COMMUNICATIVE TECHNIQUE TO IMPROVE UNIVERSITY STUDENTS' VOCABULARIES IN TEACHING SPEAKING OF INDONESIA LANGUAGE EDUCATION STUDY PROGRAM OF HAMZANWADI UNIVERSITY IN THE ACADEMIC YEAR 2018-2019

A THESIS

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DEPARTMENT OF LANGUAGE AND ART EDUCATION
FACULTY OF LANGUAGE ART AND HUMANITIES
HAMZANWADI UNIVERSITY
2020

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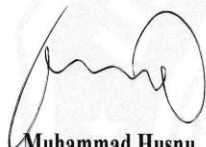
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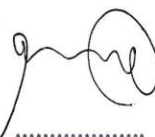

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DECLARATION

I declare that this thesis does not contain material which has been accepted for the award of any other degree or diploma in any university, nor does it contain material previously published or written by any other person, except where due reference is made in the next of the thesis.

Pancor, 3rd of July 2019

Yeni Solehati

DEDICATION

This thesis is dedicated to:

- ❖ My beloved parents, my Dad Mahirudin and my Mom Halimah, who always support and pray for me, give me true love, affection, motivation, and everythings for my life
- ❖ My lovely husband Mastur SE.I, who always beside me every time
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- ❖ My big family, who always there for me
- ❖ All of my friends, and everybody whom I cannot mentioned that always color my life become very bright

  May God bless them all

MOTTO

"Be as yourself as you want"

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ABSTRACT

This study aims at improving university students vocabularies through communicattive technique in teaching speaking of the Indonesia Language Education Study Program of *Hamzanwadi* University. This study was categorized as a descriptive quantitative research. This study was conducted at the second semester university students of Indonesia Language Education of *Hamzanwadi* University . The population of this study was 23 university students in one class. The sample of this study was 23 university students. The research instrument used to collect the data was test and oral test to measure the university students vocabulary about the daily activities. The collected data were submitted by using SPSS 22 for windows. The mean score of the pretest was 10.68 and the mean score of the posttest was 12.53 that indicated the tendency of mean score in improving university students vocabularies was higer after doing the treatment that before doing the treatment. Base on the result, the present researcher found that communicative technique is effective to improve university students vocabularies in teaching speaking at Indonesia Language Education Study Program of Hamzanwadi University.

Keywords: *Communicative Technique, university students vocabularies, teaching speaking.*

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kosa kata mahasiswa melalui teknik komunikatif dalam pengajaran berbicara tentang program studi pendidikan bahasa indonesia di Universitas Hamzanwadi. Penelitian ini dikategorikan sebagai penelitian kuantitatif deskriptif. Penelitian ini dilakukan pada mahasiswa semester dua dari pendidikan bahasa indonesia di universitas Hamzanwadi. Populasi penelitian ini adalah 23 mahasiswa dalam satu kelas. Sampel penelitian ini adalah 23 mahasiswa. Instrumen penelitian yang digunakan untuk mengumpulkan data adalah tes dan tes lisan untuk mengukur kosa kata mahasiwa tentang kegiatan sehari-hari. Data yang dikumpulkan dikirimkan dengan menggunakan SPSS 22. Skor rata-rata pretes adalah 10,68 dan skor rata-rata postes adalah 12,53 yang menunjukkan kecendrungan skor rata-rata dalam meningkatkankosa kata mahasiswa lebih tinggi setelah melakukan treatment daripada sebelum melakukan treatment. Berdasarkan hasil tersebut, peneliti ini menemukan bahwa teknik komunikatif efektif untuk meningkatkan kosa kata mahasiswa dalam mengajar speaking di program studi bahasa indonesia di Universitas hamzanwadi.

Kata kunci: Teknik komunikasi, kosa kata mahasiswa, mengajar speaking.

CHAPTER I

INTRODUCTION

A. **Background of the Study**

Speaking is one of language skills that have to be mastered by the lecture and the university students in teaching and learning, because it can be the tool for the lecture and the university students, the university students and other university students to communication. Without speaking skill the study of English will be passive class. In order to speak well, they must practice their skill in many times. Therefore, the lecture should give university students opportunity to practice their speaking skill by giving some more examples or activities that put them into the real practice communication. Harmer (2001, p.269) states that the ability to speak fluently is not only knowledge of language features, but also the ability to process information and language 'on the spot'. When the learners in discussion class which is the purpose to express opinions, to persuade someone about something or to clarify information, to solve some particular problem, and to maintain the relationship or friendship. So, speaking is an important language skill should have improves to the university students to send and receive the information or massage and to communication.

As we know that the university students do not have any mentality to express what tought in using English. While if the university students tried to speak in English, they found it difficult to express it by the right expression. Because of that the university students hesitanted to speak English.

Communicative is an approach to language teaching that emphesize interaction as both the means and the ultimate goal of study. As Oxford (1990, p.8) stated that the "development of communicative competence requires realistic interaction among learners using meaningful, contextualized language." While procedure is a set of written directions telling us how to apply a method to a particular sample, including information on obtaining samples, handling interferences, and validating results. A method has several procedures as each analyst or agency adapts to a specific needs.

To solve the problem of vocabulary in speaking, the present researcher used one of the techniques that communicative technique to improve students' speaking skill at Indonesia Language Education study program. Communicative procedure is one of the English teaching techniques which set on written directions telling us how to apply a method in guiding university student to more communicative and to take them out from their corner or their hesitation in learning English. Beside that it will be an effective way to make them aware when they learn English.

B. Scope of the Study

The research limitted the study on subject and object. The subject of the study limiting for the students at the second semester of Indonesia Language Education study program of Hamzanwadi University in the academic year 2018-2019 while the object of the study limitted to the communicative technique to

improve university students' vocabulary about the daily activites in teaching speaking at Indonesia Language Education study program.

C. Statement of the Problem

1. Is communicative technique effective to improve university students' vocabularies about the daily activities in teaching speaking at second semester of Indonesia Language Education study program of Hamzanwadi University in the academic year 2018-2019?

2. To what extant is communicative technique improve university students' vocabularies about the daily activities in teaching speaking at second semester of Indonesia Language Education study program of Hamzanwadi University in the academic year 2018-2019?

D. Purpose of the Study

1. To know whether communicative technique is effective to improve university students' vocabularies about the daily activities in teaching speaking at second semester of Indonesia Language Education study program of Hamzanwadi University in the academic year 2018-2019?

2. To find out the extant of communicative technique to university students' vocabularies about the daily activities in teaching speaking at second semester of Indonesia Language Education study program of Hamzanwadi University in the academic year 2018-2019?

E. Significance of the Study

The result of the research is expected to be useful both theoretically and practically.

1. Theoretically

   a. The result of this study is expected to give additional teaching technique in language teaching especially in teaching speaking for English lectures.

   b. The result of this study is expected to be used as the feedback for the knowledge in teaching English.

2. Practically

   a. For the lectures

      This communicative technique expects to be use in the classroom as the one of teaching procedure in teaching speaking.

   b. For the university students

      The result of this research can motivate the university students to be more interest to learn speaking.

   c. For the other researchers

      The result of this research can be used as the reference for the other researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. Language

1. Theory of Language

Richards and Rodgers (1986, p. 78) states "language is the functional view that language is a vehicle for expression of functional meaning." In addition, language is interactional view, It sees language as a vehicle for realization of interpersonal relations and for the performance of social transaction between individuals.

Language theory was seen no more than system of grammatical structure, but also seen as a communicative system to develop communication competencies in learning (Hymes, 1972, p. 25). Hymes also say that, language theory need to be seen as the part of general theory which is consisted of communication and culture. In addition, someone who has communication competencies need knowledge and ability to use the language. Therefore, language needs to be seen in two contexts:

.... On the one hand, human system of concept of conceptualization and on the other, the actual use of language in society (Rivers, 1980, p. 48).

From the previous theories of language, Language is a tool used to communicate which is more complete and effective to convey the idea, massage, purpose, feeling, and opinion to other people, it is one of the implementation of language function in society even in teaching and learning process.

2. The Nature of Communication

    Communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011 p, 66). The word communication is derived from the Latin word, communist which means common. The definition underscores the fact that unless a common understanding results from the exchange of the information, there is no communication. We can say that as communication if there are two or more people do interaction, seem as speakers and listeners, readers and writers. Muhammad (2000, p. 69-70) states that "interaction implies both reception and expression of massage between senders and receivers, readers and writers, and listeners."

    There are some reasons in communication, such as:

a. They want to do interaction. In communication, people have their own choice to talk or not.

b. Having the purpose of communication. The speakers get the feedback from what they have stated.

c. Choosing the language code and the right word to achieve the communication objective.

    In short, communication is the exchange information by two or more people which is the speakers and listeners, readers and writers do interaction. Canale (1983) provides a definition of communication as "the exchange and negotiation of information between at least two individuals through the use of verbal and non-verbal symbols, oral and written/visual modes, and production and comprehension processes."

3. Language Function in Communication

When someone communicates, they always use language by utilize the potential of communicative functions of language to convey messages Pranowo (1996, p. 90). Every communication carry out by Searle and Austin (1969) always contain illocutionary acts (utterances), act locution (which is contained in utterances) and acts of perlokusi, effects that arise on the listener, may not negate communicative function of language.

Language function or how to use the language according to cook (1989):

1. Informative function, to get information.

2. Transactional function is used to talk about something between speakers and listeners.

3. Interactional function is used to interaction.

4. Directive function used to requests something.

5. Expressive function used to express feeling.

6. Commissive function is used to express acceptation or rejection.

7. Regulatory function is used to control the soul.

8. Heuristic function, used to get the knowledge and to know the environment.

9. Instrumental function, used to manipulate the environment so that causes events.

10. Imaginative function is used to create imaginary ideas that contain the beauty.

4. Language Teaching Strategy

Abdurrozak (2000, p. 128) states that the ability to teach is the ability to choose, organize, package and present teaching materials in conveying educational messages through certain fields of science and technology or arts, in accordance with the demands of curriculum and educational programs. Implicit in the summary, to have the ability to teach, especially in teaching English, there are two main abilities that must be mastered, namely what musts be taught and how to deliver or teach. Talking about teaching English, it cannot be separated from teaching strategies that must be applied to achieve learning goal.

In generally the word "strategy" implies an accurate plan about activities to achieve specific goals (Tarigan, 1990, p. 76). In the field of language teaching and learning, the term strategy and techniques are often uses interchangeably, both of them are synonymous. To understand the meaning of a strategy or technique more firmly, it is usually associates with the terms approach and method. This is in line with the opinion of Anthony (1988, p. 87) who argues that:

... an approach is a set of correlative assumption dealing with the nature of language teaching and learning. It describes the nature of the subject matter to be taught.

... method is an overall plan for the orderly presentation of language material, no part which contradicts, and all of which is based upon the

selected approach, a method is procedural within one approach there can be many methods.

… a technique is implementation that which actually take place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well.

In various teaching languages can be found that the terms methods and approaches are often used interchangeably. The syllabus refers to the subject matter content of a given course or series of courses and the order in which it is presented; the approach is, ideally, the theoretical basis or bases which determine the ways in which the syllabus is treat a strategy or technique is an individual instructional activity as it occurs in the classroom; method consists of combinations of these three factors, although some combinations are more congruent with course goals than others (Westphal: 1979).

In the field of applied linguistics, specifically, the term strategy implies procedures used in learning, thinking and others as a way to achieve a goal (Richards, et al: 1981, p. 38). Briefly, it can be concluded that strategy or technique is procedures used to achieve an agreed goal.

Marton (1988, P.2) defines a language teaching strategy as 'a globally conceived set of pedagogical procedures imposing a definite learning strategy on the learner directly leading to the development of competence in the target language. Those procedures are derived from a set of correlative assumptions concerning the nature of language and language functions.

Language teaching strategies are directly linked to the notion of developing competencies and success in obtaining and maintaining practical mastery of English.

The main purpose of the teaching strategy is to provide ease of learning, so that in teaching, great attention must be given to students. The conclusion, the purpose of using the teaching strategy is to influence the state of motivation and effectiveness of the learner to select, obtain, organize or integrate knowledge, Weinstein and Mayer (1986, p. 93).

5. Communicative Technique

After knowing the theories, the nature and the languages' functions, as well as the basic of language strategy development in interactive communication can give the description about this strategy.

Communicative language teaching appeared for the first time in the Wilkins paper in the titled grammatical situations and national syllabus (Pranowo, 1996, p. 60). Since, the communicative competences emphasized and spread through the world and also able shake the concept of language teaching which developed by Structural. According to Pranowo (1996, p. 50) it is spread because:

a. This strategy is able to change language teaching to the rules of grammar.

b. It can give new strategy in the learning process of language especially in English.

c. Able to answer two main questions in language teaching, such as what is thought and how to learn the language.

Interactive communication strategy in language teaching, especially in English development and promote a learning strategy that according to Azies and alwasilah: make the communicative competence as the target in learn the language, and develop all the language skills.

By looking at the two objectives outlined, it is necessary to pay sufficient attention to the teaching of languages that instill communicative skills rather than those that only pay attention to the development of the mastery of sentence structures.

In line with the purpose of language teaching, especially the English, namely that learner are able to use English for communication purposes and to interact with such activities into broader language teaching. Hatch (1978, p. 80) suggests that language teaching develops how to conduct conversions or conversations and how to communicate. Widoweson (1978, p. 79) argues that the most successful strategy for developing a language, especially English in schools is by using it as the language of instruction. The same opinion with Ellis (1984, p. 39) emphasizes that the purpose of language teaching is to develop fluency in conversion or conversation.

After observing the opinion of several experts, the present researcher can conclude that teaching strategies that emphasize the development of communicative competencies are very effective in teaching English, especially at the elementary school which is not possible to emphasize teaching in the construction of sentence structure. Stein (1983, p. 85) concludes that:

"The communicative approach has deeply influenced the mind and current practice of language teaching strategies, so it is almost impossible at this time to develop a language pedagogy that does not provide opportunities for communicative components, both experiential and participatory in all teaching".

6. Communicative Procedure

Learning material

Speaking focus	Telling daily activity
Vocabularies	I get up, I take a shower, I get adressed, I have breakfast, Go to work, I start work at 9, I Have lunch, I finish work, I arrive home, I have dinner, I watch TV, I go to bed.
Technique	Communication

Learning Scenario

1. Warm up

    a. Instructor ask the university students one by one about what is the daily activity

    b. Instructor gives the example of some the daily activities

        1. Get up: bangun tidur

2. Have a cup of coffee: Menikmati kopi

3. Make breakfast: membuat sarapan

4. Read the newspaper: Membaca koran

5. Have breakfast: sarapan pagi

6. Have a shower: mandi

7. Get dresses: berpakaian

8. Put make-up on: berias/dandan

9. Go home: pulang

10. Cook dinner: Memasak makan malam

11. Make dinner: makan malam

c. Instructor and the university student's read the daily activity together

2). Discussion.

The instructor write on the board "the activity of a day" and ask the university student's for their answer

a. Instructor take the common answer on the white board, example:

Iam get up at five o'clok, and i go to work at eight o'clock, after that i go home at elevent o'clock, then i get lunch at one o'clock and the last I go back to work at two o'clock.

b. The last one is, instructor asked some questions to the university students, for example:

Instructor: azka, what time do you will go to the library?

University Student; at ten o'clock, i will go to the library

3). Follow up

a. Instructor asked the university student's work in pair and give some question on the paper sheet to check the university students achievement about the daily activity.

Paper sheet

Questions:

Whats your activity at night?

What time do you wake up?

What time do you get dinner?

What your activity when you get the free day?

b. Instructor asks the university student's to make the conversation with their partner.

4). Home Work

The instructor asked the university student's to record their voice.

7. The Strength and Weakness of Communication

    Language teaching is language teaching method which emphasize that the goal of language teaching is to achieve the communicative Communicative competence in the classroom.

    There are some benefits of communication language teaching:

a. The university students become more active during the teaching-learning process in the classroom.
b. The university students become more involved in the classroom.
c. The university students can add their knowledge during the teaching learning process in the classroom.
d.   The university students become more interested in the materials.
e. It is relevant to a target group of learners through an analysis of genuine, realistic situations.

    Although communication language teaching has some benefits, but also it has some weakness:
a. During group work activity, the lecture cannot control all the language use, so the university students sometimes make mistakes.
b. The lecture get difficulties to control the class and noisy classroom, because the class suddenly university students-centered and not lecture-centered.
c. The university students use mother tongue because when they speak, they do not know the words in English. When the university students use mother tongue, the lecture tell the words in English.

d. The time is not effective, because the timing of the speaking activity in the class can be important sometime.

B. Speaking

1. The Definition of Speaking

There are some definitions and perspectives of speaking proposed by some experts. To start with, Chaney (1998, p.13) defines that speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbol in variety context. Speaking involves three areas of knowledge. They are mechanics (pronunciation, grammar, and vocabulary). It is the ability to use the right words in the right order with the correct pronunciation, function (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precised understanding is not required(interaction/relation building) and also social culture rules and norms. By this skill, people can be able to make an interaction actively in giving as well as replying an information each other.

Another expert, Cameron (2001, p.40), says that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listener will understand.

Another definition comes from Caroline (2005, p.45). She defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behaviour. Additionally, Kayi (2006, p.1) says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context.

From the definitions above, it can be concluded that speaking is an activity in which the speaker produces utterances to express their ideas in order to exchange information. Therefore, the listener can understands what the speaker means.

2. The element of speaking

In speaking, there are some elements be fulfilled by the learners. It can be used as measurement whether our speech is good or not. Those are fluency, comprehension, grammar, vocabulary and pronunciation. The description as according to Brown (2001, p.406-407):

a. Fluency

It refers to one's ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word, confusing the ideas, etc.

b. Comprehension

Comprehension is student competence to comprehend all the speaker says to them.

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c. Grammar

Grammar is the way to organize the words into the correct sentence. This is important that if the speakers can master grammar to organize the word then the speakers easily to speak English well.

d. Vocabulary

Vocabulary is the basic language. It appears in every language skill. It is very important because we can say nothing without any vocabulary in our mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking.

e. Pronunciation

Pronunciation is the important component of language. Therefore, it is necessary if the university students have a good pronunciation so their speaking will be understandable.

Based on the sepaking elements above and also the problem that found at non English department, the present researcher focus on how to improve university students vocabulary in teaching speaking.

3. Speaking assesment

The university student's speaking performance share assesed using a scoring rubric proposed by Brown (2003, p. 172-173).the rubric is shown in the table below.

Table 1

The Speaking Assessments Rubric

No	Criteria	Rating Score	Description
1	Pronunciation	5	Aquivalent and fully accepted by educative native speakers.
		4	Errors in pronunciation are quite rare.
		3	Error naver interfere with understanding and rarely disturb the native speakers. Accent may be obviously foreign.
		2	Accent is intelligible thought often quite faulty.
		1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Grammar	5	Equivalent to that of an educated native speakers.
		4	Able to use the language accurately on all levels normally partinent to professional needs. Errors in grammars are quite rare.
		3	Control of grammar is good able to speak the language with sufficant structural accuracy to

		2	participate effectively in most formal and informal conversation on practical, social and professional topic. Can usually handle elementary construction quite accurately but does not have through or confident control grammar
		1	Errors in grammar are frequent, but speaker can be understood by a native speaker use to dealing with foreigners attempting to speak his language.
3	Vocabulary	5	Speech on all level is fully accepted by educated native speakers in all its feature including breadth of vocabulary and idiom, colloquialisms, and partinent cultural references.
		4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and nonformal conversation on practical, social, and professional topic. Vocabulary is broad enough that the rarely has

		to grope for word.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	1	Speaking vocabulary is adequate to express anything but the most elementary needs.
4 Fluency	5	Has complete fluency in the language such that he is fully accepted by educated native speakers.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	3	Can discuss particular interests of competence with resionable ease. Rarely has to group for words.
	2	Can handle with confidence but not with facility most social situations, including instruction and casual convevrsation about current events, as well as work, family and autobiographical information.
	1	(no specific fluency description refer to other

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			four language areas for implied level of fluency).
5	Comprehension	5	Equivalent to that of an educated native speakers.
		4	Can understand any conversation within the range of his experience.
		3	Comprehension is quite complete in normal rate of speech.
		2	Can get the gist of most conversation of non – technical subject (i.e. topics that required to no specialized knowledge).
		1	Within the scope of very limited language experience, can understand simple questions and statements if delivered with slow speech, repetition, or paraphrase.

This part can be concludes that speaking has five components that should be learned in teaching speaking. They are pronunciation, grammar, vocabulary, fluency and comprehension. Those components can be used as measurements of students mastery in speaking and all components relate each other. By understanding the criterion of each component, it can help teacher to measure university students' achievement in speaking.

C. Vocabulary

1. The Definition of Vocabulary

There are some definition of vocabulay according some expert. Linse (2005, p. 121) stated that vocabulary is the collection of words that an individual knows. Other expert, Neuman and Drawyer as cited in Bintz (2011, p. 44) said that vocabulary can be defined as the words someone must know to communicate effectively: word in speaking (expressive vocabulary) and words in listening (receptive vocabulary). While Hornby (2006, p. 164) defined vocabulary as all the words that a person knows or uses when they are talking about particular subject in particular language.

From some definitions about vocabulary above, it can be conclude that vocabulary is the basic element of language which someone needs in learning a language especially to communicate effectively with others. Moreover, based on all of definitions about vocabulary above, the researcher concludes that vocabulary is all the words in a particular language that an individual knows or uses to communicate effectively.

2. The Importance of Vocabulary

Vocabulary has important role in English learning. It is one element that links the four skills of speaking, listening, reading, and writing all together (Huyen and Nga, 2003, p. 33). In order to master all those skills, the university student's need to have good vocabulary master. Adequate numbers of words which is acquired by the university student's to

communicate their ideas both in written or spoken form and comperhend what people say if thay have good vocabulary mastery.

Moreover, Dellar H and Hocking D (in Thonbury, 2002;13) also stated that when someone spends most of his/her English. However, the significant improvement can be seen if someone learnsmore words and expressions. Someone can say very little with grammar, but without word someone cannot say anything at all. Those statements show that vocabulary is an important element in language learning, in this case, the role of vocabulary is not less important than grammar. The lack of vocabulary will bring many troubles to the student's in learning English because without good vocabulary mastery they will get difficulties to communicate their ideas. Therefore, the role of vocabulary is really essential in English learning because vocabulary will support the university student's in mastering Engliah skill.

D. Relevant Study

There are some relevant studies which discuss about improving the university student's vocabulary. Furthermore, to avoid the cheating of another literary work, the present researcher determines the relevant studies which related to this study.

The first study was conducted by Muhammad Nurhudin, the islamic education and teacher Training faculty of The State lamic Institite of Surakarta. The title is "Descrivtive Study on Teaching Vocabulary at Eight

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Grade Students of MTs N Karanganyar". This research is descrivtive study. It was conduct at MTs N Karanganyar. The writer conduct a descrivtive study on Agust until September 2015 at the Eight Grade Students in MTs N Karanganyar.

The second was conducted by Nur Faqih, Islamic Education and Teacher Trainining Faculty of The State Islamic Institute of Surakarta. The title is " A Descrivtive Study on Teaching Vocabulary at the Eight Grade of program khusus Class MTs N Gondangrejo" the writer conducted a descrivtive study on June, 9 until june 2015.

G. Theoretical Framework

Learning a new language cannot be separated from vocabulary, but different when we teach in non-English class especially at te second semester of language class , there are so many problem that we find when teaching, the findings showed that the university students still faced the problems in vocabulary learning. Kind of problems faced by the university students were: Almost all of the university students have problem in pronouncing the words, how to write and spell, and also the different grammatical form of a word known as inflections was one of causes of university students problem in learning vocabulary.

In this research, the researcher focused on the teaching vocabulary of the Indonesia Language Education Study Program of Hamzanwadi University by using communicative technique.

Based on the explanation above, the researcher formulated the solution of problem with communicative technique, this method was used properly in teaching and learning English processed so that the university student's vocabulary will be increase.

H. Hypothesis

Based on the problem of this study as state previously, the hypothesis of communicative technique is significantly effective to improve the university students' vocabularies about the daily activities in teaching speaking at second semester of Indonesia Language Education study program of Hamzanwadi University in the academic year 2018-2019.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The present researcher used pre-experimental methodology using one group pre-test and post-test design. It means there was only one class as the sample of the research instrument. The present researcher administered pre-test before giving treatment and post-test after giving treatment. Table shows the research design.

Table 02

One group pre-test and post-test design

Experimental group	Pre-test	Treatment	Post-test
E	O1	X	O2

E   : Group of Experimental

O1   : Pre-Test

X   : Treatment

O2   : post-test

B. Setting of the Study

This research was conducted on July at the universiy students' vocabularies about the daily activities in teaching speaking at second semester of Indonesia

Language Education study program of Hamzanwadi University in the academic year 2018-2019.

In order to make process teaching and learning appropriate with the planning of researcher, the present researcher made the table of research schedule. To be clearer, it was listed in Table.

Table 03

Research time schedule

No	Activities	March	April	May	June
1	Arranging Proposal	√			
2	Making Instrument		√		
3	Conducting Research			√	
4	Collecting Data			√	
5	Analyzing Data				√
6	Making Report				√

C. Population and Sample Study

The target population of this study was the second semester of Indonesia Language Education study program of Hamzanwadi University in the academic year 2018-2019 which consisted of 23 students in one class.

D. Data Collection

1. Identification Variable

    This research consisted of an investigated variable. The investigated variable of this research was communicative procedures to improve vocabulary.

2. Definition of Variable

    a. Speaking

    Speaking is always related to communication. As states by Brown (2007, p. 237) speaking is social contact in interactive language function that be a key important in which it is not what you say that counts but how you say it what you convey with body language, gesture, eye contact, physical distance and other nonverbal messages.

    b. Communicative technique

    The communicative approach has deeply influenced the mind and current practice of language teaching strategies, so it is almost impossible at this time to develop a language pedagogy that does not provide

opportunities for communicative components, both experiential and participatory in all teaching.

E. Instrument of the Study

Instrument is a tool which will be used for collecting the data. The instrument that will be used in this research is video recording. According to Arikunto (2014, p. 173) says that research method is a way used to collect the data, but instrument is tool used to collect the data.

In this research, the present researcher used test and oral test to measure the university students' vocabulary about the daily activities in teaching speaking at second semester of Indonesia Language Education study program of Hamzanwadi University in the academic year 2018-2019. After the university student's do the instruction, the researcher marked the scheme the university student's score.

Table 4

Rubric scoring

Elements	Score	Criteria
Fluency	5	Speak very fluently, native-like fluency.
	4	Speak less fluently due to few problems of vocabulary.

	3	Occasionally have problems in speaking due to selection of words, so that there are several pauses during speaking.
	2	Regular pauses and hesitancy.
	1	Very slow speaking due to serious language problems.
Grammar	5	Very few mistakes without deducing the meaning of information.
	4	Occasionally making mistakes, e.g. order of words, but the meaning can be understood.
	3	Making several mistakes, thus repetition is necessary to strengthen meaning.
	2	Making many mistakes, so that meaning is unclear.
	1	Making regular mistakes so that it is difficult to understand.
Vocabulary	5	Accurate selection of words, native speaker-like.
	4	Very few mistakes in word selection, but it does not deduce the meaning.
	3	Occasionally uses inaccurate words, so that clarification of meaning is

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necessary.

	2	Regular wrong uses of words which make meaning difficult to understand.
	1	Serious problems in using accurate words, so that it is unable to understand.
Pronunciation	5	Accurate pronunciation with native-like accent.
	4	Accurate pronunciation with mother tongue accent.
	3	Good pronunciation with one or two mistakes.
	2	Having problems in pronunciation, thus it is difficult to comprehend.
	1	Having problems in pronunciation, thus it is unable to comprehend.
Comprehension	5	Very good understanding of the material so that the story could be expresses nicely.
	4	Good understanding of the material, but occasionally make repetitions in expressing the story.
	3	Having comprehension problems, but not serious and directly understand after

having some repetitions so that the story could be expressed.

2   Having difficulties to comprehend the material so that unable to express the story.

1   Unable to comprehend the material so that unable to express the story.

Table 5

Scoring interpretation

Score	Category
80-100	Very high
60-79	High
40-59	Modest
20-39	Low
00-39	Very low

(Moedjito, 2018, p. 57)

F. Technique of Collecting Data

a. Pre-test

The pre-test was conducted before the present researcher teach by using communicative technique, which the purpose to know the university student's ability in aspects of speaking skill.

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b. Treatment

The treatment was conducted after the pre-test. The present researcher treated the university students using communicative technique. The treatment finished in two meetings.

c. Post-test

The post-test was given by the present researcher after the treatment. It purposed to know the university students' achievement on the aspect of speaking skill after conducting the treatment.

G. Analyzing Data

1. Descriptive Statistics

The technique of analyzing the data in this research was descriptive statistics. It is to find out Mean Score and Standard Deviation of university students' speaking test achievement. The present researcher calculated the Mean Score and Standard Deviation by using SPSS 22 for windows program. In addition, the present researcher used the percentage of the students' Error.

2. Required Statistics for Testing Hypothesis

a. Normality Testing

Normality testing used to know whether the data of research had normal distribution or not. To find out the normal distribution, the present researcher used One-Sample Kolmogorov-Smirnov Z.

b. Homogeneity Testing

Homogeneity test aimed at determining whether the variance of

the data to be analyze statistically homogeneous or not. The formula used in this research was One-Way ANOVA (Moedjito, 2016).

3. Statistics for Hypothesis Testing

      To know the effectiveness of communicative technique in teaching speaking, the present researcher used pair samples t-test of SPSS 22 for windows program to analyze the data (Moedjito, 2016).

CHAPTER IV

RESULT AND DISCUSSION

A. Result

1. Descriptive Statistics

After collecting and calculating the data, on pretest the present researcher found that the lowest score was 5 and the highest score was 17 see on appendix 05, with the mean score was 10.68 and the standard deviation was 4.204 see appendix 05. While on the posttest, the lowest score was 8 and the highest score was 18 see appendix 05, with the mean score was 12.53 and the standard deviation was 3.389 see appendix 05.

Based on the data above, the university student's vocabulary indicates that a tendency of mean score after doing the treatment was higher than before doing the treatment was exist. The mean score of posttest was higher than the mean score of pretest.

2. Normality Testing

The data are called normal if the values of the significance level of the pretest and the posttest were more than the values of the significance $p= .05$. The value of Shapiro-Wilk in the pretest was .068 while the value of Shapiro-Wilk in the posttest was .074 see appendix 06. It showed that the data were normal because the score was more than .05.

3. Homogeneity Testing

Homogeneity testing was conducted to know the data were homogeneous. Moreover, the data are homogenous if the values of the level significance is greater than $p=.05$. In this research, the homogeneity testing used One-Way ANOVA which showed that the data were homogeneous because the Levene's statistics $= .1.186$ at $p = .014$

4. Hypothesis Testing

Hypothesis testing was conducted to know whether the null hypothesis was accepted or rejected. To analyze whether there was significant difference in the mean score between the pre-test and the post-test, the present researcher used a paired-samples t-test to get answer of the hypothesis. After performing a paired-samples t-test, the present researcher found that there was a significant difference in the mean scores between the pre-test and the post-test, t (df=18) = 3.542 at $p=.002$; it means that the null hypothesis is rejected and alternative hypothesis is accepted.

B. Discussion

In the following description, the present researcher discusses about communicative technique to improve university students' vocabularies in teaching speaking at the second semester of Indonesia Language Education study program of Hamzanwadi University in the academic year 2018-2019. The problems of this study were formulated; (i) Is communicative technique effective to improve university students' vocabulary about the daily activities

in teaching speaking at second semester of Indonesia Language Education study program of Hamzanwadi University in the academic year 2018-2019, And (ii) to what extant is communicative technique improve university students' vocabulary about the daily activity in teaching speaking at second semester of Indonesia Language Education study program of Hamzanwadi University in the academic year 2018-2019?.

In order to answer the research problems, the present researcher conducted the research by collecting and calculating the data. After collecting and calculating the obtained data, there was any effect of communicative technique in improving university students' vocabularies in teaching speaking about daily activities for second semester of Indonesia Language Education study program of Hamzanwadi University. It can be seen from data obtained that the mean score in pre-test 10.68, meanwhile the mean score in post-test was 12.53. After consulting with the standard categories the mean score of post-test was higher than the mean score of pre-test after giving the treatment.

It clearly indicated that the students' in post-test did the test much better than in pre-test since the materials of the tests have been presented to the pre-test and post-test by the same researcher and in the same length of time, the instructional activity was only distinguished by the material applied. Tentatively, it can be said that the treatment given by the researcher in post-test was successful.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on results, the present researcher elaborates briefly some conclusions:

1. Communicative technique was significantly effective especially for the second semester of Indonesia Language Education study program of Hamzanwadi University in the academic year 2018-2019. The value of the post-test was higher than the value of the pre-test 0.068 and 0.074. It meant that the standard deviation and mean score were significant. It was concluded that result of the university students' vocabularies after treatment were better than before.

2. After processing the data, the present researcher concluded that communicative technique to improve university students' vocabularies in teaching speaking on the second semester of *Hamzanwadi University* in the academic year 2018-2019. Was effective it can be seen from the result of Paired-Samples t-test 3.542 where the sig. 2 tailed was lower than 002.

B. Suggestion

In this part, the present researcher would like to offer some suggestions are as follows:

1. English teacher should be able to select and apply proper strategy in teaching English mainly for improving university students' vocabularies in teaching speaking about daily activity.

2. English teacher are suggested to apply the technique or strategy found in this study especially for the students at university level.

3. The university students have to practice their English speaking skill in order to increase their ability in speaking the target language.

4. Finally, the present researcher expects to the other researcher to be more active in conducting further research to find out more technique or strategies in developing students' ability especially in speaking skill.

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APPENDIX 1:

DATA OF PRE-TEST STUDENTS' RESULT

NO	NAME	ASPECT OF SPEAKING					SCORE
		P	V	G	F	C	
1	Khairul	2	3	2	3	2	12
2	Nia	3	4	3	3	3	16
3	Nopiandy	1	1	1	1	1	5
4	Liska	1	2	1	1	1	6
5	Nida	1	2	1	1	1	6
6	Meli	3	4	3	3	3	16
7	Riskianto	2	3	3	2	2	12
8	Abi	1	11	1	1	1	15
9	Fahrur	3	3	4	3	3	16
10	Heni	2	3	3	2	2	12
11	Wiwik	1	2	2	1	1	7
12	Lestari	1	1	1	1	1	5
13	Elma	2	2	2	2	2	10
14	Siti	1	3	3	1	2	10
15	Beni	1	1	1	1	1	5
16	Era	3	5	3	3	3	17
17	Nurhasanah	1	2	2	1	2	8
18	Dirgan	2	3	3	2	2	12
19	Sindi	2	3	3	2	3	13
	TOTAL						**203**

APPENDIX 2:

DATA OF POST-TEST STUDENTS' RESULT

NO	NAME	ASPECT OF SPEAKING					SCORE
		P	**V**	**G**	**F**	**C**	
1	Khairul	3	4	3	3	3	16
2	Nia	3	4	4	3	3	17
3	Nopiandy	2	3	1	1	1	8
4	Liska	2	3	2	2	2	11
5	Nida	1	3	2	2	2	10
6	Meli	3	4	4	3	3	17
7	Riskianto	3	4	3	2	2	14
8	Abi	2	3	1	1	2	9
9	Fahrur	3	4	4	3	3	17
10	Heni	2	4	3	3	2	14
11	Wiwik	1	3	2	1	2	9
12	Lestari	1	3	2	1	2	9
13	Elma	2	3	2	2	2	11
14	Siti	2	3	3	2	2	12
15	Beni	1	3	1	1	2	8
16	Era	3	5	4	3	3	18
17	Nurhasanah	1	3	3	1	2	10
18	Dirgan	2	4	3	3	2	14
19	Sindi	2	4	3	2	3	16
	TOTAL						**240**

Appendix 3:

LESSON PLAN

School level   : **Indonesia Language Class**

Subject/skill/theme   : **English/speaking skill/Daily activity**

Time allocation   : **2 x 45 minutes**

Class/semester   : **First Semester**

A. CORE COMPETENCIES

1. Experiencing and applying their religion values.

2. Experiencing and applying honesty, discipline, responsibility, care (helping one another, cooperation, tolerance, peace), well-mannered, responsive, and pro-active and to show attitude as a part of solution for problems to interact effectively in social and natural environment and take a position as a reflection of nation in the world's association.

3. Comprehending, applying, analyzing factual, conceptual, procedural knowledge and meta- cognitive based on students' curiosity on science, technology, art, culture, and humanity along with understanding of human nature, nationality, statesmanship, and civilization in relation with causal phenomena and event, and implementing procedural knowledge on specific examination field according with their talents and preference to solve problems.

4. Processing, reasoning, and presenting in either concrete or abstract field related to the development of what they have been learned in school independently, taking action effectively and creatively, and being able to use methods which is suitable with principles of science.

B. BASIC COMPETENCES

1.1 Being grateful for the chance that they able to learn English as an international language that is accomplished in the learning enthusiasm.

2.3 Showing responsibility, care, cooperation and peace in doing the functional communication.

3.7 Analyzing social function, text structure, and language feature in descriptive text about an inspiration people and I have a pet in accordance with the context it use.

4.8 Grasping the meaning of spoken and written descriptive by giving attention to social function, text structure, and language feature, which is credible and appropriate with the context.

C. THE GOALS OF STUDY

At the end of the learning process the students are able to tell their daily activity fluently and correct pronunciation, able to identify the meaning of words, and the meaning of each sentences.

D. LEARNING OBJECTIVES

1. Students are able to know about the vocabularies of their daily activity
2. Students are able to tell about their daily activity fluently and good pronunciation.
3. Students are able to identify the meaning of words.
4. Students are able to identify the meaning of each sentence.

E. LEARNING MATERIAL

Genre of text   : Daily activity

Definition   : daily activity is written English text in which the writer tells about their activities.

Social Function   : The social function or the general purposes of daiy describing a particular person, place or thing in detail.

<div align="center">

Example : **TELLING DAILY**

</div>

Day One:

Vocabulary	
Sleep	Brush
Take a bath	Comb
Take a lake	Put make-up on
Wake up	Cook
Turn on	Watch
Turn off	Wash
Get up	Feed
Make	Have breakfast
Have a shower	Have dinner
Get dressed	Lock the door

What do you do?

Morning activities	I wake up at 5 o'clock. I press the snooze button five times every morning before I turn off the alarm and get up. I have a cup of coffee and make breakfast. I like to have a shower before I get dressed. I brush my long hair and I comb it.
Afternoon activities	I have my dzuhur prayer before having lunch. I usually have lunch with my family. I take a nap until ashar prayer coming.
Evening activities	I brush up my lesson and prepare my next lesson for tomorrow.

Day Two:

Vocabulary	
Take	Give
Put	Bring
Buy	Sell
Pay	Tell
Think	Sit down
Stand up	Come
Inform	Blink
Dig	Fry
Boil	Stem
Water	Smell

Simple present:

I You They We She He It	• I cook the food • We feed our pet • You boil the water • They give me much money • She puts a glass of coffee on the table • He brings a knife	• I don't cook the food • We don't feed our pet • You don't boil the water • They don't give me much money • She doesn't put a glass of coffee on the table • He doesn't bring a knife	• Do i cook the food? • Do we feed our pet? • Do you boil the water? • Do they give me much money? • Does she put a glass of coffee on the table? • Does he bring a knife?

F. TEACHING METHOD

1. Communicative technique
2. Direct Method

G. MEDIA

1. Card of vocabulary list
2. Laptop
3. LCD Projector
4. Paper of time activity

H. LEARNING ACTIVITIES

NO	ACTIVITIES	TIME

1.	**PRE-ACTIVITIES**
	
	• Greeting
	• Praying
	• Check students` attendance
	Brain Storming
	• Teacher asks the students some questions about the topic
	  – What do you do in the morning?
	  – What do you do before sleeping?	

	• Students answer the teacher's question based on their experience • Teacher writes the topic of the lesson on white board	
		10 Minutes
2.	**WHILE-ACTIVITIES** **Modeling day one** • Teacher gives some vocabularies related to the topic rapidly. • Teacher tells the students how to make a short sentence from the vocabularies given • Teacher shows a card of vocabularies to remain about the vocabularies given, and students try to make the sentence • Teacher asks the students to be in paired to ask each other about the vocabularies given • Teacher divides a paper of time activity • Students write their activity at the paper given • Teacher asks the students to stand and to tell their activity in the air • Teacher asks the students to be in paired to tell each other about their activity • Teacher switches the students couple to tell each other about their activity • Teacher asks the students to present their activity in front of the classroom • Teacher asks the students to make a video about telling daily as their homework **Modeling day two** • Teacher gives some vocabularies related to the topic rapidly. • Teacher tells the students how to make a short sentence from the vocabularies given • Teacher shows a card of vocabularies to remain about the vocabularies given, and students try to make the sentence • Teacher explains in term of subject as well as verb • Teacher teaches how to make sentence in	60 Minutes

		positive, negative and introgative. • Teacher asks to explain each other with their friend.	
3.	**POST-ACTIVITIES** **Reflection** • Review and conclude the lesson • Giving chances to ask questions dealing with the material • Praising what the students did, for example: "Good", "very good", "You've done well today!" • Doing reflection, for example: – Is this too difficult for you? • Close the class by saying "Hamdalah"		10 Minutes

I. EVALUATION

a. Cognitive

No	Indicators of achievement competencies	Technique	Question Form	Instrument
1.	Students know about the vocabularies reated to the topic	Drilling and showing card	Students follow the teacher	Attached
2	Students are able to tell daily	Talking in paired, Talking in air and presntation	What do you do?	Attached
3	Students are able to distinguish which verb is used in sentence	In paired	What is this in positive?	Attached

b. Affective   : observation to the student's attitude in learning process

c. Psychomotor   : the ability of the students to understand and to analyze the material.

APPENDIX 4:

Instrument to test in writing

Name :
Major :

1. Underline the "nouns" in the sentence bellow.
   a. She is a Smart teacher and i like her
   b. I will go to library alone
   c. This room is so clean
   d. That is a new hospital
   e. I like this shoes
2. Complete the sentences bellow using the following words: bed, doctor, guitar and yellow.
   a. I am learning to play.......
   b. I like reading before going to.....
   c. ......is my favorite colour
   d. I want to be a ....
3. Write the kinds of colour!
4. Write some kinds of animals!
5. Translate into english
   a. Pintu
   b. Jendela
   c. Kamar tidur
6. Translate into Indonesian
   a. Tree
   b. Flower
   c. Garden
7. Make a short sentence with this word, School, market, and swimming pool.
8. Mention the kinds of fruits!
9. Specify examples of verb!
10. Specify example of adjective

Instrument to test in using video

1. Mention the name of the object in the class!
2. Mention the name of human body!
3. Translate the word bellow into the english
   a. Belajar
   b. Tidur

    c. Mandi

    d. Makan siang

    e. Makan malam

4. Describe your beloved friend!

5. Translate this word into indonesian

    a. Get up

    b. Breakfast

    c. Take a bath

    d. Do home work

6. What do you do before you go to the college?

7. The things that you bring to the campus?

8. What is your activity in your house?

9. Give me some examples of the verb!

Tell me what's your favourite food?

APPENDIX 5:

Statistics

		pre	post
N	Valid	19	19
	Missing	0	0
Mean		10.68	12.53
Std. Deviation		4.204	3.389
Minimum		5	8
Maximum		17	18

APPENDIX 6:

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
pre	.149	19	.200[*]	.908	19	.068
post	.147	19	.200[*]	.910	19	.074

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

APPENDIX 7:

Test of Homogeneity of Variances

prepost

Levene Statistic	df1	df2	Sig.
1.186	1	36	.283

APPENDIX 8:

Paired Samples Test

		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	post test - pre test	1.842	2.267	.520	.749	2.935	3.542	18	.002