

COMMUNICATIVE LANGUAGE TEACHING WITH REALIA TO ENHANCE STUDENTS' ENGLISH VOCABULARY

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Abstract

This research discusses vocabulary improvement of second year student at Madrasah Tsanawiyah Madani Pao-pao, South Sulawesi, Indonesia using Communicative Language Teaching with Realia. Researchers intend to answer the question "Is the use of Realia in Madrasah Tsanawiyah Madani Pao-pao effective in improving the vocabulary of second-grade students in communicative language teaching (CLT)?" This study aims to understand how CLT and Realia improve the vocabulary of Islamic school students. This study applied a real experimental method of two variables: the independent variable (CLT with Realia) and the dependent variable (vocabulary mastery). In this study, 60 students were randomly selected to participate, 30 in the experimental class and 30 in the control class. This study uses a written vocabulary test as a tool. From the data analysis point of view, the students' vocabulary has improved significantly. It can be seen from the results of the average score of the control category (71.8) and the average score of the control category (63.8). From the research findings and discussions, it can be concluded that the application of CLT and Realia can improve students' vocabulary in Madrasah Tsanawiyah Madani Pao-pao.

Keywords: Teaching Methods, Communicative Language Teaching, Realia, Vocabulary

Abstrak

Penelitian ini membahas peningkatan kosakata siswa tahun kedua di Madrasah Tsanawiyah Madani Pao-pao, Sulawesi Selatan, Indonesia menggunakan *Communicative Language Teaching (CLT)* dengan Realia. Peneliti bermaksud menjawab pertanyaan "Apakah penggunaan Realia dalam *Communicative Language Teaching (CLT)* efektif untuk meningkatkan kosakata siswa tahun kedua di Madrasah Tsanawiyah Madani Pao-pao?". Penelitian ini bertujuan untuk mengetahui bagaimana CLT dengan Realia dapat meningkatkan kosakata siswa di Madrasah Tsanawiyah Madani Pao-pao. Penelitian ini menggunakan metode true-experimental dengan dua variabel yaitu variabel bebas (CLT dengan Realia) dan variabel terikat (penguasaan kosakata). Jumlah siswa yang berpartisipasi dalam penelitian ini sebanyak 60 orang yang dipilih secara random sampling, 30 siswa untuk kelas eksperimen dan 30 siswa untuk kelas kontrol. Tes kosakata tertulis digunakan sebagai instrumen dalam penelitian ini. Dari analisis data, ada peningkatan yang signifikan pada kosakata siswa. Hal ini dapat dilihat dari hasil rata-rata skor kelas kontrol (71,8) dan skor rata-rata kelas kontrol (63,8). Dari hasil penelitian dan pembahasan dapat disimpulkan bahwa penerapan CLT dengan Realia mampu meningkatkan kosakata siswa di Madrasah Tsanawiyah Madani Pao-pao.

Kata kunci: Metode Pengajaran, Pengajaran Bahasa Komunikatif, Realia, Kosakata

1. Introduction

Vocabulary teaching is very important in language teaching. The well-known linguist Wilkins (Wilkins in Bahar) (2013) pointed out that people can describe something without grammar, but if they don't use vocabulary, they cannot express anything. Littlewood and Yu (2011) believe that vocabulary is the first level of pre-communicative activities. This shows the importance of letting learners master the vocabulary they can use before engaging in communicative activities. Although the students have studied English for several years, their vocabulary is still not enough. The laziness of students and the motivation to learn English will become a big challenge. In addition, the ability of teachers to choose and use vocabulary teaching methods is also a factor that affects vocabulary mastery.

To teach vocabulary as a basic ability of English, you need a proper method. There are many ways to teach English as a foreign language. Bambang Setiyadi (2006), author of "English Education as a Foreign Language," wrote several topics such as grammar translation, vocal language, comprehensive physical reaction, community language learning, suggestopedia, and communicative language teaching.

CLT is a language teaching tradition developed in the United Kingdom in the 1970s. CLT is seen as a method rather than a teaching method. According to Richard (2001), in the 1990s, the way of language teaching changed a lot. Many countries have begun to use so-called "Communicative Language Teaching" (CLT) in the classroom. CLT allows learners to actively participate in language learning, and learning results are closely related to life, so learners are more interested in English learning (Yasin at.all, 2017).

Proponents of communicative language teaching have promoted the use of "real-life" and "real" teaching materials in the classroom. These may include language-based realia such as songs, magazines, advertisements, newspapers, or graphics and visual sources that can build communication activities such as maps, photographs, symbols, graphs, charts (Smith, 1998).

Research studies concerning in the use of Communicative Language Teaching is still limited in Junior high school context Indonesia. The skills observed in CLT studies in Indonesia are mainly speaking and writing (Yasin at.all, 2017). Thus, this study tries to use Communicative Language Teaching specifically in applying language-based realia to improve vocabulary of students to fill the gap in the research. The researcher expects that by using this method, the learning process will be more effective, exciting, and inspiring to explore students' ability to learn vocabulary. Based on the above background, the author puts forward a problem statement: Madrasah Tsanawiyah Madani Alauddin in Pao-Pao, can the use of Realia effectively improve the vocabulary of second-grade students in Communicative Language Teaching ? "

2. Method

2.1 Design of Research

In this study, real experimental designs of two groups of people were used. In conducting this study, the researchers used pre-test and post-test designs in the experimental and control classes (Creswell, 2012). The research aims to find out how to use a method called Realia communicative language teaching to improve students' vocabulary. Treatment is performed after the pre-test. Obtain significant validity by comparing the pre-test and post-test results.

2.2 Research Variables

The study of the effect of a treatment that focuses on the study of the effect of a treatment by what is explained by Arikunto (2006) consists of two variables: independent variable and dependent variable. In this research, the use of Communicative Language Teaching with Realia is accounted as independent variable. Meanwhile, the dependent variable observed in this study is students' mastery of Vocabulary.

2.2 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 of this research is the second-grade students of Madrasah Tsanawiyah Madani Pao-Pao. The total number of students in 8th grade is 68, 32 in 8th grade A and 36 in 8th grade B.. The sample was selected using a random technique. The researcher looked for 60 students as a sample of the research and divided them into two groups of 30 students each. One group was assigned to experimental class and one was assigned to controlled class.

2.3 Research Instruments

Written vocabulary test, consisting of three types; multiple choice, messy words, and a coincidence test used as a research tool. The test consists of 10-point questions to check the vocabulary of students before and after the test. The preliminary test was designed to ascertain students' prior knowledge of English vocabulary, while the follow-up test was designed to identify an improvement in students' vocabulary after treatment. The content of the pretest was the same as the content of the posttest.

2.5 Data Collection Procedure

The researchers performed several steps before collecting the data. Prior to treatment, researchers used a written test to conduct a pre-test to determine a student's vocabulary. After the pre-test, the researchers taught the students six sessions. In managed classes, students were not taught using communicative language teaching with Realia. They were trained by professionals using traditional methods. The number of meetings in this managed class was the same as the number of classes under experiment. After treatment is given, students are monitored to see how well the treatment is working.

2.6 Data Analysis Technique

The data collected was analyzed as the t-test; the steps are as follows:

- a) Scoring the students' correct answer of pre-test and post-test.

$$\text{Students' Score} = \frac{\text{The Number of student's correct answer}}{\text{The total score}} \times 100$$

(Rosmalasari, 2004)

- b) Classifying the students' scores using the following scale

Score 91 – 100	: Very Good
Score 76 – 90	: Good
Score 61 – 75	: Fair
Score 51 – 60	: Poor
Score less than 50	: Very Poor

(Gay, 2008)

- c) Calculating the collecting data from the students in answering the test, the writer used a formula to get the mean score of the students as follow:

$$X = \frac{\sum X}{N}$$

Where: X = Mean score

$\sum X$ = The sum of all scores

N = The total number of sample

- d) Finding out the significant differences between the pre-test and post-test by calculating the value of the test.

$$SD = \sqrt{\frac{SS}{N}}$$

Where: SD = Standard deviation
 N = number of population.

- e) Calculating the percentage of the students' score:

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

Where:

P = Percentage

F = Frequency

N = the total number of students

- f) Finding out the effectiveness or ineffectiveness of the technique, this formula below was used:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where: t = test of significance difference

\bar{X}_1 = mean score of \bar{X}_1

\bar{X}_2 = mean score of \bar{X}_2

SS_1 = sum of the square of X_1

SS_2 = sum of the square of X_2

n_1 = number of subject in X_1

n_2 = number of subject in X_2

(Gay, 2008)

3. Finding and Discussion

3.1 Finding

The research results are based on data analysis. Data collection is performed for the purpose of data analysis. Vocabulary testing includes two stages: a pre-test and a post-test. Before using Realia for Communicative Language Teaching (CLT), take a pre-test to understand the vocabulary of the initial student, and assign a post-test to understand the improvement of the student's vocabulary after the treatment.

a. The Classification of Students' Pre-test and Post-test Scores in Experimental Class

Table 1

The distribution of frequency and percentage score of experimental class score in the pre-test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0 %
2.	Good	76 – 90	5	16.7%
3	Fair	61 – 75	9	30%
4.	Poor	51 – 60	7	23.3%
5.	Very Poor	Less than 50	9	30%
Total			30	100 %

The table above shows the percentage of students who predicted the experimental results, of which none did well. 5 (16.7%) students earned good grades, 9 (30%) students earned average grades, 7 (23.3%) students earned poor grades, and 9 (30%) students earned very poor grades.

Table 2
The distribution of frequency and percentage of experimental class score in post-test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	3	10%
2.	Good	76 – 90	11	36.7%
3	Fair	61 – 75	7	23.3%
4.	Poor	51 – 60	7	23.3%
5.	Very Poor	Less than 50	2	6.7%
Total			30	100%

The proportion of 30 students in the post-test experimental class is shown in Table 2. 3 (10%) students have good grades, 11 (36.7%) students have good grades, and 7 (23.2%) students have good results.) The student performance was average, 7 (23.3%) students had poor performance, and 2 (6.7%) students had extremely poor performance. Based on the above results, it can be concluded that the ratio of the post-test is higher than the ratio of the pre-test.

b. The Classification of Students' Pre-test and Post-test Scores in Controlled Class

Table 3
The distribution of frequency and percentage of controlled class score in the pre-test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0%
2.	Good	76 – 90	6	20%
3	Fair	61 – 75	7	23.3%
4.	Poor	51 – 60	10	33.3%
5.	Very Poor	Less than 50	7	23.3%
Total			30	100 %

Table 3 shows the percentage of the results of the supervised class on preliminary testing of 30 students. Many of the students didn't do well on the test. There were six students who got a good score, seven students who got a fair score, ten students who got a poor score, and seven students who acquired a very poor score.

Table 4

The distribution of the frequency percentage of controlled class score in post-test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0%
2.	Good	76 – 90	8	26.7%
3	Fair	61 – 75	7	23.3%
4.	Poor	51 – 60	10	33.3%
5.	Very Poor	Less than 50	5	16.7%
Total			30	100%

While the percentage of class students on the final test was 30, none of them scored very well. There were eight students that got a good score, seven students that got a fair score, ten students that got a fair score, and five students that got a poor very poor score. Based on tables 3 and 4, we can conclude that the percentage of rates after the test was more significant than the percentage of the rates before the test.

c. The Mean Score and Standard Deviation of Experimental Class and Controlled Class

Table 5

The mean score and standard deviation of experimental class and controlled class in post-test

Class	Mean Score	Standard Deviation
Experimental	71.8	14.81
Controlled	63.8	13.72

The mean score of the experimental group in the post-test was 71.8, and the standard deviation of the experimental group was 14.81. The mean score of the control group in the post-test was 63.8 and the standard deviation was 13.72. One way to test this hypothesis is to perform the same test on students in different classes.

Significant scores between treatment and control classes can be found using a t-test. The t-test result can be seen in Table 6.

Table 6

Distribution the value of t-test and t-table in the pre-test

Variable	t-test value	t-table value
Posttest	2.12	2.000

The t-test value was larger than the t-table. The result showed that there was a significant difference between the two means: the table and the test—that the table is smaller than the test. The results of the t-test show that there was a significant difference between the experimental class treated with communicative language teaching with Realia and a controlled class treated with a conventional method, although the difference between them was not great enough . The t-test value (2.12) turned out to be greater than the t-table value (2.000) at the significance level of 0.05 and the degree of freedom $(N1 + N2) - 2 = (30 + 30) - 2 = 58$.

3.2 Discussion

Based on our findings, the second grade students of Madrasah Tsanawiyah Madani Pao Pao were able to improve their vocabulary using Communicative Language Teaching with Realia. In some respects, Communicative Language Teaching with Realia was effective. Because they worked in groups, students were able to share

their hearts with other students. The teacher allows students in the class to show their hearts in front of the class and this can increase their self-confidence. By using Realia in communicative language teaching, students not only learn abstract materials through explanations, but also see actual materials, making their understanding clearer. Helps you understand the learning materials while playing the game (Smith, 1998). Students were able to easily overcome learning problems by sharing and finding solutions within the group. Not only are the students enjoying the process, they are too.

Rahayu (2010) said that through communicative language teaching (CLT), students have a better understanding of the meaning of vocabulary. They also had less pronunciation and spelling difficulty. The students found it easier to learn vocabulary when they were in the classroom. The students were more enthusiastic about the meaningful and contextual activity. They learned to work together cooperatively in the classroom. According to Yasin et.all, the use of CLT should consider the characteristics of students in order to apply the language teaching method effectively. Students may know the type of learning style they are, but they might not know how their learning style effects their learning.

In addition to the above statement, Xia (2010) also stated that communicative language teaching based on many modern humanitarian and communication theories is effective in teaching and learning English vocabulary in many respects. : a) In the CLT classroom, much vocabulary is no longer taught in the form of a word list of isolated words, but is taught in authentic contexts. Vocabulary teaching focuses on developing communication mastery, rather than mastering the forms of the target language. b) CLT allows students to learn words in context and through association. besides that, the modified target language input obtained from the conversational interaction between the teacher and the learner allows them to gain a better understanding of vocabulary knowledge. c) CLT promotes the competence and motivation of the learners by giving them the opportunity to speak and write in a targeted manner. d) CLT makes learners responsible for their learning and encourages them to discover the forms and structures of the target language for themselves. e) CLT promotes the development of learners team spirit through communication activities, and cultivates learners personality through freely expressing different opinions and ideas in dialogue.

As the conclusion of this research, all the data found and discussed in this chapter refer to the acceptance of the alternative hypothesis. The study found that the Communication Language Teaching with Realia is effective to improve the students' vocabulary of the second grade students in Madrasah Tsanawiyah Madani Pao Pao.

4. Conclusion

Based on the results of data analysis and the results of the research and discussion in the previous chapter, the researcher concluded that the use of a teaching method that combines communicative language teaching with a device called "realia" teaching method that uses objects, was effective. To improve students' vocabulary proficiency. The statistical analysis showed that the test score was 2.12, a higher score than a table found.

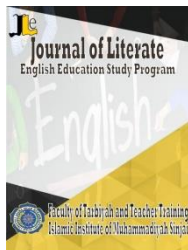
A procedure in Communicative Language Teaching called CLT was able to increase students' vocabulary and their interaction (Gairns & Redman (1986). A student was able to express her/his opinion to other students widely because they worked in a group. The students were able to overcome their problems in learning by working together and seeking solutions within their group. In a language program, using realia in language learning is important because students not only learn the material through

explanation, but they also learn the material through seeing (Brown, 1994) It can help students gain confidence by getting them to demonstrate their knowledge in front of the class. In a study on the role of the teacher in Communication, the teacher's role was found to be crucial. Playing a game could help students to better understand the material.

In light of the above conclusions, the researchers propose several suggestions: Strategies for improving students' vocabulary are suggested to use this strategy as an alternative strategy for the teacher. Results show that teaching vocabulary through the CLT Method with Realia is an effective way to improve the students' vocabulary. So, it is suggested that a second researcher should find out the significance of the CLT Method with Realia in other English skills elements of language skills.

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