

## **CHAPTER I**

### **INTRODUCTION**

At the chapter 1 of this research focus on background of the study, problem of the study, objective of the study, significant of the study, definition of key term, hypotheses of the study, variable of the study, limitation of the study, and framework of discussion.

#### **A. Background of the Study**

In Indonesia, learning English is a thing done in any educational institution. even outside educational institutions not a few who learn English, both children, adolescents, and adults. English is an international language that must be learned by all Indonesian students. That's why studying English vocab is something very important and is a requirement to communicate.

Vocabulary is generically defined as the knowledge of words and word meanings. More specifically, we use vocabulary to refer to the kind of words that students must know to read increasingly demanding text with comprehension.<sup>1</sup> Vocabulary is the one of the elements of English teaching. In teaching English, vocabulary is the first component that is very important to make students' understanding. To get the best learning, teacher must use a good strategy to invite students' activity in the class.

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<sup>1</sup>Hari Butler, Kelsi Urrutia, Annetta Buenger, Nina Gonzalez, Marla Hunt, & Corinne Eisenhart, *A Review of the Current Research on Vocabulary Instruction*, U.S. Department of Education Contract: National Reading Technical Assistance Center, 2010, p.1

David Wilkins points out that without grammar very little can be conveyed, without vocabulary nothing can be conveyed'. His view is echoed in this advice to students from a recent course book, if student spend most of their time for studying grammar, their English will not improve very much. Student will see most improvement if they learn more words and expressions. They can say very little with grammar, but they can say almost anything with words.<sup>2</sup> This is the evidence that the vocabulary is very importance to learn, and people can communicate with mastering vocabularies though not mastering grammar. The same as activity in State Islamic Institute of Palangka Raya, notably on English study program.

English Study Program has vocabulary activities everyday in Ma'had that students' must follow. It will improve students' vocabulary ability. Vocabulary activities that have been carried out in Al-Jami'ah Ma'had is an activity that guides students to be able to communicate well. In the event there are many groups and tutors. Each tutor has different teaching methods, so that the ability of students in each group is different, there are low and high. Based on preliminary observations made by the writer of the vocabulary activities in ma'had al jami'ah that not all students can master the vocabulary well to be used in everyday life communication. Not all students can connect knowledge of vocabulary with real life. Therefore, the writer are interested in applying this CTL method to the activities of vocab in ma'had al Jami'ah in hopes of getting maximum results and students can connect mastery vocab with real-world or life around.

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<sup>2</sup>Scott Thornbury, *How to Teach Vocabulary*, Edinburg: Pearson Education Limited, 2002, p.13

The one of method or strategy that can use is Contextual Teaching and Learning. In this matter, the application of students' vocabulary ability is conversation in daily activities. Before talking about the effect of improving vocabulary ability using Contextual Teaching and Learning, firstly we have to know what the meaning of Contextual Teaching and Learning.

Contextual Teaching and Learning is a conception of teaching and learning that helps teachers relate subject matter content to real word situations and motivates students' to make connections between knowledge and its applications to their lives as family members, citizens, and workers, and engage in the hard work that learning requires.<sup>3</sup>The Contextual Teaching and Learning initiative is a work in progress. In addition, they continue to research ways to organize the many bodies of knowledge that address various aspects of teaching and learning. The first recent project sponsored by the Office of Vocational and Adult Education, U.S. Department of Education was conducted at The Ohio State University in partnership with Bowling Green State University.<sup>4</sup>So that the Contextual Teaching and Learning is one of the good strategy to learning vocabularies. It can be easy to remember vocabularies by using Contextual Teaching and Learning.

Contextual Teaching and Learning can be more fully described by identifying its characteristics. These attributes include its interdisciplinary and contextual nature, approaches that can be used to implement it, factors that addres individual

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<sup>3</sup>Clemente Charles Hudson, & Vesta R. Whisler, 'Contextual Teaching and Learning for Practitioners', *Adult and Career Education, Valdosta State University*, Vol. 6 No. 4, p.54

<sup>4</sup>Robert G. Berns & Patricia M. Erickson, 'The Highlight Zone Research Work', *Contextual Teaching and Learning: Preparing Students for the New Economy*, No.5,2001, p.2

needs of students, and the teachers role.<sup>5</sup> Teacher has a significant role on the developing students' competence. Students will be active on language learning process when the lesson that they learn is appropriate to the real condition. In this case, writer is trying to offer a method that is expected to be able to improve students' vocabulary more significant or more influence students' vocabulary mastery. So that they can communicate better.

### **B. Problem of the Study**

The problem of the study is briefly stated as follows:

“What is the effect of Contextual Teaching and Learning (CTL) on students' vocabulary mastery in State Islamic College of Palangka Raya?”

### **C. Objectives of the Study**

In general, this study is aimed at measuring the effect of Contextual Teaching and Learning on students' vocabulary mastery at English study program State Islamic Institute of Palangkaraya.

### **D. Significances of the Study**

The study has two significances. The first is theoretical significance and the second is practical significance. The theoretical significance is the significance that to increase students' knowledge. And the practical significance is the significance that to solve the problems of the object of research.

After the result of the study was found, the expectations are students' can increase their vocabulary mastery in conversation everyday. Practical significant for teacher is to give contribution about effectiveness of using Contextual

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<sup>5</sup>*ibid*

Teaching and Learning toward students' mastering vocabulary. Generally, the result of the study is the tool of measurer to evaluation students' developing in process vocabulary mastery. This process can find the students' problem in using words to communication.

### **E. Definition of Key Term**

There are some key terms in this study that should be clarified to avoid a false understanding as follow:

#### **1. Effect**

Effect is a change which is a result or consequence of an action or other cause.<sup>6</sup> In this study, effect refers to the significant effect after applying Contextual Teaching and Learning on Vocabulary Mastery

#### **2. Contextual Teaching and Learning (CTL)**

Contextual Teaching and Learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires.<sup>7</sup> In this study, Contextual Teaching and learning means the approach that is applied in vocabulary class at the English Education study program.

#### **3. Vocabulary**

Vocabulary can be defined as "the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening

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<sup>6</sup>Oxford University Press, 2014, *Oxford Dictionaries Language Matters*, (online). URL: <http://www.oxforddictionaries.com/definition/english/effect>, (Accessed on April 7<sup>th</sup> 2014 06:22)

<sup>7</sup>Robert G. Berns & Patricia M. Erickson, op., cit., p.3

(receptive vocabulary)".<sup>8</sup> There are two classes of words, that is content word and function word.

Content words are words that have meaning. They are words we would look up in a dictionary, such as "lamp," "computer," "drove." New content words are constantly added to the English language; old content words constantly leave the language as they become obsolete. Therefore, we refer to content words as an "open" class. Nouns, verbs, adjectives, and adverbs are content parts of speech. Function words are words that exist to explain or create grammatical or structural relationships into which the content words may fit. Words like "of," "the," "to," they have little meaning on their own. They are much fewer in number and generally do not change as English adds and omits content words. Therefore, we refer to function words as a "closed" class. Pronouns, prepositions, conjunctions, determiners, qualifiers/intensifiers, and interrogatives are some function parts of speech.<sup>9</sup> In this study, vocabulary means the word that will become material in teaching learning and as the instruments that combining between content and function words; those are noun (content), synonym and antonym (adjective, and verb) and conjunction (function).

#### 4. Vocabulary Mastery

According to Bintz, vocabulary is the words we must know to communicate effectively. Vocabulary mastery can understand that the words used in

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<sup>8</sup>William P. Bintz, *Teaching Vocabulary Across the Curriculum* (article), Kent: Kent State University, 2011, p.44

<sup>9</sup> Towson University, 2014, *Part of Speech*, (online). URL: <http://www.new.towson.edu/ows/PtsSpch.htm>, (Accessed on April 15<sup>th</sup> 2015 10:45)

communication and people will produce and receipt vocabulary in communication. In this study, vocabulary mastery means that vocabulary has master by students and they can connect the the vocabulary and real world.

#### **F. Hypotheses of the Study**

H<sub>a</sub> : There is a significant effect of Contextual Teaching and Learning on Vocabulary Mastery at the member English study program State Islamic Institute of Palangka Raya.

H<sub>o</sub> : There is no significant effect of Contextual Teaching and Learning on Vocabulary Mastery at the member of English study program State Islamic Institute of Palangka Raya.

#### **G. Variable of the Study**

A variable is a construct or characteristic that can take on different values or scores.<sup>10</sup>There are two kinds of variables in this study, namely the free variable (independent variable) and bound variable (dependent variable)

1. Independent variable is free variable which influence dependent variable. In this study, independent variable is Contextual Teaching and Learning (CTL) approach in learning process of vocabulary acceptance by the students' of English study program State Islamic College of Palangka Raya.
2. Dependent variable is bound variable. In this study, dependent variable is the students' vocabulary mastery before and after using Contextual Teaching and Learning (CTL) in learning process of vocabulary acceptance by the students' of English study program State Islamic College of Palangka Raya.

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<sup>10</sup>Donald Ary., Chris Sorensen., Lucy Cheser Jacobs.,& Asghar Razavieh,*Introduction to Research in Education*. Canada: Nelson Education, 2010, 8<sup>th</sup> Ed, p.37.

## **H. Limitation of the Study**

The limitation of the study is focused to the students' vocabulary mastery using Contextual Teaching and Learning (CTL). This study concern to the connection between students' vocabulary mastery with the real situation at English study program State Islamic College of Palangka Raya in academic year 2015-2016.

Among all types of vocabulary that learned, in this research there are 4 types of vocabulary that will serve as research material, including namely: greetings, countable and uncountable noun, conjunction, and preposition. The fourth type of vocabulary above is often used in everyday life, and not all students understand each part of it.

## **I. Frame of Discussion**

The Frameworks of the discussion of this study are:

- Chapter I : Introduction which consisted of the background of the study, problem of the study, objective of the study, significant of the study, definition of key term, hypotheses of the study, variable of the study, limitation of the study, and framework of discussion.
- Chapter II : Review of related literature which consisted of the research literature. Those are previous study, vocabulary (vocabulary, vocabulary mastery, kinds of vocabulary, problem in mastering vocabulary, student's vocabulary mastery, and teaching



vocabulary), and contextual teaching and learning (contextual, teaching and learning, and contextual teaching and learning).

Chapter III : Research Method which consisted of research type, research design, population and sample, data collection, research instruments, and data analysis.