

Improving of English Vocabulary Through Communicative Language Teaching (CLT) a Classrom Action Research of 11 th Grade Students at SMK Alam Karya Bekasi

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Abstrak

Bahasa Inggris merupakan salah satu keterampilan yang sangat dibutuhkan pada saat ini maka penelitian dilatarbelakangi kesulitan siswa dalam melafalkan kosa kata dalam Bahasa Inggris. Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata Bahasa Inggris siswa kelas XI MPLB melalui penerapan Communicative Language Teaching (CLT). Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus dengan tahapan perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian terdiri dari 19 siswa. Data dikumpulkan melalui tes kosakata dan lembar observasi. Hasil penelitian menunjukkan adanya peningkatan penguasaan kosakata siswa. Nilai rata-rata meningkat dari 67,11 pada pra-siklus, menjadi 71,32 pada siklus I, dan 78,42 pada siklus II. Siswa yang mencapai KKM meningkat dari 31,58%, menjadi 42,11%, dan mencapai 84,21% pada siklus II. Hasil tersebut telah memenuhi kriteria keberhasilan penelitian, yaitu minimal 75% siswa mencapai nilai 75. Berdasarkan hasil penelitian, penerapan Communicative Language Teaching (CLT) dapat meningkatkan penguasaan kosakata Bahasa Inggris siswa melalui kegiatan seperti vocabulary introduction, group discussion, dan role-play yang mendorong siswa menggunakan kosakata secara aktif dan komunikatif.

Kata kunci: *Penguasaan Kosakata, Communicative Language Teaching (CLT)*

Abstract

English proficiency is currently a highly sought-after skill; therefore, this research is motivated by the difficulties students face in pronouncing English vocabulary. The study aimed to improve the English vocabulary mastery of eleventh-grade MPLB students through the implementation of Communicative Language Teaching (CLT). This study used Classroom Action Research (CAR) conducted in two cycles, consisting of planning, action, observation, and reflection. The participants were 19 students. Data were collected through vocabulary tests and observation sheets. This results showed an improvement in students' vocabulary mastery. The average score increased from 67.11 in the pre-cycle, to 71.32 in cycle I, and 78.42 in cycle II. The percentage of students achieving the KKM increased from 31.58%, to 42.11% and reached 84.21% in cycle II. This result met the research success criterion, which required at least 75% of students to achieve a score of 75. Based on the results of the study, the implementation of Communicative Language Teaching (CLT) improved students' English vocabulary mastery through activities such as vocabulary introduction, group discussion, and role-play, which encouraged students to use vocabulary actively and communicatively.

Keywords : *Vocabulary Mastery, Communicative Language Teaching (CLT)*

INTRODUCTION

The ability to communicate in English is an important need in today's global and technological era. Unfortunately, the opportunity to acquire adequate English language learning at the high school level is still limited Permana (2025). English is an important means of communication both locally and internationally. Vocabulary mastery and speaking skills are important for effective communication in English. According to Hastuti (1992), vocabulary mastery is important because it enables students to understand words and terms and use them in language

activities, including listening, speaking, reading, and writing. In the world of education, English is taught from elementary school to college. English is taught at every level of education because it supports various daily activities. At this time, English communication skills are very much needed, especially in the world of work. Many companies require employees to have at least basic English communication skills. We can find English in formal education, but in its implementation formal education does not teach speaking adequately so that sometimes students experience confusion in communicating with English. Based on the results of research over several decades, English language skills include the ability to listen, speak, read, and write.

This is expressed by H.D. Brown (2001) "for more than six decades now, research and practice in English language teaching has identified the four skills listening, speaking, reading, and writing-as of paramount importance". In English language proficiency, listening, speaking, reading, and writing skills are important aspects that must be mastered. One of the main skills faced by students in the process of learning English is the mastery of vocabulary which is an important foundation in the overall understanding of the language Hamdani (2025)

This research was conducted at SMK Alam Karya. Based on the results of the reserch initial observations, the majority of students in this school have never received formal English language learning. They have a very limited vocabulary and difficulty in pronouncing words in English. In fact, vocabulary mastery is an important component of speaking skills, which are the core of communication skills. Richards & Rodgers (2014) stated that CLT can be applied to various teaching skills, various levels of teaching, various classroom activities and types of exercises that can be done with the application of CLT. Therefore, the implementation of activities and the role of teachers and students in teaching and understanding the material can affect the success of the application of the CLT approach. CLT's approach in opening up communication spaces between teachers and students can be very well supported through a blended learning system that creates interaction without space and time limits so that it is expected to further improve student learning achievement.

Based on the above background and after the researcher conducted observations and interviews at SMK Alam Karya with several teachers and students, the researcher was able to identify problems that occurred in the teaching and learning process at SMK Alam Karya. Problems that the researcher can identify:

- 1.) The lack of teaching tools necessary to support an effective teaching and learning process.
- 2.) Ineffective use of lesson time, along with a high rate of student absenteeism, makes it difficult for students to understand the material delivered by the teacher.
- 3.) Students have difficulty speaking English due to their limited knowledge of English vocabulary, which makes it difficult for them to communicate with their classmates and teachers.
- 4.) The learning methods use are less effective and engaging, which may reduce students interest in learning English.

Based on the four problem identifications above that have been studied, the researcher considers it necessary to analyze which problems are considered important and must be solved immediately or are the true root of the problem to then describe alternative solutions with the concept of learning. The author as a researcher is responsible for finding solutions to improve the English learning outcomes of SMK Alam Karya students in English vocabulary improvement materials. The perspective taken is to increase student activities in the teaching and learning process. This is related to the selection of learning approaches, therefore innovations in the application of learning models and approaches must be carried out through the application of the Communicative Language approach.

The Communicative Language Teaching Method (CLT) is a language teaching method that emphasizes communication as the main goal of learning. In this method, students are focused on learning a language by engaging in actual social interactions, such as conversation, presentation, and discussion. The first stage in the Communicative Language Teaching (CLT) method is context recognition, the teacher is required to provide an understanding of the context and purpose of communication that students will learn such as topics or situations relevant to real life. Then the next stage, students participate in speaking activities that involve social interaction such as

METHOD

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graph TD
    subgraph Siklus_I [SIKLUS I]
        P1[PERENCANAAN] --> A1[PELAKSANAAN]
        A1 --> O1[PENGAMATAN]
        O1 --> R1[REFLEKSI]
        R1 --> P2[PERENCANAAN]
    end
    subgraph Siklus_II [SIKLUS II]
        P2 --> A2[PELAKSANAAN]
        A2 --> O2[PENGAMATAN]
        O2 --> R2[REFLEKSI]
        R2 --> P3[PERENCANAAN]
    end
    P3 --> S3[SIKLUS BERIKUTNYA]
  
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There are two cycles used by researchers in this study. Each cycle has four steps, namely: planning, action, observation and reflection Classroom action research as a guide for teachers to improve performance or improve the quality of learning in a sustainable manner which basically looks at the implementation of professional education that adheres to the teacher's mission. Thus, classroom action research is a strategic study to improve teacher performance in improving educational services, improving professional services in the learning process.

Analysis of Observation Results

The observation sheets were analyzed after each classroom meeting. The researcher reviewed students' participation during the learning activities, including their motivation, confidence, classroom interaction, and involvement in Vocabulary Games, Role Playing, and Group Discussion. The observation results were discussed with the collaborating English teacher to evaluate the implementation of the learning activities. The information obtained from the observation helped the researcher identify the strengths and weaknesses of each cycle and determine the improvements needed for the next cycle.

Analysis of Vocabulary Test Results

The vocabulary test results were analyzed by comparing students' scores from the pre-test, Cycle I test, and Cycle II test. The comparison was conducted to identify students' learning progress after the implementation of Communicative Language Teaching. The percentage of students who met the KKM was calculated after the pre-test, Cycle I, and Cycle II. The results were then compared to identify the improvement achieved after each research cycle.

Analysis of Field Notes

The field notes were analyzed after every meeting to describe the teaching and learning process during the implementation of the action. The researcher reviewed the notes to identify students' responses, classroom atmosphere, learning motivation, and any challenges that occurred during the lesson. The field notes also helped the researcher understand students' learning development throughout the research. Information recorded in the field notes supported the observation results and became an important consideration during the reflection stage.

Reflection

Reflection was conducted at the end of each cycle after all data had been analyzed. During this stage, the researcher reviewed the observation results, vocabulary test scores, and field notes together with the collaborating English teacher. The purpose of the reflection was to evaluate the effectiveness of the learning activities and determine whether the research objectives had been achieved. If the results had not met the expected target, the researcher revised the lesson plan and improved the learning activities for the next cycle. However, if the students had shown satisfactory improvement and achieved the predetermined success criteria, the research was concluded. Overall, the data analysis process helped the researcher evaluate students' learning progress and determine the effectiveness of Communicative Language Teaching in improving students' English vocabulary mastery.

RESULT AND DISCUSSION

Description of Reserch Result

Interview

The interview results in class XI MPLB at SMK Alam Karya Bekasi showed that some students had difficulties in understanding, remembering, and using English vocabulary. Students also tended to be less active during English learning activities. Therefore, Communicative Language Teaching (CLT) was applied to improve students' vocabulary mastery through communicative activities.

Pre-Action Description

The interview activity was conducted in class XI MPLB at SMK Alam Karya Bekasi to identify the students' initial vocabulary mastery before the implementation of Communicative Language Teaching (CLT). The observation was conducted to identify the students' difficulties and the learning conditions during the English learning process.

Based on the observation, some students still experienced difficulties in understanding, remembering, and using English vocabulary. Students also had limited opportunities to practice vocabulary through communication. The learning process was still dominated by teacher explanations, which made some students less active during classroom activities. After the observation, a vocabulary pre-test was administered on July 28, 2026 to determine the students' initial vocabulary mastery. The test consisted of 20 questions covering multiple-choice, matching, and fill-in-the-blank items related to the topic Healthy Food and Healthy Lifestyle.

The students' scores were calculated based on the number of correct answers. Each correct answer was converted into a score of 100 using the following formula.

Score = (Number of Correct Answers x 5)

Table 6. Vocabulary Pre-Test Results of Class XI MPLB Students

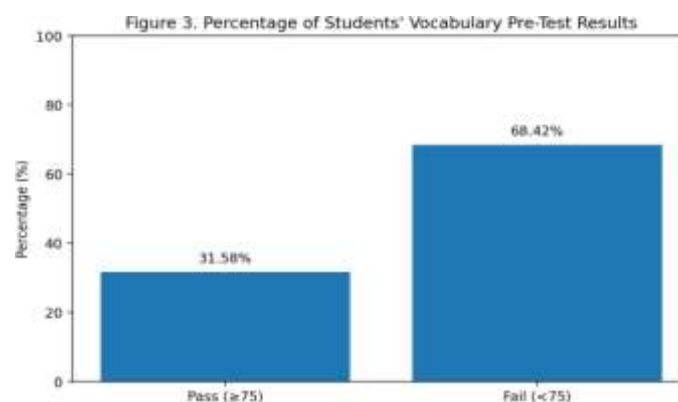
No.	Respondent	Score	Category
1	Y1	60	FAIL
2	Y2	75	PASS
3	Y3	65	FAIL

No.	Respondent	Score	Category
4	Y4	60	FAIL
5	Y5	60	FAIL
6	Y6	75	PASS
7	Y7	65	FAIL
8	Y8	60	FAIL
9	Y9	75	PASS
10	Y10	70	FAIL
11	Y11	65	FAIL
12	Y12	80	PASS
13	Y13	60	FAIL
14	Y14	70	FAIL
15	Y15	65	FAIL
16	Y16	60	FAIL
17	Y17	75	PASS
18	Y18	60	FAIL
19	Y19	75	PASS
Total		1,275	
Highest Score		80	
Lowest Score		60	
Average		67.11	
Pass		6	31.58%
Fail		13	68.42%
Percentage		31.58% / 68.42%	

Based on Table 6, the results showed that the students' initial vocabulary mastery was still relatively low. The highest score obtained was 80, while the lowest score was 60. The total score of the 19 students was 1,275, with an average score of 67.11.

There were 6 students who achieved the KKM of 75 or above, while 13 students had not achieved the required criterion. The percentage was calculated as follows:

$$P = 6/19 \times 100\% = 31.58\%$$



Therefore, 31.58% of the students achieved the KKM, while 68.42% did not achieve the KKM. The pre-test results indicated that most students had not yet achieved the expected level of vocabulary mastery. Therefore, improvement in learning was needed. Based on these findings, the researcher continued the research by implementing Communicative Language Teaching (CLT) through vocabulary practice, group discussion, and role-play activities.

Cycle I Learning Actions

In Cycle I, the researcher implemented Communicative Language Teaching (CLT) to improve the English vocabulary mastery of the eleventh-grade students at SMK Alam Karya

Bekasi. The research activities consisted of planning, action, observation, and reflection. The learning activities focused on the topic Healthy Food and Healthy Lifestyle through group discussion and role-playing. Cycle I was conducted in two meetings, with the English teacher assisting the researcher as a collaborator and observer. At the end of the cycle, a vocabulary post-test was administered to measure the students' vocabulary mastery.

a. Planning Stage

The planning stage was conducted before implementing the actions in Cycle I. At this stage, the researcher prepared the learning materials and activities based on the research objectives. The researcher also prepared the lesson plan, group discussion and role-playing activities, as well as the research instruments, including the observation sheet, filed notes, and vocabulary test. These preparations were made to support the implementation of Communicative Language Teaching (CLT) and improve students English vocabulary mastery.

b. Implementation

The action research was conducted twice a week. The meetings were held on Monday, August 3, 2026, and Tuesday, August 4, 2026. On Monday, the meeting started at 1:00 p.m. and ended at 2:00 p.m. On Tuesday, the meeting started at 1:00 p.m. and ended at 2:00 p.m.

1) Introduction:

- The researcher greeted the students and opened the lesson.
- The researcher checked the students' attendance and explained the learning objectives.
- The researcher introduced the vocabulary related to Healthy Food and Healthy Lifestyle.
- The researcher explained that the learning activities would be conducted through Communicative Language Teaching (CLT), which encouraged students to learn and use vocabulary through interaction and communication.

2) Core Activities:

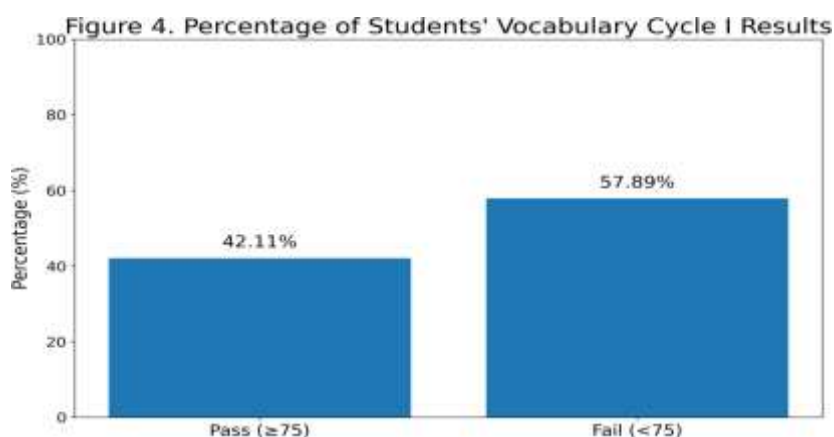
- First Meeting – Group Discussion
 - The researcher divided the students into several groups.
 - The researcher gave the students vocabulary related to healthy and unhealthy food.
 - The students discussed the topic with their group members.
 - The students practiced using the vocabulary during the discussion.
 - The researcher guided the students when they had difficulties.
 - The researcher gave feedback on the students' vocabulary use.
- Second Meeting – Role-Playing
 - The researcher reviewed the vocabulary from the previous meeting.
 - The students worked in pairs to do a short role play about buying healthy food.
 - The students prepared and practiced their dialogue.
 - Each pair performed the role play in front of the class.
 - The researcher helped the students when they had difficulties and gave feedback after activity.
 - After the role-playing activity, the researcher conducted the Cycle I post-test to measure the students' vocabulary mastery.

c. Observation

In Cycle I, the researcher observed the students' activities during the learning process. Some students were still less active in the group discussion and role-playing activities. Some students also had difficulties in using the vocabulary they had learned. Several students were still shy and needed guidance when communicating in English. However, some students were able to participate actively and use the vocabulary during the activities. The researcher also observed that the students' vocabulary mastery had improved, but the results of the Cycle I post-test showed that some students had not yet reached the KKM. Therefore, the researcher needed to make improvements in Cycle II.

Table 7. Observation Result of Cycle I

No.	Respondent	Score	Category
1	Y1	65	FAIL
2	Y2	80	PASS
3	Y3	70	FAIL
4	Y4	65	FAIL
5	Y5	60	FAIL
6	Y6	80	PASS
7	Y7	70	FAIL
8	Y8	65	FAIL
9	Y9	80	PASS
10	Y10	75	PASS
11	Y11	70	FAIL
12	Y12	85	PASS
13	Y13	60	FAIL
14	Y14	75	PASS
15	Y15	70	FAIL
16	Y16	65	FAIL
17	Y17	80	PASS
18	Y18	60	FAIL
19	Y19	80	PASS
Total		1,355	
Highest Score		85	
Lowest Score		60	
Average		71.32	
Pass		8	42.11%
Fail		11	57.89%
Percentage		42.11% / 57.89%	



Based on the results of the Cycle I post-test, the students' vocabulary mastery showed an improvement compared with the pre-test results. The average score increased from 67.11 in the pre-test to 71.32 in Cycle I. However, the success criterion had not been achieved because the average score was still below the KKM of 75. There were 8 students (42.11%) who achieved the KKM, while 11 students (57.89%) had not reached the KKM. The highest score was 85, while the lowest score was 60. It can be concluded that the implementation of Communicative Language Teaching (CLT) showed an improvement in students' vocabulary mastery. However, the results had not yet reached the success criterion of the research. Therefore, the researcher continued the research to Cycle II by making improvements based

on the reflection of Cycle I.

d. Reflection

The reflection stage was conducted after the observation and the Cycle I post-test. The researcher reviewed the results of the learning activities to identify the strengths and weaknesses during Cycle I. Based on the observation and post-test results, several aspects still needed to be improved in Cycle II. Some students were still less active during the learning activities, and some students still had difficulties in using the vocabulary they had learned. Some students also needed more guidance and practice to use English vocabulary during communication. In addition, the results of the Cycle I post-test showed that only 8 students (42.11%) achieved the KKM, while 11 students (57.89%) had not reached the KKM. Therefore, the learning activities needed to be improved in Cycle II.

The improvements needed in Cycle II:

- 1) Encouraging students to participate more actively in the learning activities.
- 2) Giving students more opportunities to practice and use vocabulary
- 3) Providing more guidance to students who still had difficulties using English vocabulary.
- 4) Managing learning time more effectively.

Cycle II Learning Actions

To address the shortcomings identified in Cycle I, the learning activities were continued in Cycle II. The activities in Cycle II were conducted to improve and develop the activities that had been implemented in Cycle I, especially in helping students improve their English vocabulary mastery through Communicative Language Teaching (CLT).

a. Planning Stage

The planning stage was conducted before implementing the actions in Cycle II. At this stage, the researcher prepared the learning materials and activities based on the results of the reflection in Cycle I. The researcher also improved the lesson plan, group discussion and role-playing activities, as well as the researcher instruments, including the observation sheet, field notes, and vocabulary test. These preparations were made to improve the implementation of Communicative Language Teaching (CLT) and students' English vocabulary mastery.

1) Introduction:

- The researcher greeted the students and opened the lesson.
- The researcher checked the students' attendance and explained the learning objectives.
- The researcher reviewed the vocabulary from Cycle I and introduced new vocabulary related to Healthy Lifestyle.
- The researcher explained that the learning activities would be conducted through Communicative Language Teaching (CLT).

2) Core Activities:

- First Meeting – Group Discussion
 - The researcher divided the students into several groups.
 - The researcher gave the students vocabulary related to Healthy Lifestyle.
 - The students discussed the topic with their group members.
 - The students practiced using the vocabulary in simple sentences.
 - The researcher gave more guidance to students who still had difficulties.
 - Each group presented the results of their discussion
 - The researcher gave feedback on the students' vocabulary use.
- Second Meeting – Role Playing
 - The researcher reviewed the vocabulary from the first meeting.
 - The students worked in pairs to prepare a short role play about Healthy Lifestyle.
 - The students practiced the dialogue using the vocabulary they had learned.
 - Each pair performed the role play in front of the class.
 - The researcher helped students when they had difficulties and gave feedback after the activity.

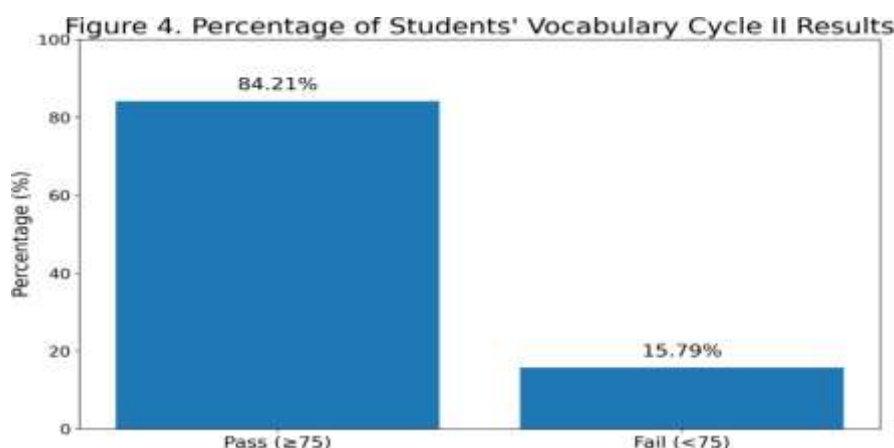
- After the role-playing activity, the researcher conducted the Cycle II post-test to measure the students' vocabulary mastery.

b. Observation

In Cycle II, the researcher observed that the students were more active during the learning activities compared to Cycle I. Most students participated in the group discussion and role-playing activities. The students also showed more confidence in using English vocabulary during the activities. Some students were able to use the vocabulary in simple sentences and communicate with their group members. The results of observation and the Cycle II post-test can be seen in the table below.

Table 8. Observation Result of Cycle II

No.	Respondent	Score	Category
1	Y1	75	PASS
2	Y2	85	PASS
3	Y3	80	PASS
4	Y4	75	PASS
5	Y5	65	FAIL
6	Y6	85	PASS
7	Y7	80	PASS
8	Y8	75	PASS
9	Y9	85	PASS
10	Y10	80	PASS
11	Y11	75	PASS
12	Y12	85	PASS
13	Y13	70	FAIL
14	Y14	80	PASS
15	Y15	80	PASS
16	Y16	75	PASS
17	Y17	85	PASS
18	Y18	70	FAIL
19	Y19	85	PASS
Total		1,490	
Highest Score		85	
Lowest Score		65	
Average		78.42	
Pass		16	84.21%
Fail		3	15.79%
Percentage		84.21% / 15.79%	



Based on the results of the Cycle II vocabulary post-test, the total score was 1,500, divided by 19 students, resulting in an average score of 78.95. There were 16 students who achieved the KKM, while 3 students did not reach the KKM. The highest score was 90, and the lowest score was 70. The percentage of students who achieved the KKM increased to 84.21%. The results showed that the students' vocabulary mastery improved compared with Cycle I and had reached the success criteria of the research, which required a minimum score of 75 with at least 75% of the students achieving the KKM. Therefore, the implementation of Communicative Language Teaching (CLT) in Cycle II showed an improvement in students' vocabulary mastery.

c. Reflection

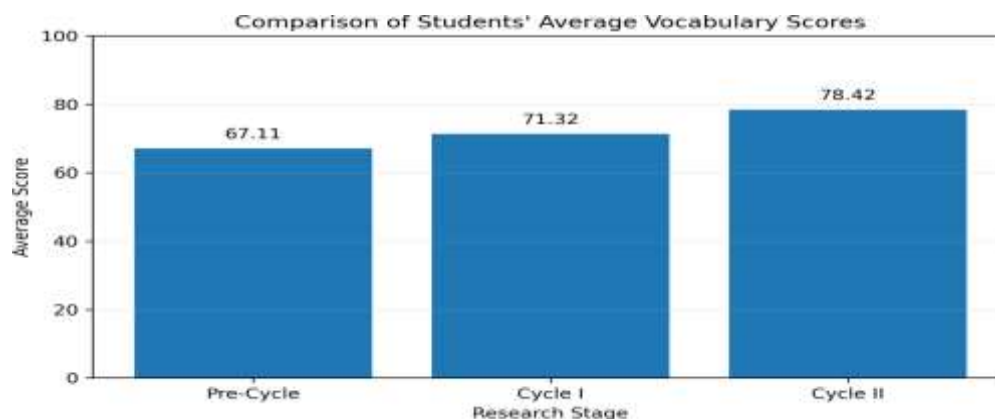
The reflection in Cycle II was based on the observation results and the Cycle II post-test. The results showed that students' vocabulary mastery had improved compared with Cycle I. The students were more active and confident in participating in group discussion and role-playing activities. They were also able to use the vocabulary in simple sentences and communicate with their group members. The Cycle II post-test results showed that 16 students (84.21%) achieved the KKM, while 3 students (15.79%) did not reach the KKM. The percentage of students who achieved the KKM had reached the success criterion of the research, which was at least 75%. Therefore, the implementation of Communicative Language Teaching (CLT) was considered successful in improving students' vocabulary mastery, and the research was stopped at Cycle II. In the implementation of teaching and learning activities using Communicative Language Teaching (CLT), the results of the observation showed that there were still several aspects that were not fully optimal, namely:

- 1) Some students still needed guidance in using vocabulary correctly, although they had become more confident in using English during the activities.
- 2) Time management during the learning activities was still a minor difficulty, especially because the Role Playing activity and Cycle II post-test were conducted within a limited time.

The following table shows a comparison of students' vocabulary mastery from the Pre-Cycle, Cycle I, and Cycle II.

Table 9. Comparison of Students Average Vocabulary Score

Respondent	Pre-Cycle	Cycle I	Cycle II
Y1	60	65	75
Y2	75	80	85
Y3	65	70	80
Y4	60	65	75
Y5	60	60	65
Y6	75	80	85
Y7	65	70	80
Y8	60	65	75
Y9	75	80	85
Y10	70	75	80
Y11	65	70	75
Y12	80	85	85
Y13	60	60	70
Y14	70	75	80
Y15	65	70	80
Y16	60	65	75
Y17	75	80	85
Y18	60	60	70
Y19	75	80	85
Total	1,275	1,355	1,490
Average	67.11	71.32	78.42



Based on the table and graph above, it can be seen that students' vocabulary mastery improved from the Pre-Cycle to Cycle II. The average score increased from 67.11 in the Pre-Cycle to 71.32 in Cycle I and 78.42 in Cycle II. The percentage of students who achieved the KKM also increased from 42.11% in Cycle I to 84.21% in Cycle II. Therefore, the implementation of Communicative Language Teaching (CLT) through group discussion and role-playing activities showed an improvement in students' vocabulary mastery.

Discussion

This research used Classroom Action Research (CAR), which was conducted by the researcher, Nada Kamila, in Class XI MPLB at SMK Alam Karya Bekasi. The research was conducted in two cycles, namely Cycle I and Cycle II. The purpose of this research was to improve students' English vocabulary mastery through the implementation of Communicative Language Teaching (CLT). The learning activities included Group Discussion and Role Playing, which encouraged students to interact, communicate, and use English vocabulary during the learning process. Students' vocabulary mastery was measured through vocabulary tests conducted in each cycle.

Based on the results of the research, students' vocabulary mastery improved after the implementation of CLT. In the Pre-Cycle, the total score was 1,275, with an average score of 67.11. The highest score was 80, while the lowest score was 60. These results showed that students' vocabulary mastery still needed to be improvement. This finding was consistent with the principles of Communicative Language Teaching (CLT), which emphasize meaningful communication and active participation. It was also supported by previous studies by Asrul and Dahlan (2022) and Hamdani et al. (2025), which found that CLT could improve students' English vocabulary mastery.

In Cycle I, the researcher implemented CLT through group discussion and role-playing activities. The students were encouraged to interact with their group members and practice using the vocabulary in communication. The average score increased to 71.32. However, only 8 out of 19 students (42.11%) achieved the KKM of 75, while 11 students (57.89%) had not reached the KKM. Therefore, the results of Cycle I had not yet met the research success criterion, so the researcher continued the action in Cycle II based on the reflection of Cycle I.

In Cycle II, the researcher provided more guidance in using vocabulary correctly, gave students more opportunities to practice, and improved the management of learning activities. The students also became more familiar with group discussion and role-playing and showed greater participation and confidence in using English. The results showed an increase in the average score to 78.42, with the highest score of 85 and the lowest score of 65. There were 16 out of 19 students (84.21%) who achieved the KKM, while 3 students (15.79%) had not yet achieved it.

Based on the results of the Pre-Cycle, Cycle I, and Cycle II, the students' vocabulary mastery showed an improvement. The average score increased from 67.11 in the Pre-Cycle to 71.32 in Cycle I and 78.42 in Cycle II. The percentage of students who achieved the KKM also increased to 84.21% in Cycle II, exceeding the research success criterion of 75%. This

improvement was consistent with the principles of Communicative Language Teaching (CLT), which emphasize meaningful communication and active participation. Through group discussion and role-playing, students had more opportunities to practice and use vocabulary in context. This finding was also supported by Kakomole et al. (2022), who found that CLT could improve students' vocabulary mastery. Therefore, the implementation of Communicative Language Teaching through group discussion and role-playing was considered successful in improving students' English vocabulary mastery in Class XI MPLB at SMK Alam Karya Bekasi, and the research was stopped in Cycle II.

CONCLUSION

Based on the research conducted on students in Class XI MPLB at SMK Alam Karya Bekasi, it can be concluded that Communicative Language Teaching (CLT) is one of the approaches that can be applied to improve students' English vocabulary mastery. Based on the results of the research, there was an improvement in students' vocabulary mastery from the Pre-Cycle to Cycle II. This improvement can be seen from the students' average score, which increased from 67.11 in the Pre-Cycle to 71.32 in Cycle I and 78.42 in Cycle II. The percentage of students who achieved the KKM also increased from 42.11% in Cycle I to 84.21% in Cycle II. Therefore, it can be concluded that the implementation of Communicative Language Teaching through Group Discussion and Role Playing could improve students' English vocabulary mastery.

The improvement occurred because CLT provided students with opportunities to learn and use vocabulary through interaction and communication. The activities also encouraged students to participate more actively and become more confident in using English vocabulary during the learning process. The implementation of CLT can improve students' vocabulary mastery in several ways:

1. Increased Vocabulary Use: Students had opportunities to use newly learned vocabulary during Group Discussion and Role Playing activities.
2. Increased Confidence: Through interaction and communication with their classmates, students became more confident in using English vocabulary.
3. Better Vocabulary Understanding: Using vocabulary in communicative activities helped students understand and remember the meaning of vocabulary in context.
4. Active Participation: Group Discussion and Role Playing encouraged students to participate actively in the learning process rather than only memorizing vocabulary.
5. Improved Vocabulary Mastery: The continuous use of vocabulary during the activities contributed to the improvement of students' vocabulary mastery, as shown by the increase in their test scores from the Pre-Cycle to Cycle II.

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