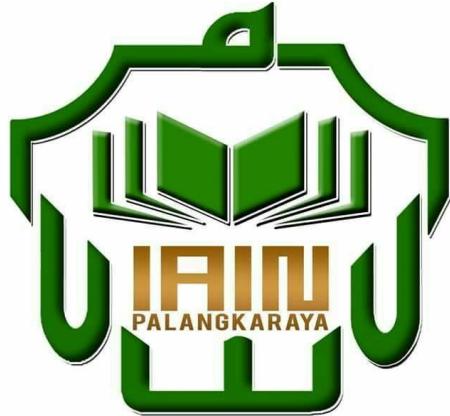


**THE EFFECT OF CONTEXTUAL TEACHING AND LEARNING METHOD  
ON VOCABULARY MASTERY OF THE FIRST YEAR STUDENTS OF  
ENGLISH EDUCATION STUDY PROGRAM AT STATE ISLAMIC  
INSTITUTE OF PALANGKARAYA**

**THESIS**

**Presented to the Language Education Department of the Faculty of Teacher  
Training and Education of the State Islamic Institute of Palangka Raya  
in Partial Fulfillment of the Requirements for the  
Degree of *Sarjana Pendidikan Islam***



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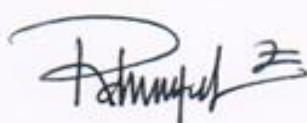
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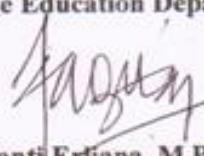
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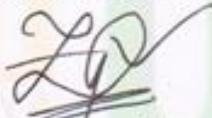
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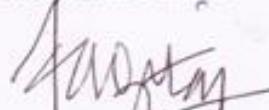
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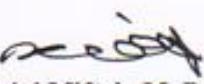
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Dapat diujikan untuk mendapat gelar Sarjana Pendidikan Tadris Bahasa Inggris IAIN Palangka Raya.

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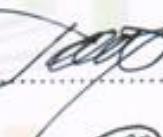
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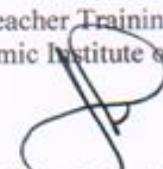
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The writer realizes that the study is still far from the perfect, therefore some constructive critical and suggestions are welcomed. Finally, may Allah always bless us.

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**THE EFFECT OF CONTEXTUAL TEACHING AND LEARNING ON  
VOCABULARY MASTERY OF THE FIRST YEAR STUDENTS OF  
ENGLISH EDUCATION STUDY PROGRAM AT STATE ISLAMIC  
INSTITUTE OF PALANGKARAYA**

**ABSTRACT**

This main purpose of the study is to measure the effect of Contextual Teaching and Learning on the vocabulary mastery of the first year students at State Islamic Institute of Palangka Raya. It is used quantitative approach in finding out the answer of the problem of the study. The design of this research was quasi-experimental design especially non-randomized control group and experiment, and pre-test and post-test design.

The population of the study was the whole students in the first semester of English Education at State Islamic Institute of Palangka Raya in vocabulary class with the total number of the students were 56 students. There were two classes becoming sample of the study namely class C consists of 12 students as experimental class and class A consists of 23 students as control class. The sample of the study was determined by using simple random sampling technique. Both classes were given pre-test by the writer. Then, the students of experiment class were taught by using Contextual Teaching and Learning, and control class was taught without using Contextual Teaching and Learning but Communicative Learning. Finally, the writer gave post-test to both classes.

To test the hypothesis of the study, it is used t-test statistical calculation. Based on the result of hypothesis test calculation, it was found that the value of  $t_{\text{observed}}$  was greater than the value of  $t_{\text{table}}$  at 1% and 5 % significance level or  $2,042 < 2,834 > 2,750$ . It means that  $H_a$  was accepted and  $H_0$  was rejected. On the other word, that teaching vocabulary using Contextual Teaching and Learning gives effect on the students' vocabulary mastery in the vocabulary class on the first semester of English Education Study Program at State Islamic Institute of Palangka Raya. Based on the results of the study, it was shown that the students' score were taught using Contextual Teaching and Learning method greater than those were taught without Contextual Teaching and Learning. Because Contextual Teaching and Learning invites the students to connect between the materials and the real world.

Key word: Effect, Contextual Teaching and Learning, Vocabulary Mastery

**PENGARUHPENGAJARAN DAN PEMBELAJARAN KONTEKSTUAL  
TERHADAP KEMAMPUAN KOSA KATA PADA MAHASISWA SEMESTER  
PERTAMA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS DI  
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA**

**ABSTRAK**

Tujuan utama pada penelitian ini adalah untuk mengukur pengaruh pengajaran dan pembelajaran kontekstual terhadap kemampuan kosa kata pada mahasiswa semester pertama program studi pendidikan bahasa Inggris di Institut Agama Islam Negeri Palangka Raya. Penulis menggunakan pendekatan kuantitatif dalam menemukan jawaban dari rumusan masalah. Dalam penelitian ini penulis menggunakan model penelitian kuasi-eksperimen dengan tidak mengatur acak kelas kontrol dan eksperimen, serta bentuk pre-tes dan pos-tes.

Populasi pada penelitian ini adalah seluruh mahasiswa semester pertama pada kelas vocabulary dengan jumlah mahasiswa 56 mahasiswa. Ada dua kelas yang menjadi sampel dalam penelitian ini, yaitu kelas C terdiri dari 12 mahasiswa sebagai kelas eksperimen dan kelas A terdiri dari 23 mahasiswa sebagai kelas kontrol. Sampel dalam penelitian ini ditentukan dengan teknik sampel acak sederhana. Kedua kelas diberikan pre-tes oleh peneliti. Kemudian, mahasiswa pada kelas eksperimen diterapkan metode pengajaran dan pembelajaran kontekstual, dan pada kelas kontrol tidak diterapkan pembelajaran dan pengajaran kontekstual. Pada akhir kegiatan, peneliti memberikan pos-tes pada kedua kelas tersebut.

Untuk menguji hipotesis masalah, penulis menggunakan perhitungan statistik. Berdasarkan perhitungan hasil tes hipotesis, ditermukan bahwa nilai  $t_o$  lebih baik dari nilai  $t_{tabel}$  pada 1% dan 5% level signifikansi atau  $2,042 < 2,834 > 2,750$ . Dapat disimpulkan bahwa  $H_a$  diterima dan  $H_0$  ditolak. Dengan kata lain bahwa pengajaran dan pembelajaran kontekstual memberikan pengaruh terhadap kemampuan kosa kata mahasiswa dalam kelas vocabulary di semester pertama Institute Agama Islam Negeri Palangka Raya. Berdasarkan hasil penelitian, diketahui bahwa nilai mahasiswa yang diterapkan dengan menggunakan metode pengajaran dan pembelajaran kontekstual lebih baik dari pada yang tidak diterapkan dengan menggunakan metode pengajaran dan pembelajaran kontekstual. Karena pengajaran dan pembelajaran kontekstual mengajak siswa untuk menghubungkan antara materi dengan dunia nyata.

Kata kunci: Efek, Pengajaran dan Pembelajaran Kontekstual, Kemampuan Vocabulary

## **DECLARATION OF AUTHENTICATION**

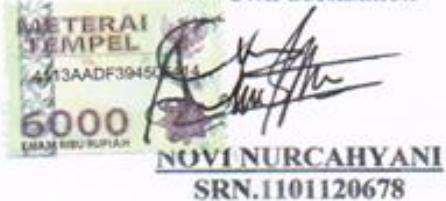
In the name of Allah

I myself make declaration that this thesis entitled "THE EFFECT OF CONTEXTUAL TEACHING AND LEARNING ON VOCABULARY MASTERY OF THE FIRST YEAR STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT STATE ISLAMIC INSTITUTE OF PALANGKARAYA IN ACADEMIC YEAR 2015/2016", is truly my own writing. So, it is given a citation and shown in the list of references

If my own declaration is not right in this thesis one day so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, October 2015

My own declaration



## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا

*Maka sesungguhnya bersama kesulitan ada kemudahan. Sesungguhnya bersama kesulitan ada kemudahan*

*So, verily, with every difficulty, there is relief. Verily, with every difficulty, there is relief*

**(QS. Al-Insyirah : 5-6)**

## ***DEDICATION***

*Thanks to Allah SWT for everything that gives to me and also my prophet Muhammad SAW.*

*This thesis is dedicated to some special people as follows:*

- ❖ *My beloved parents (Mr. Sunari and Mrs. Siti Fatimah). Thanks for your love, affection, praying and encouragement for my study that I couldn't repay with such a greatest things.*
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