

THE INFLUENCE COMMUNICATIVE APPROACH BETWEEN MASTERY VOCABULARY AND STUDENTS' READING SKILL

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ABSTRACT

This paper explain about communicative approach between Mastery Vocabulary and Students' Reading Skill. The aim of the research to prove the students must following this English practical lesson is easy, directly, spontaneous, happy, and fun and its can be English life skill. The teacher must mastery vocabulary well and give good example advice to learn by heart each vocabulary and use it in daily activity. The teacher should ensure that influence communicative is tired, just important thing don't be shy, doubt, nervous its must be brave to do it. Give nice and fresh atmosphere in the classroom, it does not easy boring they will enjoyable in unlimited time. In order this program well we gave the greatest spirit, reward and punishment. This activity have made by children as like as daily activity or life skill . So much reading many kind of difference material in English they can easily to translate directly and spontaneous and its can help communicative with others.

Keyword: Communicative Approach, Mastery Vocabulary and Reading Skill

ABSTRAK

Artikel ini membahas tentang pendekatan komunikasi antara menguasai kosa kata dan keterampilan membaca siswa. Berdasarkan hasil penelitian siswa harus mengikuti pelajaran praktek bahasa inggris dengan mudah, dengan secara langsung, spontan, bahagia dan menyenangkan dan bahasa inggris ini bisa dijadikan kemampuan sehari-hari. Guru harus menguasai kosa kata dengan baik dan memberikan nasihat contoh yang baik untuk menghapalkan kosa kata dan menggunakan bahasa inggris dalam kehidupan sehari-hari. Guru seharusnya memastikan bahwa pengaruh komunikasi itu membosankan, hal yang paling penting tidak memalukan, ragu, gugup dan harus berani berbicara bahasa inggris. Memberikan teknik ngajar yang baik dan suasana yang menyenangkan atau menyegarkan di dalam ruang kelas, kegiatan ini tidak mudah membosankan mereka akan menikmati kegiatan ini dalam waktu yang tidak terbatas. Agar program ini berjalan dengan baik dan lancar kita berikan semangat yang luar biasa, penghargaan dan hukuman. Kegiatan ini di buat oleh siswa seperti kegiatan sehari-hari. Semakin banyak membaca berbagi macam buku bahasa inggris mereka dapat dengan mudah menterjemahkan secara langsung dan spontan dan dapat membantu komunikasi bahasa inggris dengan yang lainnya.

Kata Kunci : Pendekatan Komunikasi, Penguasaan Kosakata, Keterampilan Membaca

INTRODUCTION

English is taught or learned as a foreign language in the countries where English is not the native language, and is not usually used in their daily life, but they consider it important to learn it. People consider it important to master English, many good job opportunities available now require the applicant who

have good command of English receptively or productively, as one of requirement. The interest of English grows higher from day to day. From formal education to the informal one. English is constantly taught starting from Senior High School (SMA) up to college level. It is clear that the duty of English teacher is not easy, because the teacher must has to able to make the English lesson more attractive and interesting and select the appropriate method of teaching to help the learners in the classroom. And learning English is not merely learning words, sentences, and grammatical rules but involves listening, speaking, reading comprehension and writing skills. In the teaching and learning process in the classroom process a source is, of course, the students both an individual (speaking, reading text, drawing, role play, bargaining of product, make a quiz, reporter or reporting news, guessing) and group. The message may be, include all the information related to the materials that he or she is going to teach and present to the students, while the destination is the students following the teaching and learning process. The result of the students' tests after teaching and learning process using communicative approach with directly and spontaneous techniques are better than traditional one the hypothesis proposed in this research is as follows: there are significant correlation between students' interest in English practical directly and spontaneous and the vocabulary mastery and it has a positive correlation. In comfort with objectives and then characteristic of study. Teacher has to be clear about his or her aims. How many of things listed do the teacher's expects the learner to be able to do ? unless the teacher is clear points, it will be difficulty to asses how successful or otherwise the vocabulary learning has been.

The teacher has to decide on the quantity of vocabulary to be learnt. How many words in a lesson can the learner learn? On the other hand student should feel that he needs the target language just as he would in a situation outside the classroom. Reading is a process which involves the readers to interact an communicated what has been written by the writers. This statement is also strength by Williams (1989:2) " A simple (provisional) definition of reading is that it is process whereby one looks at understand what has been written. His states furthermore , this definition of reading does not mean that foreign learner (or indeed any reader) need to understand in a text.

In accordance with the statement above, the writer will try to prove the hypothesis as follows: the influence communicative approach can be increased the student in comprehending the technical speaking. The result of students' tests after teaching and learning process using communicative approach with directly and spontaneous techniques are better than tradisional one. The hypothesis proposed in this research is as follows: there are significant correlation between students' interest in English practical directly and spontaneous and their vocabulary mastery and it has a positive correlation in comfort with objectives and the characteristics of study.

METHODOLOGY

The following steps for collecting the data i.e. collecting the number of population and sample of research, they are students of second grade of SMAN 1

Rengasdengklok, distributing the pretest to the population, determining the experimental group and the control group of study from the population of students on second grade of SMAN 1 Rengasdengklok, collecting the score of pretest from the two group, distributing the posttest to the experimental group and control group, collecting the scores of posttest from two groups.

Procedures of Analyzing the data, Computation and Interpretation. After the data has collected, the following procedures are taken for analyzing the data:

1. Computing the average scores and the standard deviation from each point pretest given to the Experimental and Control groups
2. Computing the average scores and the standard deviation from each point of posttest given to the two groups
3. Computing and interpreting the t-test to find out the influence communicative approach between mastery vocabulary and students' reading skill after teaching and learning process carried out.

Finally, the writer used t-test to prove the relationship between the influence communicative approach as a means of teaching technical reading text to increase students' tests after teaching and learning process by using three-phase techniques. In this case, I thought technical reading text to the experimental group by using communicative approach with three- phase techniques, while I didn't teach this approach to the control group, but I used the tradisional one. The formula used is:

$$t_{\text{observed}} = \frac{\bar{x}_e - \bar{x}_c}{S \left(\frac{\bar{x}_e}{n_e} - \frac{\bar{x}_c}{n_c} \right)} \quad (\text{Hatch and Hosain, 1982})$$

RESULT AND DISCUSSION

The value of t_{observed} in compared to that of t_{table} the agree of freedom and level of significance. If t_{observed} is greater than t_{table} at given degree of freedom and level of significance, the value is consider to be significance. In other words, the hypothesis accepted. The result and interpretation of testing hypothesis,

- a. according to the result of computation, the first hypothesis is accepted. It means that the influence communicative approach can be increased th students in comprehending text.
- b. the result of students' tests after teaching and learning process by using communicative approach with three- phase techniques is better than tradisional one. It is proved that the average score of the experimental group is 7.5 while the average scores of control group is 6.6(.567).

All the process of collecting, analysis and interpreting the data is aimed at testing the hypothesis formulated in this study. The result of computation points out that the t_{observed} is 1.535 while the critical value of t_{table} at given degree of freedom and the level of signification is 1.699. So the t_{observed} is greater than critical value. It means that the null hypothesis is automatically rejected and the hypothesis is accepted. And the two hypothesis are automatically answered because the average scores from the result of students' tests of the experimental group is better than the control group. It is pointed out is data computation and

data interpretation. The Influence Communicative Approach Can Be Increased The Students in Mastery Vocabulary and Students' Raeding Skill. The result of students' test after teaching and learning process using communicative approach with three – phase techniques are better than tradisional one. The hypothesis proposed in this research is as follows: there are significant correlation between students' interest in English Practical directly and spontaneous and their vocabulary mastery and they have a positive correlation.

Based on the process computation described in the section above, the writer presents result of the computation and interpretation. The result and interpretation testing statistical assumption. The result of t_{observed} is 1.525 and the critical value of t_{table} 1.699, so the value of t_{table} at given degree of freedom and the level of signification. It is also means the communication approach testing supports the students in comprehending the technical reading text.

According to the result of computing and result of students' test after teaching and learning by using communicative between mastery vocabulary and students' reading skill pro and against among another teacher in teaching activity daily although few teachers said it is only responsible English teacher don't take us to joint more seriously problem. If they need to improve their carrier nevertheless to take higher level of teacher status, they must mastery vocabulary well in English.

The hypothesis proposed in this research is as follows: there is significant correlation between students' interest in English Practical directly and spontaneous and their vocabulary mastery and it has a positive correlation lesson because all literatures using statement and as science language in economy, culture, law e t c. Sukirah Sutarjo (1988:2) states that," Reading comprehension means understanding what has been read". It is an active thinking process to comprehend a text or written message. Speaking is a process which involves the speaker to interact and communicative what has been spoke by the speakers. To teach speaking skill and comprehension which its needed for expression and comprehend a communicative function according theme and daily life context and working wold scope. Conveniences of learning experience variance the real language which it relevant and connected by daily life directly and working world. Sequence of material from every unit ready laid consistency. Every unit has good relation in order to increase mastery vocabulary well. The influence communicative approach can increase the students in mastery vocabulary and students' reading skill. The result of the students'tests after teaching and learning process using communicative approach with three – phase techniques are better than tradisional.

CONCLUSION

Teaching is not only about knowledge, but also communicative approach. Accordingly, teacher could some activities related to the teaching preparation. The preparation spreads from before teacher come to the classroom up to they are getting along with students in the classroom, even after the teaching and learning process.

Communicative approach in English teaching should give good sample and good suggest until students want to followed what the teacher said and don't forget a little bit punishment has educationally and forced them so finally they will get reward as the price of mastery vocabulary.

The influence communicative approach can not only increase the students' comprehension better but also can help the students develop their speaking skill interestingly and meaningfully based on their need. Moreover the students can led the situation where English in real situation.

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