data which are relevant to the problem deal with in his research by doing observation to the teachers who teach English by using CLT, doing interview to the teachers who teach English and students of SMUN 1 Ciputat and taking documents which support to the research.
A. Vocabulary

Vocabulary is indeed important in learning foreign language. It is one element that links the four skills of speaking, listening, reading and writing all together. Vocabulary research has tended to focus on reading, but vocabulary is obviously necessary for the other three skills as well.

In order to communicate well in a foreign language, students should acquire a sufficient number of words and should know how to use them accurately.

As stated before in the first chapter that it is widely accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis. Some authors, led by Lewis (1993) argue that vocabulary should be at the centre of language teaching.¹

In finding out whether some problems —in particular, the process of the teaching of vocabulary through communicative language teaching method, it is obviously significant to know what vocabulary is and some matters that are connected with it.

¹ Solange Moras, Teaching Vocabulary to Advanced Students: A Lexical Approach. -This
1. **The Definition of Vocabulary**

In Webster’s dictionary, we can see that vocabulary is defined as follows:

1. A list or collection of words and phrases usually alphabetically arranged and explained or defined
2. A sum or stock of words employed by a language group individual or work or in relation to a subject: scope of language
3. A list of a foreign language textbook of the words and phrases taught or used

In Wikipedia, the free dictionary stated that vocabulary is as follows:

1. All the words of a language.
2. The sum of words used by, understood by, or at the command of a particular person or group.
3. A list of words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary.
4. A supply of expressive means; a repertoire of communication; a dancer's vocabulary of movement.

According to Oxford Dictionaries, Vocabulary is Total number of words in a language, Words known to a person, and List of words with their meanings.

In other references as the writer quotes on reading.writesesspress.com, vocabulary refers to the words we must know to communicate effectively; in general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary is something that refers to the words that we use in speaking or recognized in listening. While reading vocabulary is something that refers to words we recognize or use in print.

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3 http://www.thefreedictionary.com/vocabulary

In other references by J.C Richards and Willy Renandya, there is stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.  

Broadly defined, vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don’t know their full definitions and connotations – or ever use them ourselves as we speak and write.

Adding further complexity, in education, the word vocabulary is used with varying meanings. For example, for beginning reading teachers, the word might be synonymous with “sight vocabulary,” by which they mean a set of the most common words in English that young students need to be able to recognize quickly as they see them in print. However, for teachers of upper elementary and secondary school students, vocabulary usually means the “hard” words that students encounter in content area textbook and literature selections.

Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it

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7 Fran Lehr, M.A, Jean Osborn, M.Ed and Dr. Elfrieda H. Hiebert, “A Focus on Vocabulary”, this article was accessed on Saturday 08, 2007 at http://www.prel.org/products/re_/ES0419.htm. P1
is something that expands and deepens over the course of a lifetime.⁹

So from those definitions, the writer tries to draw a conclusion that basically vocabulary is a list of words known by a person, it is of words of a language and the sum of words used by, understood by, or at the command of a particular person or group or specifically vocabulary is English words that are related to the meaning of the words and the way to use them in communication

2. Kinds of Vocabulary

There are numerous kinds of vocabulary based on several aspects, as follows:

First, dealing with the characteristic of the words, vocabulary is divided into two kinds, i.e.: active and passive vocabulary

Second, dealing with the user of the language, vocabulary is divided into:

a. General vocabulary,
   The words that used in general. There is no limited of field and user.

b. Special vocabulary
   The words that used in the certain field, job, profession or special science and technology.¹⁰

Third, based on its aspects, vocabulary is divided into:

a. Little or empty words, that is little meaning but serve particularized items on utterance and to relate them to each other as well as to change and guide the direction of the thought, for instance: an, but, and, etc.

b. Content words, that is to tell their own say such as bad, sweet, desk, etc.

c. Cluster words, that is words or verbs that convey special concepts when used with given pronouns or preposition.¹¹

According to Jo Ann and Mary Lee vocabulary is divided of two; active vocabulary and passive vocabulary.

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⁹ Linda Diamond and Linda Gutlohn (2006), “Teaching Vocabulary”, this article was accessed on Saturday, September 08, 2007 at http://www.ldonline.org/article/9943

¹⁰ Syahdjalius dan Nous Azimar, Tata Bahasa Inggris Modern dalam Tanya Jawab, (Jakarta: CV Miswer, 1980), p. 1

¹¹ Gail Ellis, B.S. Learning to learn English (Sydney-Cambridge University Press
a. Active vocabulary refers to items which the learner can use appropriately in speaking and writing, and it is also called as *productive vocabulary*, although, in fact, it is more difficult to put into practice. It means that to use productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the target language, they are also hoped to familiar with collocation and understand to connotation meaning of the words. This type is often used in speaking and writing skill.

b. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening, and are also called as *receptive vocabulary*. Passive vocabulary or comprehension consists of the words comprehended by people, when they read or listen.\(^{12}\)

Fries says vocabulary is of two; function and content words. The function words are closed class, we can not add to the prepositions or auxiliaries or modals or any structures word of language. The content word, on the other hand can be added to at any times as new scientific advances make new words and communication about new inventions necessary.\(^{13}\)

The content words can be divided into three general classes, those are: words naming things, ideas, entitles, that we might call them *nouns*, words naming action called *verbs*, words used to describe the qualities of those thing or action called *adjective* and *adverb*.\(^{14}\)

It is can be concluded by the writer that vocabulary basically divided into two, those are: content words and function words.

**B. Communicative Language Teaching**

Communicative Language Teaching approach is an eclectic collection of emphases in the teaching of language that tend to promote or lead to the teaching

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\(^{12}\) Jo Ann Aeborsold and Mary Lee Field, *From Reader to Reading Teacher*. (New York: Cambridge University Pers, 1997), P. 139


\(^{14}\) Fries. Charles. C. *Teaching and Learning English as a Foreign Language*. (USA: The
and learning of a language as and for communication. The communicative approach stresses the importance of using the language rather than learning the rules of usage. The goal of communicative approach is to increase learners’ communicative competence, that is, the ability to use language appropriate to a given social context.

Communicative Language Teaching is an approach that helps students be more active in real life situations through the means of individual, pair and group work activities.\(^{15}\)

One of the purposes of the research as stated in chapter one is to know the process of teaching vocabulary through communicative language teaching, so it is significant to the writer to give an overview about the communicative language teaching. This will include the history of communicative language teaching, the theory and principles behind it. Then the writer will give the purpose and procedures of communicative language teaching.

1. **Background of Communicative Language Teaching**

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language represented the major British approach to teaching English as a foreign language. In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation-based activities.

British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language teaching at that time - the functional and communicative potential of language. They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures.\(^{16}\)

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\(^{15}\) www.asian-efl-journal.com/dec_03_sub.Vn.php, this article was accessed on August 14, 2007.
In 1971 a group of experts began to investigate the possibility of developing language courses on a unit-credit system, a system in which learning tasks are broken down into "portions or units, each of which corresponds to a component of a learner's needs and is systematically related to all the other portions. The work of the Council of Europe; the writings of Wilkins, Wid-dowson, Candlin, Christopher Brumfit, Keith Johnson, and other British applied linguists on the theoretical basis for a communicative or func-tional approach to language teaching; the rapid application of these ideas by textbook writers; and the equally rapid acceptance of these new principles by British language teaching specialists, curriculum develop-ment centers, and even governments gave prominence nationally and internationally to what came to be referred to as the Communicative Approach, or simply Communicative Language Teaching. (The terms notional-functional approach and functional approach are also sometimes used.) Although the movement began as a largely British inno-vation, focusing on alternative conceptions of a syllabus, since the mid-1970s the scope of Communicative Language Teaching has expanded. Both American and British proponents now see it as an approach (and not a method) that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.17

2. Characteristics of Communicative Language Teaching

There are basically five characteristic that make Communicative Language Teaching approach different from other approaches like Audio-Lingual Method or traditional approaches like Grammar-Translation Method. They are as follows:

1. Taught in the target language
2. Introduction of authentic text and materials in the lesson. An emphasis on learning to communicate through interaction with other students;
3. Opportunities for learners to focus, not only on the target language, but also on the learning process itself;
4. Learner’s experiences are an important part of the classroom learning situation;
5. An attempt to link learning in the classroom to authentic usage outside the classroom.\(^{18}\)

Finocchiaro and Brumfit (1983) interpret the Communicative approach characteristics as follows:

1. Meaning is paramount;
2. Contextualization is a basic premise;
3. Language Learning is learning to communicate;
4. Effective communication is sought;
5. Drilling may occur but peripherally;
6. Comprehensible pronunciation is sought.\(^{19}\)

While at the same time Little Wood in Jack C Richards and Theodore C Rogers stated that the characteristics of Communicative Language Teaching as follows:

a. Language is a system for the expression of meaning;
b. The primary function of language is for interaction and communication;
c. The structure of language reflects its functional and communicative uses;
d. The primary units of language are not merely its grammatical and structure features, but categories of functional and communicative meaning as exemplified in discourse.\(^{20}\)

In looking at some of the basic principles we can see that there is a marked focus on the needs of the learner and his/her ability to manage their learning. Some principles are as follows:

\(^{18}\)http://aeonline.coe.utk.edu/PDFramework/Instructional%20Approaches/Communicative-ESOL.pdf. This article was accessed on August 14, 2007

\(^{19}\) Jack C Richards, Approaches ..., p. 67
1. Students should have knowledge of linguistic forms, functions and meaning so they can communicate in target language;
2. Teacher facilitates communication so students can manage their own learning;
3. Students interact with each other in a variety of configurations;
4. function over forms;
5. Students interact at discourse level utilizing all four skills;
6. Emphasis on pair and group work;
7. Everything is done with communicative intent;
8. Language used in activities is authentic and meaningful;
9. Errors as seen as part of the learning process and necessary as students manage their own learning;
10. By learning true communication, students will be more motivated to learn and use the target language;
11. Teacher evaluates students’ accuracy and fluency;
12. Teacher can evaluate while facilitating and participating in activities with students.²¹

The most obvious characteristic of CLT according to Diana Larsen-Freeman above is that almost everything is done with communicative intent. Students use the language a great deal through communicative activities such as games, role plays, and problem solving tasks.

The teacher must keep these principles and characteristics in mind while planning and teaching a lesson using communicative language teaching approach.

6. Purposes of Communicative Language Teaching

Communicative Language Teaching aims broadly to apply the theoretical perspective of Communicative Approach by making communicative competence as the goal of language teaching and by acknowledging the independence of language and communication.²²

Piepho (1981) discusses the following levels of objectives in a communicative approach:


²²
1. An integrative and content level (language as a means of expression)
2. A linguistic and instrumental level (language as a semiotic system and an object of learning);
3. An affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others);
4. A level of individual learning needs (remedial learning based on error analysis);
5. A general educational level of extra-linguistic goals (language learning within the school curriculum).\(^{23}\)

These are proposed as general objectives, applicable to any teaching situation. Particular objectives for CLT cannot be defined beyond this level of specification, since such an approach assumes that language teaching will reflect the particular needs of the target learners. These needs may be in the domains of reading, writing, listening, or speaking, each of which can be approached from a communicative perspective. Curriculum or instructional objectives for a particular course would reflect specific aspects of communicative competence according to the learner's proficiency level and communicative needs.

Communicative Language Teaching recognizes the communicative competences as its aims. According to Jack C Richards in Communicative Language Teaching Today, Communicative competence includes the following aspects of language.

- Knowing how to use language for a range of different purposes and functions;
- Knowing to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication);
- Knowing how to produce and understand different types of texts (e.g. narratives, reports, interviews, conversations);
• Knowing how to maintain communication despite having limitations in one’s language knowledge (e.g. through using different kinds of communication strategies).  

In Approaches and Methods in Language Teaching which is written by Jack C. Richards and Theodore S. Rogers stated that the dimensions of communicative competence are identified as follows:

1. Grammatical competence  
   Refers to the domain of grammatical and lexical capacity.

2. Sociolinguistic Competence  
   Refers to an understanding of the social context in which communication takes place, including role relationship, the shared information of the participants, and the communicative purpose for their interaction.

3. Discourse Competence  
   Refers to the interpretation of individual message elements in terms of their interconnectedness and how meaning is represented in relationship to the entire discourse or text.

4. Strategic Competence  
   Refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication.  

Chomsky puts forward the term competence which he describes as a mere linguistic system or abstract grammatical knowledge. The competence is the mastery of the abstract system of rules by which a person is able to understand and produce any and all of the well-formed sentences of his language.

In contrast with Chomsky’s theory of competence, Hymes coins the term communicative competence which contains both knowledge and ability for language use in term of four factors: possibility, feasibility, appropriateness and accepted usage:

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24 Jack C Richards, Communicative Language Teaching Today. (Cambridge University Press, 2000), p. 4

25 Jack C. Richards, Approaches..., p. 71

1. Whether (and to what degree) something is formally possible;
2. Whether (and to what degree) is feasible in virtue of the means of implementation available;
3. Whether (and to what degree) something is appropriate (adequate, happy, successful) in reaction to a context in which it is used and evaluated;
4. Whether (and to what degree) something is in fact done, actually performed, and what its doing entails.\(^{27}\)

5. Procedure

Because Communicative Language Teaching’s principles can be applied to the teaching of any skill, at any level, and because of the wide variety of classroom activities and exercises types discussed, description of typical classroom procedures used in a lesson based on CLT principles is not feasible. However, the writer tries to make some procedures according to the literatures which he had.

Finocchiaro and Brumfit offer a lesson outline for teaching the function “making suggestion” for learners in the beginning level of a secondary school program that suggest that Communicative Language Teaching procedures are evolutionary rather than revolutionary.\(^{28}\) 1) Presentation of a brief dialogue or several mini-dialogs, preceded by a motivation (relating the dialog situation(s) to the learners’ probable community experiences) and a discussion of the function and situation—people, roles, setting, topic, and the informality or formality of the language which the function and situation demand, (at the beginning level, where all the learners understand the same native language, the motivation can well be given in their native tongue), 2) Oral practice of each utterance of the dialog segment to be presented that day generally preceded by teacher’s model. If mini dialogue is used, engage in similar practice, 3) Questions and answers based on the dialog topic and situation itself, 4) question and answer related to students’

\(^{27}\) Oing, Liau, Xiao. *Communicative...* p. 3
personal experiences but centered around the dialogue theme, 5) Study of the basic communicative expressions in the dialogue or one of the structures that exemplifies the function, using pictures, real objects, or dramatization to clarify the meaning, 6) Learner discovery of generalizations or rules underlying the functional expression or structure, with model examples on the chalkboard, underlining the important features, using arrows or referents where feasible, 7) Oral recognition and interpretative activities including oral production proceeding from guided to freer communication activities, 8) Reading and/or copying of the dialogues with variations for reading/writing practice, 9) Oral evaluation of learning with guided use of language and questions/answers, e.g. "How would you ask your friend to ____________? And how would you ask me to ____________?", 10) Homework and extension activities such as learners' creation of new dialogues around the same situation, 11) To complete the lesson cycle, provide opportunities to apply the language learned the day before in novel situations for the same or a related purpose.

For developing communication skills, Pattison (1987) designs the activities as the following types: 1) Questions and answers, 2) Dialogue and role-plays, 3) Matching activities, 4) Communicative strategies, 5) Pictures and pictures stories, 6) Puzzles and problems, 7) Discussion and designs.
CHAPTER III
RESEARCH METHODOLOGY

A. Objective of the Study

This study investigates the use of Communicative Language Teaching in teaching vocabulary at the first grade of Senior High School 1 Ciputat and evaluates its problems and advantages.

Hopefully, this study will contribute many advantages to the English teacher in teaching vocabulary through Communicative Language Teaching.

B. The Place

The place of this study is SMUN 1 Ciputat which is Jl. Pendidikan No. 59. The writer chooses that school as the place of the research, considering it is not far away and only about 10 minutes to go there from the university where the writer studies.

C. The Time

The research was carried out from April 05th 2008 until April 12th 2008. The writer did an observation and then interviewed the English teacher as well as the students.

D. Method of Study

This study uses a case study method which focuses on X grade of SMUN
methodology that uses a lot of data that could be used to research and to describe comprehensively all aspects of individual, groups, program or organization systematically.

A. Data Collection

In this research, the writer uses the qualitative research approach. So, the technique used to get the data which related to the teaching of vocabulary through Communicative Language Teaching by the writer is doing some:

1. **Observation**, the writer observed two classes at SMAN 1 Ciputat of X grade to know the process of teaching Vocabulary of using Communicative Language Teaching approach.

2. **Interviews**, the writer did interviews with the English teachers and two students of X grade at the school. The writer asked some questions related to the topic to be analyzed. The writer did note taking while interviewing the English teachers and the X grade students.

3. **Documents**, the writer took some documents related to the topic being discussed. Such as Lesson Plan from the teachers, syllabus from resource books, and etc.
CHAPTER IV
RESEARCH FINDINGS

A. Description of Data

In getting description of data, the writer conducted both library and field research. The writer observed two classes that are X 4 and X 6. The total population of those classes is 70 students. In observation, the writer stresses on the process of Communicative Language Teaching approach in the process of teaching and learning, to know how the process of Communicative Language Teaching approach in teaching vocabulary and to know how the students' condition when the teacher uses the Communicative Language Teaching approach in the teaching English vocabulary.

The writer also interviewed Mr. Afif Fauzi, S.Pd. the English teacher at SMAN 1 Ciputat tangerang Banten and two students of X grades; they are in X6 and X4. In the process of teaching and learning, the teacher is fully concerned at the beginning of the process until the implementation of learning English.

The writer didn’t interview the head master of the school because he was having several programs out of the school. And the writer also didn’t do the interview with other people outside the school like school staff or parents. Because, according to the data obtained from the interview with the teacher and the students, all sides are absolutely support the subject that related to the research matter.

In teaching and learning process, SMAN1 Ciputat has some principles; it
material and task are through by instructing the students with the prepared things. The materials ended with the students’ participation in the discussion of the subject and the explanation from the teacher related to the material.

The followings are the teaching learning process in the classroom that the writer observed.

1. Teaching Learning Process

The class system in this school is designed as commonly classes. The class has many windows on the left and the right sides. There are 5 rows, each row consists of 5 tables and two chairs for each table and one desk for teacher at the right corner, some times there was an over heat projector (OHP) to explain the material. And every dya the students sit on the same chairs. This condition is made in order to make the teacher easy to memorize them. Some times this setting was changed based on the activities that they held.

This following is an example of teaching learning process in the class that will be described as the result of the writer observations.

First meeting, it was 07.00 AM on Saturday April 5, 2008 when the writer and the teacher together entered the classroom of X 6. The writer found that the book that teacher used is: Look Ahead 1, An English Course” with the authors of the book are Th. M.Sudarwati & Eudia Grace, and the Publisher is Erlangga. The writer read in the book that authors’ expectation after using the book as stated on the preface is that to achieve the information level of literacy, i.e. able to get involved in communication skills. The book seems put the same objective as communicative language teaching that is to achieve communicative competence which means can get involved in communication skill.

Teacher greets the students by saying Assalamu’alaikum then followed by Good Morning. Then the teacher attracted the students’ attention by asking about hot news of today and of the week, such as political news, disaster news, and celebrity news. Students responded by
Wiranto conducted a writing essay competition about tackling down poverty in Indonesia. The attracting question from the teacher is working; the writer can see that the students think very hard to say something about the question.

Then teacher appreciated the students by saying “you are smart students”. This appreciation can improve the students’s motivation and self-confidence.

The teacher then continued the lesson today by dividing the students into several groups of 4 (four). There were 9 (nine) groups in the class. Next, the teacher asked one of the students to bring the Jakarta Post Newspaper at teachers’ office, precisely at his desk. The teacher afterward explained about what news item text is and how it differs from narrative and recount. Then he asked the students to find out the example of news item text in the newspaper and to find out the unfamiliar or difficult words from the news item text. After the students found the news item text, they were asked to read, to discuss and to paraphrase the news item text by the teacher. He told the students that each group would make presentation of what they have read and while one group is presenting the news item, the other groups are listening and preparing for question they will ask to the group of presenter. The writer at this point saw that the teacher facilitated the students’ discussion by letting himself to be asked during the discussion but he did not interfere the discussion. And then the lesson continued, the teacher asked each group to present the content of news item they had while the other groups were listening. Teacher checked other groups’ understanding by asking them to tell the content of news item once more.

After all the groups presented the news item, the teacher wrote 10 unfamiliar words on the whiteboard and asked the students which word they already know. The students tried to find out the definition of the words by following the teacher’s instruction about the word; he gave hints
At the end of the lesson, the teacher reviewed about the news item explanation, and then the teacher called out the student’s names according to attendance list. The teacher gave motivation due to examination that’s getting closer. Teacher closed the class by saying Alhamdulillah and followed by Good Morning.

In the second meeting, the teacher as usual greets the students first by saying Assalamu’alaikum then followed by Good Morning. Then the teacher attracted the students’ attention by asking about last week lesson that was news item text, and then he told the students a story about friendship. Once upon a time, there were two best friends who were walking on the desert. In the middle of the journey, they argued about something, and one of the men slapped the other man on the face. The man who got slapped on the face was just keep silent, and without saying anything, he went away and wrote on the sand: today my best friend slapped me on the face. They then continued the journey. In the middle of the journey, the man who got slapped on his face was sucked in the quick sand. Quickly he got sucked deeper, and deeper. The other man quickly helped the man who got slapped on his face. And the man who got slapped on his face without saying anything once more went away and sculpted on the rock: today my best friend saved my life. The other man was really curious about what his friend doing, so he asked a question: “earlier when I slapped you on your face, you went away and wrote on the sand, and just now I saved your life and you again went away and wrote on the rock, what it is all about?” The man who got slapped on his face smiled and answered: “my friend, when someone do a bad thing to you, you shall write it on the sand, so the wind of forgiveness will erase it, but when someone do a good thing to you, you shall write it on the rock, so no wind will be able to erase it”.

When the teacher finished the story, the students were amazed and said: “how sweet”. The attracting story from the teacher was working; the
writer can see that the students enjoyed the story and would be steady and ready for the lesson.

The teacher then wrote on the white board about some phrases that represent the feeling of condolences, anger and disappointed. Here are those phrases:

<table>
<thead>
<tr>
<th>Condolences</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am sorry to hear that...</td>
</tr>
<tr>
<td>I would like to express my deepest condolences.....</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anger</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am really angry...</td>
</tr>
<tr>
<td>I can not take this anymore...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disappointed</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am so disappointed...</td>
</tr>
<tr>
<td>You have let me down...</td>
</tr>
</tbody>
</table>

Afterward, the teacher told the students that they would focus on those phrases given in advance as new vocabulary for the lesson today. The teacher then continued the lesson by dividing the students into several groups of 5-6 (five to six). There were 8 (eight) groups in the class. Then the students were divided into two major roles, those are as government and as rice seller. The teacher explained about the work procedure of each role. This role play discussion and activity was really noisy and full of questions. In doing this activity, the students seem really enjoy doing the learning process, they were laughing. For the students this was such an experience to play and learn with their partners and friends, it made them
B. Analysis of Data

To analyze the data, the writer used logical approach because the data are qualitative data. The writer bases his analyzing on the qualitative data which the technique is not using statistic formula. The writer tries to analyze the data by using the technique which is based on the validity and quality of the data as a result from the research. So, the writer analyzes all the data he got from the research, and then takes the data that support to the topic of the research, and ignored unused data, but did not throw it away because the unused data still would be used for appendix.

The followings are the classification of data that is divided into two parts:

1. The data that are related with the teaching and learning process.

2. The data that are related with other aspects that can influence the process of teaching and learning English.

To support and to develop the students’ ability in English, SMAN 1 Ciputat has programs that are implemented in school. The first program is the bilingual system that is implemented in the X grade. This program is intended to develop the students’ mentality and self-esteem. This program only implemented in the X grade because the teachers for this grade have been prepared by sending them to take English Course. The second program is English study club that is held every week on Saturday. This study club has role as the part that can help the students in increasing their ability in speaking. This study club also became as one of ways in solving their problem faced in the class. Further more this club is the place for preparing students to have a competition. Another program is that the school is trying to make all the media available in the school are written in English; this includes notices, magazine, wall magazine, and newspapers.

From these descriptions in the teaching and learning process, the writer can classify these processes into aspects which related to the components of CLT are:
a. Emphasis on pair work of group work

In the activities above, all the activities are done by dividing the students into groups. Through completing the activity above in group work, it is believed that students will obtain several benefits:

1. They can learn from the new vocabulary of the language used by others member of the group.

2. Students' motivational level is likely to increase, because they do not feel anxiety or afraid to use the vocabulary which just taught by the teacher.

b. Teacher as facilitator

In this aspect, the teacher facilitates communication process between all students in the classroom. The teacher role is just as facilitator in the class room, the students will produce more language. When the teacher role is as facilitator, the teacher creates a classroom ambience conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.

c. Students centered

The students do most of the task, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning.
2. Problems of Teaching Vocabulary through Communicative Language Teaching at First Grade of SMUN 1 Ciputat

After analyzing all the data, the writer would like to present some problems of using Communicative Language Teaching approach in teaching vocabulary at SMAN 1 Ciputat of X grade which based on the interview the writer did with the English teacher and also based on the observation as follow:

a. Students’ Proficiency of English

In learning English at the school, it can be seen that the students’ ability are different. In every class there is minimally one student who is very week in vocabulary, in listening and other skills. It means there are individual differences among the students in English proficiency. It can be seen when the students were divided into groups and asked to do discussion. In the group that contains of 5-6 students, it’s only about two students who are really active in doing the discussion, while the other students are waiting for their friends to finish the discussion and make conclusion. And also there was a student who does not have a good ability in listening. So when the teacher gives the instructions in English, this student often misleads in understanding it.

There were also some students who were enthusiastic and some students were just an ordinary.

b. Lack of time and noisy class

Learning process that use Communicative Language Teaching approach really needs more time allocation. It is because of this approach activities take time. The time sometime is not enough to reach some indicators that required by curriculum. Not only needs more times, but also this class is noisy. This noisy class comes from the students activities in the class. Because the students in the class are active in speaking so it
causes noisy class. Therefore the teacher needs an extra power and energy to handle this class.

3. Solution of the problems
To get the solution of the problems mentioned above, certain actions must be taken wisely and carefully. This solution discussion is also based on the interview with the English teacher and the two students. The efforts than can be done to anticipate and solve those problems are as follows:

a. To overcome the problems with students’ proficiency in English, the teacher says that it is significant to give more opportunities to learn English. To tackle the problem with the inactive students is by giving motivation to active in the lesson. And for students who do not really understand about the teacher’s explanation, to tackle it is by giving instruction and repeat it for many times until the student gets it. For those who do less in vocabulary, the teacher should make them practice vocabulary by using English vocabulary test 2000, kanisius is the publisher. The teacher, of course, needs to acquire facility for adapting textbooks, creating communicative tasks, and providing selective, useful feedback to students on their performances.

b. To overcome the problems with lack of time and noisy class, the teacher should have prepared the materials beforehand. Because materials have the primary role of promoting the communicative language use, so there will be no time to be wasted.

4. Advantages of the Teaching of Vocabulary through Communicative Language Teaching at First Grade of SMUN 1 Ciputat
In using communicative language teaching approach, the English teacher
given in the classroom, such as students understand how to use the vocabulary given (collocation).

After analyzing all the data, the writer would like to present some advantages of using Communicative Language Teaching approach in teaching vocabulary at SMAN 1 Ciputat of X grade as follow:

- **Students’ motivation is likely to increase**
  By using communicative language teaching the students are more interested and enthusiastic in learning the vocabulary. The teaching and learning ambience in the classroom is quite fun and enjoyable so that it enables to increase the students’ motivation to learn. This also will help them to be more productive and spend more time to use the English.

- **Promoting learning**
  The students learn to communicate more often by making communication and express ideas and opinions with the other students as well as with the teacher. The students have an opportunity to express their own ideas or own feeling. And it helps them to increase their ability in English, because they will integrate the English with their own personality and feel more secure to use the language.

- **Emphasize on Communication**
  With the emphasis on communication, there is also the implication that spoken exchanges will be authentic and meaningful. Nevertheless, a proficient teacher will provide a context so that class interactions are realistic and meaningful but with the support needed to assist students to generate the target language.

- From a psycholinguistic perspective, group-based peer interaction
errors and express misunderstanding without the bad effect of exposing their weakness to the whole class or teacher.

C. The Interpretation of Data

Having described and analyzed the data, the writer can state that all items have a relation with the topic that the writer's taken (Teaching Vocabulary through Communicative Language Teaching at First Grade of SMAN 1 Ciputat - Tangerang). There are many items that the writer will interpret from research study about the Teaching Vocabulary through Communicative Language Teaching at First Grade of SMAN 1 Ciputat - Tangerang.

In learning English, most students used the English language as the tools of the communication in the class. They were speaking English and did the instruction of the teacher well. Meaning that most of the students understood and interested in the teacher's presentation and method of teaching. It can be seen from the response of them along the lesson. Only several of them that could not answer, they only follow their friends. It's happened since the students do not really understand what's going on. Since the emphasis of the teaching is on vocabulary, the students are really interested in learning, even though at first they were using Bahasa, but later on after the teacher presentation about the new vocabulary, they were trying to use the vocabulary in English orally through the activities given by the teacher. It seems that because the approach which the teacher uses, the students are going along well with the lesson. This is same as the writer has stated above on the advantages of teaching vocabulary through communicative language teaching that is by using communicative language teaching the students are more interested and enthusiastic in learning the vocabulary. The teaching and learning ambience in the classroom is quite fun and enjoyable so that it enables to increase the students' motivation to learn. This also will help them to be more productive and spend more time to use the English. In having freedom and unpredictability in the classroom students have the freedom to make their own choices in using the target language. Often, when traditional
answers, for example either affirmative or negative response to specific statements or questions. Allowing unpredictability the activity becomes more interesting and challenging and much more like real life.
CHAPTER V
CONCLUSION AND SUGGESTION

A. CONCLUSION

The writer tries to give conclusion based on the explanation and description mentioned above. The process of teaching vocabulary by using communicative language approach cannot be done alone, it means the vocabulary teaching is integrated with other major skill such as speaking, listening, reading or writing. In this case, speaking activities like role-play and story telling is used as a medium for teaching vocabulary. Or vocabulary instruction like the writer observed was using authentic reading texts. In this type, learners are asked to focus on key words in a text.

The writer is also aware of several problems faced by the teacher in using communicative language teaching approach in teaching vocabulary, the followings are:

- The lay out of classroom and the facilities is the first problem occurs since in using communicative language teaching the teacher often makes grouping, so this grouping needs good layout of the classroom to make it more conducive.

- Students’ Proficiency of English is the second problem. In learning
different, there were also some students who were enthusiastic and some students were just an ordinary.

- Lack of time and noisy class is the third problem; it is because learning process that use Communicative Language Teaching method really needs more time allocation. It is because of this approach activities take time. The large groups have to interact with other groups.

A. SUGGESTION

Finally, the writer thinks that it is necessary to give suggestion from the result of the research based on the interview and explanation mentioned above about the process of teaching vocabulary through communicative language teaching method and along with its problems. Those suggestions are as follows:

1. It is important for the teacher to prepare the materials before teaching the students. Because material have the primary role of promoting the communicative language teaching use, so there will be no time to be wasted.

2. It would be better if the media used is not only text but also other media such as multimedia.

3. It is significant to give the students more opportunities to learn and to use the language by having an extracurricular activity such as English club and one day English program in the school.

4. The English teacher should use the target language in teaching vocabulary in order to make the students always acquire the English vocabulary.

5. The teacher should always motivate the students by making a challengeable environment among the students in the classroom.

6. The teacher should always enthuse in teaching English in order to make the students have enthusiasm in learning English.

7. The English teacher should give the students the opportunities to be
8. The teacher should ask the students to use the language, not to demonstrate their knowledge about the language.

9. The teacher should be more like a students' partner in teaching learning process.

Those are some suggestions which the writer offered especially to the teacher as an addition to complete the way of teaching learning process in the classroom.
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Nama sekolah : SMAN I CIPUTAT
Mata pelajaran : BAHASA INGGRIS
Kelas/program/semester : X
Tahun ajaran : 2007-2008
Alokasi waktu : 2 X 45 Menit

1. Standar Kompetensi

Mendengarkan
Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk narrative, descriptive, dan news item sederhana dalam konteks kehidupan sehari-hari

2. Kompetensi Dasar

Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; narrative, descriptive, dan news item

3. Materi pokok

- Teks berbentuk news item
- Teks berbentuk descriptive
- Teks berbentuk narrative

4. Indikator

- Mengidentifikasi main idea dari teks
- Mengidentifikasi tokoh dari cerita
- Mengidentifikasi kejadian dalam teks
- Mengidentifikasi ciri-ciri dari benda/orang yang dideskripsikan
- Mengidentifikasi inti berita
- Mengidentifikasi sumber berita

5. Uraian Materi

terlampir

6. Strategi, Model, Pendekatan Dan Metode Pembelajaran

Strategi : Equal active, Two ways communication
Model : Face to face
Pendekatan : Communicative Approach  
Metode : Groups work, role play

7. Skenario Pembelajaran

<table>
<thead>
<tr>
<th>No.</th>
<th>Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>1.1 Pendahuluan</td>
<td>15 menit</td>
</tr>
<tr>
<td></td>
<td>1.1.1 salam dan tegur sapa</td>
<td>(10 menit)</td>
</tr>
<tr>
<td></td>
<td>1.1.2 guru mengabsen siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.1.3 guru memberikan motivasi tentang manfaat dari proses pembelajaran yang akan berlangsung</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.1.4 guru menginformasikan KD, indikator yang akan dicapai dan deskripsi kegiatan pembelajaran yang akan diterapkan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.1.5 review guru menanyakan tentang pembelajaran sebelumnya (minggu lalu)</td>
<td></td>
</tr>
</tbody>
</table>

2. 8.2 kegiatan pokok  
8.2.1 guru menjelaskan tentang news item dan perbedaannya dengan deskriptif serta naratif teks | 65 menit |
8.2.3 siswa dibagi dalam 9 kelompok diskusi dengan masing-masing terdiri atas 4 anggota.setiap kelompok akan mendiskusikan sumber berita yang telah diberikan oleh guru | (10 menit) |
8.2.4 guru menjelaskan tentang prosedur kerja kelompok | |
8.2.5 setiap kelompok berdiskusi dengan pengawasan guru | 15 menit |
8.2.6 masing-masing kelompok mempresentasikan hasil diskusinya | 20 menit |
8.2.7 guru memimpin diskusi dan setiap kelompok diberi kesempatan untuk mengajukan pertanyaan kepada kelompok lain | 10 menit |

3. 8.3 penutup  
8.3.1 Guru memberikan kesempatan untuk menanyakan segala hal dan kemungkinan hambatan-hambatan dalam proses pembelajaran | 10 menit |
8.4 Penugasan  
8.4.1 Siswa diminta membuat teks tulis dengan mendengarkan berbagai bentuk teks naratif, deskriptif dan news item dari media TV (terstruktur) | |


8. Sumber Pembelajaran

7.1 Sumber
✓ Functional English for Senior High School, Bambang Sugeng, Noor zaimah, Hal. 224 PT. Tiga Serangkai Pustaka Mandiri Solo
✓ Look Ahead, An English Course for Senior High Students Year X, Th.M. Sudarwati, Eudia Grace, hal 95-96, 114-121, 174-177, Erlangga

2. Media
- Hand-out, majalah, koran

9. Penilaian Hasil Belajar
8.1 Tehnik Penilaian
✓ Tes tertulis

8.2 Contoh Penilaian
✓ Terlampir

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspek</th>
<th>Klasifikasi</th>
<th>skor</th>
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<tbody>
<tr>
<td>1</td>
<td>Speaking &amp; Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Cognitive</td>
<td>✓ Excellent</td>
<td>9,6-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Very good</td>
<td>8,6-9,5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Good</td>
<td>7,6-8,5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Fairly good</td>
<td>6,6-7,5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Fair</td>
<td>5,6-6,5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Poor</td>
<td>3,6-5,5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Very poor</td>
<td>0-3,5</td>
</tr>
</tbody>
</table>

Mengetahui,
Kepala Sekolah

Guru Mata pelajaran,

Ciputat, April 2008

Drs. P. Akhmad Sopandy, M. Pd
NIP. 131 275 032

(                      )
NIP.
1. Standar Kompetensi
Berkomunikasi lisan dan tertulis menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan/atau monolog, terutama dalam wacana berbentuk deskriptif, naratif, anekdot, ekspresi, analitis, dan ekspresi hortatory, yang mengarah kepada variasi makna interpersonal.

2. Kompetensi Dasar
Mengungkapkan nuansa makna dengan langkah-langkah pengembangan retorika didalam teks tertulis berbentuk deskriptif, naratif, anekdot, ekspresi analitis, dan ekspresi hortatory sederhana dengan penekanan pada makna ideasional dan makna tekstual.

3. Materi pokok
Speaking and Vocabulary

4. Indikator
- Menggunakan tindak tutur menyatakan sikap terhadap sesuatu
- Merespon tindak tutur menyatakan sikap terhadap sesuatu
- Menggunakan tindak tutur menyatakan simpati dan kekecewaan serta marah.

5. Uraian Materi
terlampir

6. Strategi, Model, Pendekatan Dan Metode Pembelajaran
Strategi : Equal active, two ways communication
Model    : Face to face
Pendekatan : Communicative
Metode   : Groups work
7. Skenario Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Pendahuluan</strong></td>
<td>10 menit</td>
</tr>
<tr>
<td>1.1.1 salam dan tegur sapa</td>
<td></td>
</tr>
<tr>
<td>1.1.2 guru mengabsen siswa</td>
<td></td>
</tr>
<tr>
<td>1.1.3 guru memberikan motivasi tentang manfaat dari proses pembelajaran yang akan berlangsung</td>
<td></td>
</tr>
<tr>
<td>1.1.4 review guru menanyakan tentang pembelajaran news item text</td>
<td></td>
</tr>
<tr>
<td><strong>8.2 Kegiatan pokok</strong></td>
<td>65 menit</td>
</tr>
<tr>
<td>8.2.1 Guru menjelaskan tentang penggunaan ungkapan simpati dan kekecewaan serta marah.</td>
<td>(10 menit)</td>
</tr>
<tr>
<td>8.2.2 Guru meminta siswa untuk memberikan contoh dari masing-masing ungkapan</td>
<td></td>
</tr>
<tr>
<td>8.2.3 siswa dibagi dalam 8 kelompok diskusi dengan masing-masing terdiri atas 5-6 anggota.setiap kelompok akan bermain dengan dua group besar A dan B. setiap grup terdiri dari 4 kelompok. Group A adalah sebagai Pedagang/agen Beras dan Group B sebagai pemerintah</td>
<td></td>
</tr>
<tr>
<td>8.2.4 guru menjelaskan tentang prosedur kerja kelompok yang akan mendiskusikan peran yang mereka terima</td>
<td>(5 menit)</td>
</tr>
<tr>
<td>8.2.5 setiap kelompok berdiskusi dengan pengawasan guru</td>
<td>(10 menit)</td>
</tr>
<tr>
<td>8.2.6 masing-masing kelompok mempresentasikan hasil diskusinya</td>
<td>(40 menit)</td>
</tr>
<tr>
<td>8.2.7 guru memimpin diskusi dan setiap kelompok diberi kesempatan untuk mengajukan pertanyaan kepada kelompok lain</td>
<td></td>
</tr>
<tr>
<td><strong>3. Penutup</strong></td>
<td>10 menit</td>
</tr>
<tr>
<td>8.3.1 Guru memberikan kesempatan untuk menanyakan segala hal dan kemungkinan hambatan-hambatan dalam proses pembelajaran</td>
<td></td>
</tr>
</tbody>
</table>
8. Sumber Pembelajaran

Sumber Bahan
- Kurikulum bahasa Inggris kelas X tahun 2004
- Teks book Bahasa Inggris kelas X Linked to The World
- Majalah, artikel, koran dan lain-lain

2. Media

Hand-out dan majalah

10. Aspek Penilaian

- Penilaian proses : Dilakukan saat proses belajar mengajar berlangsung
- Penilai hasil : Diambil dari jawaban siswa yang diberikan hand out
- Instumen penilaian : Instrumen soal terlampir.

Ciputat, April 2008

Mengetahui,
Kepala Sekolah

Guru Mata pelajaran,

Drs. P. Akhmad Sopandy, M. Pd
NIP. 131 275 032

Paragraphs to create schemata in students

Government

You are as the government felt very tough to run the policy of rice import. The rice was imported from the neighbor country, Vietnam and China. From your point of view (the government), the rice import policy had to be done with all costs. No questions about it. It correlated to national stock of rice. If the national stock of rice decreased, the rice price would be so expensive. Rice became rare. Many people would hungry. Your job as the government is to convince and to give reasons behind the rice import policy. Why it had to be done. What will you say to your citizens and rice sellers?
(Discuss with your friends in 10 minutes and after that present it in 3 minutes plus questions and answer in 2 minutes. Every person has to take a part in speaking and should it use the phrases given).

**Seller/ Agent**
You are as the seller of rice felt very objection to government’s policy in importing rice. You felt disappointed and angry with the government since the policy would make the price of rice decrease drastically. You would be loss, so that why you didn’t agree with the government. What will you say, suggest and demand to the government?

(Discuss with your friends in 10 minutes and after that present it in 3 minutes plus questions and answer in 2 minutes. Every person has to take a part in speaking and should it use the phrases given).
INTERVIEW

Time : April 14, 2008
Object : Teaching Vocabulary using Communicative Language Teaching at SMAN I Ciputat
Interviewee : The SMAN I Ciputat Teacher
Place : SMAN I(Senior High School) Ciputat Tangerang
Goals :
1. Knowing the application of CLT approach in teaching Vocabulary.
2. Knowing the difficulties and advantages of teaching vocabulary using CLT.

Questions:

1. Metode atau teknik apa yang dipergunakan oleh Bapak/ibu dalam mengajar bahasa Inggris untuk meningkatkan pemahaman dan penguasaan kosa kata bahasa Inggris anak didik?

   CTL adalah sebuah metode yang tidak bisa tidak untuk diaplikasikan, tekniknya tentu vocabulary ini selalu diintegrasi dengan pengajaran main skill tidak partial, biasanya diaplikasikan diawal mengajar dengan menampilkan berbagai penyajian vocabulary yang ada dibuku test your vocabulary 1 sampai test your vocabulary 4 karya Peter Watcyn-Jones, yang mana buku sebelumnya adalah Pinguin, biasanya pengalokasion khusus ini tidak lebih dari 15 menit diawal pembelajaran.

2. Buku apa saja yang selalu menjadi panduan Bapak/ibu dalam mengajar bahasa Inggris?

   Seperti yang telah dijelaskan diatas buku yang digunakan secara umum adalah test your vocabulary 1-4,Kang Guru in the class room (biasanya untuk listening) yang dipegang siswa adalah Look Ahead Penerbit Erlangga, dan LKS Media Professional Penerbit Mediatama. Selain dari itu, Jakarta Post juga merupakan partner belajar siswa
3. **Masalah dan kesulitan apa saja yang dihadapi ketika mengajarkan Bahasa Inggris baik secara teknis dan non-teknis?**

Sebenarnya untuk setiap kelas memiliki masalah yang variatif, seperti untuk dikelas lantai 2 sering matinya listrik ketika menggunakan tape, atau VCD, tidak adanya colokan listrik sehingga terkadang harus mencari kabel tambahan terlebih dahulu yang akan memakan waktu belajar, kemudian fisik tempat duduk siswa yang masih menyatu (tidak perindividu )yang kadang mengurangi kretivitas guru dalam pembuatan kelompok, tidak adanya kipas angin yang kadang sangat mempengaruhi atmosphere kelas, pendek kata kebanyakan masalah itu datangnya dari masalah sarana dan prasaran. Terlebih, di sekolah ini belum ada lab bahasa sehingga terkadang cukup menyulitkan juga.

Satu hal yang menarik dikelas kelas yang saya ajarkan, setiap kelasnya pasti ada satu orang anak yang sangat lemah vocabularynya, lemah listeningnya dll. Artinya dibawah rata rata temannya.

Kemudian media pembelajaran yang kurang mendukung, tidak semua kelas dilengkapi dengan OHP/LCD sehingga jika ada kelas lain yang sedang menggunakan perangkat tersebut, maka saya tidak bisa menggunakankannya. Secara teknis, jika saya mengajar menggunakan pendekatan komunikatif, maka yang terjadi adalah kelas akan menjadi sangat berisik karena kegiatan siswa yang sedang berlangsung didalam kelas, hal ini terkadang dapat mengganggu kelas yang berada tepat disebelah kelas yang sedang saya ajar.

Kesulitan yang lainnya ialah menghadapi siswa yang hanya berdiam diri dan anak yang suka mengganggu temannya serta keslutian dalam menghadapi anak yang memiliki daya simak yang kurang.

4. **Selama ini bagaimana langkah Bapak/Ibu untuk mengatasi masalah-masalah tersebut?**
Langkah kongkrit yang dilakukan adalah dengan sesekali mengajak siswa untuk menggunakan ruangan yang lain yang lebih kondusif dan biasanya tempat itu adalah perpustakaan, karena disana terdapat VCD, Tape dan ber AC, sehingga lebih nyaman. Kemudian pembentukan group yang idak terlalu berjarak jauh adalah pilihan untuk masalah yang berkaitan dengan tempat duduk, seperti bangku depan dengan bangku dibelakangnya menadi satu group dalam pembentukan kelompok. Nah untuk mereka yang sangat lemah vocabulary itu saya sering meminta mereka untuk latihan vocabulary dengan menggunakan buku English vocabulary test 2000 words, penerbit kanisius.

Cara-cara mengatasi kendala yang lain adalah memberikan motivasi pada siswa untuk ikut aktif dalam mengikuti pelajaran dan siswa yang mempunyai daya simak kurang dengan memberikan perintah yang berulang-ulang.

5. Apa yang Bapak/Ibu ketahui tentang CLT approach?

Pendekatan communicative language teaching pada dasarnya ketika diaplikasikan di kelas tidak berbeda dengan CTL (contextual teaching N learning) yaitu pendekatan belajar yang berbasis pada students’ centered. Dimana tugas guru dalam pembelajaran adalah sebagai facilitator to get what students need dan acquire knowledge dengan selalu melibatkan siswa

Ada ciri khusus dari CTL yaitu selalu adanya learning community dan constructed knowledge by the students themselves. Hal yang mendasar dari perbedaan CTL dan CLT adalah CTL bisa diaplikasikan dengan berbagai macam mata pelajaran sedangkan clt hanya dirancang khusus untuk pengajaran bahasa Inggris.

6. Apakah metode pembelajaran communicative merupakan salah satu metode yang tepat untuk usia sekolah Menengah?

Saya kira ya.
7. **Bagaimanakah langkah-langkah Bapak/Ibu dalam menerapkan CLT approach di dalam kelas?**

   Aplikasi CTL dikarenakan tergantung pada skill apa yang akan kita ajarkan. Apakah listening, speaking, reading, atau writing. Pada dasarnya dalam mengaplikasikan itu semua langkah langkahnya sama, seperti adanya Apersepsi yang melingkupi motiviasi, brainstorming, kemudian kegiatan inti yang menitik beratkan pada keaktivan siswa dan penutup yang merupakan refleksi terhadap apa yang telah dipelajari.

8. **Apakah ciri khas pengajaran dan pembelajaran Communicative dalam mengoptimalkan kemampuan berbahasa Inggris siswa?**

   Ciri khas di approach ini adalah memecahkan kesempatan seluas luasnya kepada sisa untuk berekspresi, materi tidak disampaikan secara monotone oleh si pengajar, siswa benar benar diminta keaktifannya. Pendek kata siswa dijadikan sebagai center of learning.

9. **Bagaimana respon siswa ketika Bapak/Ibu menerapkan pembelajaran CLT di dalam kelas?**

   Mereka antusias dalam kegiatan pembelajaran menggunakan approach ini, namun kadang mereka tidak siap karena approach ini membutuhkan keaktifan siswa sementara sebagian siswa kadang merasa tidak pede untuk aktif berbicara, atau malas untuk aktif.

10. **Kendala apa saja yang diperoleh dalam penerapan CLT?**

    Saya kira yang paling menonjol tentang kendala dalam penerapan approach ini adalah timing dan noisy, waktu kadang kurang cukup untuk mencapai indicator tertentu. Kemudian gaduh yang berlebihan karena mereka kadang sering aktif berbicara sehingga menyebabkan kegaduan.
11. Manfaat apa yang diperoleh ketika menerapkan CLT kepada siswa?

Siswa lebih aktif dan lebih senang, lebih enjoy menikmati setiap jam pembelajaran karena itu motivasi mereka menjadi tinggi untuk belajar karena situasi mereka tidak seperti belajar, tetap kecuali jam siang ya.

12. Menurut bapak bagaimana kondisi serta kemampuan siswa setelah belajar dengan Communicative Language Teaching?

Menurut saya tidak ada peningkatan yang significant, biasa saja. Cuma barangkali enjoyable learning proses lebih mereka rasakan. Yang mana hal itu akan ia ingat di dalam long term memory mereka.

13. Apakah anda setuju bahwa tujuan pembelajaran bahasa inggris di KBK sama dengan tujuan pembelajaran CLT (communicative competence)?

Saya kira ya.

14. Apakah CLT sudah mengcover kompetensi standar yang diinginkan oleh KTSP (Kurikulum Tingkat Satuan Pendidikan)?

Secara kesuluruhan ya.

Interviewee:

Afif Fauzi, S.Pd