

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

Second chapter presents theoretical framework. This chapter concerns vocabulary: previous study, definition of vocabulary, the kinds of vocabulary, and the problems in teaching vocabulary. This chapter also concerned with the meaning of Contextual Teaching and Learning.

#### **A. Previous Study**

Firstly, Sumarni, The objective of this research entitled “Teaching English using Contextual Teaching and Learning approach to Kindergarten Student at TKA Al-Haadirahman Bandung” was to prove whether or not CTL Approach was effective to enhance the students’ vocabulary mastery. The research quantitative method and one group pretest-posttest design. The instruments used in this research were pretest and posttest. The population of this research was ten students, and the sample was ten students who were selected using sample random sampling technique. The collecting data was analyzed using t-test formula showed that the mean score of pretest was 5.5 the mean score of posttest 8.8, and the t-observed 6.35. The t-table with degree of freedom 9 (d/f) and significant level at 0.05% was 2.26. Based on the data analysis the alternative hypothesis of this research was accepted because t-observed was bigger than the table ( $6.35 > 2.26$ ). It meant the

teaching English by using CTL Approach was effective to enhance the students' vocabulary mastery.<sup>11</sup>

Secondly, Muhlison, The objective of this research entitle “ The Effectiveness Of Contextual Teaching And Learning To Teach Reading Comprehension An Experimental Study At The Eight Grade Students Of MTs At-Thosari Kalirejo Ungaran Timur In Academic Year Of 2010/2011. The object of the research was to know the influence of optimizing of Contextual teaching and learning in student reading improvement. This research gave quantitative research using experimental method. Subjects of this research are 40 students that are divided into two classes, namely control class (20) and experiment class (20). The writer used cluster random sampling technique to determine the sample.

The writer collected the data using test and observation. Furthermore, the data was analyzed by using descriptive statistical analyzed technique and the hypothesis used t-test. Hypothesis test shows that contextual teaching and learning was more effective to improve students' reading comprehension. This can be seen from the results of test score, it shows that the experimental class which was gave treatment using contextual teaching and learning got higher score than control class without contextual teaching and learning.

---

<sup>11</sup>Sumarni, Teacing English Using Contextual Teaching and Learning Approach to Kindergarten Student At TKa Al-HaadiirahmanBandung, Thasis, Bandung, 2008.

Based on the t-test with the standard of significance of 5%, it was found  $t_{\text{count}}$  3.05 and  $t_{\text{table}}$  2.021. Because of  $t_{\text{count}} > t_{\text{table}}$ , so although little, there was real difference between results of study of learning using CTL that is 60.00 and learning that was not using CTL that was 56.80. Consequently, learning reading text using CTL was more effective when it was applied in the process of learning English than the non CTL. However, the writer could not deny that the different score between two classes was not much. But the reading improvement in the experiment class had proven that Contextual Teaching and Learning Method can be a good method in developing reading ability.

The result of this study was expected to be information and for the institution, teacher, students and all circle to improve students' achievement.<sup>12</sup>

The differences of this study and study above were; this study focused on vocabulary mastery, the study above focused on reading ability. Then, the differences of this study and study above were; this study was conducted by using pre-experimen, the study above was conducted by using quasi-experiment. The similarities of this study to the previous study were; we used contextual teaching and learning as the measured things in our thesis.

---

<sup>12</sup>Muhlison, The Effectiveness Of Contextual Teaching And Learning To Teach Reading Comprehension An Experimental Study At The Eight Grade Student Of Mts At-ThosariKalirejoUngaranTimur, 2010/2011.

## B. Vocabulary

Language consist of skills (listening, speaking, reading and writing), and sub skills (pronunciation, grammar, and vocabulary). Words were and important part of our life, we think with words. We also speak, listen, read, and write with words. Words help us communicate our ideas. They also help us understand other people's ideas. Developing the vocabulary was one of the most useful projects you can undertake.

Words were the basic unit of language form. Without a sufficient vocabulary, one cannot communicate effectively or express ideas. Having a limited vocabulary was also a barrier that prevents students from learning a foreign language. If learners do not know how to expand their vocabulary, they gradually lose interest in learning.<sup>13</sup>

Words regarded as most important part in learning language. Related to that matter, Michael McCarthy, quoted from Vermeer stated.

Vermeer points out that knowing words was the key to understanding and being understood. The bulk of learning a new language consists of learning new words. Grammatical knowledge does not make of great proficiency in a language.<sup>14</sup>

From information above, the writer conclude that when someone learning English, the first that should be mastered was vocabularies.

---

<sup>13</sup> Yang Zhihong, "Learning Words", Www. Exchanges.State.gov/forum/vol38/no3/p.18.htm

<sup>14</sup>McCarthy, Vermeer, "Vocabulary: Description, Acquisition And Pedagogy" (United Kingdom: Cambridge University Press, 1997), p.140

## 1. Definition of Vocabulary

### a. Vocabulary

Vocabulary refers to the collection of words particular people, group of people, socioeconomic group, profession, and so on, knows and uses. The technical term for vocabulary is lexis.

The active vocabulary was all the words used expressively (in writing, speaking or signing) and the passive vocabulary is all the words recognized and understood, although not necessarily used expressively. An adult's passive vocabulary was about one third larger than their active vocabulary.<sup>15</sup>

Vocabulary knowledge was divided into receptive or passive knowledge and productive or active knowledge. Generally, receptive knowledge was recognized as vocabulary knowledge which can be recognized and comprehend in the context of listening and reading material, and productive knowledge was vocabulary knowledge which the learner can recall and use appropriately in speech and writing.<sup>16</sup> In addition, Anderson and Freebody in Milton also distinguished this knowledge into breadth of word knowledge and depth of word knowledge. Breadth of knowledge refers to the number of words a learner knows and depth knowledge refers to what the learner

---

<sup>15</sup> SLT INFO, 2014, *Speech and Language Therapy Information*, (online). URL: <http://www.sltinfo.com/vocabulary/>, (Accessed on April 28<sup>th</sup> 2014 12:19)

<sup>16</sup> Ruth Grains & Stuart Ralman, *Working with Words*, Cambridge University Press, 1986, p. 64-65

knows about the words furthermore it was more difficult to pin down.<sup>17</sup> It involves the knowledge of word association, collocation and word function.

#### **b. Kind of Vocabulary**

According to Thornbury, there were two kinds of vocabulary, these were grammatical words (or function words) and are generally preposition, conjunctions, determiners and pronouns. On the other hand, there were the content words, those that carry a high information load. Content words are usually nouns, verbs, adjectives and adverbs.<sup>18</sup>

##### - Grammatical Words ( function words )

###### 1) Prepositions

Prepositions were words or group of words that was used to show the way in each other words are connected.

Example: for, of, in.

###### 2) Conjunction

Conjunction was the kind of word that used to connect word to word, phrase to phrase, and sentence to sentence.<sup>19</sup> In addition, a conjunction was words that

connect sentence, phrase or clauses. Example: and, so, but, because.

---

<sup>17</sup> James Milton, *Measuring Vocabulary Acquisition*, Bristol: Short Run Press, 2009, p.13

<sup>18</sup> Thornbury.,*op.cit*,p.4

<sup>19</sup> Aswir Suhud, *Smart Way to the Grammar*, Jakarta: Dunia Cerdas, 2013, p. 226

### 3) Determiners

Determiners were definite article, indefinite article, possessives, demonstrative, and quantifiers. Example: the, a, an, my, this, some.

### 4) Pronoun

Pronoun was word that used in place of a noun or noun phrase. Besides that, pronoun was the word that used to replace noun for avoiding the word which continued.

Example: I, you, we, they, he, she, and it.

### - Content Words ( lexical words )

Content words (lexical words) were words that carry the content or the meaning of a sentence and are open-class words.

#### 1) Nouns

Nouns were words or group of words that was the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb.<sup>20</sup> On the other hand, noun was the word that used to indicate name, place, animal, day, plant, opinion or the name of a thing or some cases.<sup>21</sup> Example: Marry, table, pencil, book, paper, tree, flowers.

---

<sup>20</sup> Jeremi Harmer, *How to Teach English*, Essex: Pearson Education Limited, 2001, p.37

<sup>21</sup> Suhud., *op.cit*

## 2) Verbs

Verbs are words or group of words which was used in describing an action, experience state. On the other hand, verbs were the word that used to point out of action or state of being from the subject. Example: do, look, write, listen, walk, talk, sleep.

## 3) Adjectives

Adjective was the word that used to give the adjective element on noun and pronoun. Example: old, new, tall, weight, smart.

## 4) Adverbs

Adverbs were words were group of words that describes or adds to the meaning of a verb, adjective, another adverb, or a whole sentence. Example: carefully, at home.

### **c. The Problem in Mastering Vocabulary**

Honeyfield in Nunan also stresses the importance of context in the teaching of vocabulary. He points out that even with a functional vocabulary of the three thousand most frequently occurring items in English, learners will still not know around 20 per cent of the item they will encounter un simplified text. The problem confronting both teacher and learners was that no course can provide learners with anything like the vocabulary they will

need to comprehend authentic texts.<sup>22</sup> Example: Meaning, Form and Pronunciation.

#### 1. Students Vocabulary Mastery

Vocabulary mastery was the vocabulary that understood by the person. It used to communicate with others. Students' vocabulary mastery can be defined as the understanding of vocabulary by the students.

#### 2. Teaching Vocabulary

Teaching new vocabulary should begin by teaching the new items in context, but that at later stage learners should be given opportunity of dealing with the words out of context.<sup>23</sup>

### C. Contextual Teaching Learning

#### 1. Contextual Teaching and Learning

Philosophy of CTL was rooted from John Dewey progressive, the students will better learning if what they have learnt related to what they have already know. And teaching learning process will be productive if the students were active in the process of teaching learning. According to contextual learning theory, learning occurs only when students (learning) process new information or knowledge in such a way that it makes sense to them in their own frames or reference (their own inner worlds of memory, experience, and response).

---

<sup>22</sup> David Nunan, *Language Teaching Methodology: a textbook for teachers*, New York: Prentice Hall, 1998, p. 122

<sup>23</sup> David Nunan, & Jeremy Harmer, *How to Teach English*, Essex : Additionx Wesley Longman Limited, 1998, p.11

This approach to learning and teaching assumes that the mind naturally seek meaning in context, that was in relation to the person's current environment, and that it does so by searching for relationship that make sense and appear useful. Building upon this understanding, contextual learning theory focuses on the multiple aspects of any learning environments that incorporate as many different forms of experience as possible, social, cultural, physical, and psychological, in working toward the desire learning outcomes.<sup>24</sup>

Contextual teaching and learning an instructional system, was based on the premise that meaning emerges from the relationship between content and its context. Context hives meaning to content. The broader the context within which student was able to make connection, the more meaning content will hold for them.<sup>25</sup>

## **2. Definition Contextual Teaching and Learning**

The writer found some definition about Contextual teaching and Learning. Base on Johnson in "Contextual Teaching Learning: What It Is Here to Say", he stated that "The CTL system was an educational process that aims to help students see meaning in the academic material. They were studying by connecting academic subjects with the context of their daily

---

<sup>24</sup> John Saunders. *Contextually Based Learning, Fad Or Proven Practice In A Forum Brief*.[Http://Www. Contextual Teaching Information.Html](http://www.ContextualTeachingInformation.html).6 May 2007

<sup>25</sup> Johnson, E.B. *Contextual Teaching And Learning; What It Is And Why It Is Here To Stay*.(United States Of America: Corwin Press, Inc. 2002), p.3

lives that is with the context of their personal, social, and cultural circumstances”.<sup>26</sup>

Based on Nurhadi in *Pelajaran Kontekstual (CTL)* and implement in KBK, there was a definition about CTL from Washington State Consortium for Contextual Teaching and learning; “contextual teaching was teaching that enable students to reinforce, expand and apply their academic knowledge and skills in a variety of in school and out-of-school setting in order to solve simulated or real-world problems.”<sup>27</sup>

Based on the preceding definition of CTL, the writer concludes that CTL was a conception of teaching and learning that help the student to get a better understanding about the knowledge as they relate to the context of real life. Contextual Teaching and Learning was a conception of teaching and learning that help teacher relate subject matter content to real word situations and motivates students’ to make connections between knowledge, to their lives as family members, citizens, and workers, and engage in the hard work that learning requires.<sup>28</sup>

Therefore Contextual learning occurs only when teachers relate subject matter to real world situation. Students are motivated to make

---

<sup>26</sup> Johnson. P. vii

<sup>27</sup> The Washington State Consortium For Contextual Teaching And Learning In University Negeri Malang), p. 12

<sup>28</sup> Clemente Charles Hudson, &Vesta R. Whisler, ‘Contextual Teaching and Learning, Adult and Caroor Education, Valdosia State University, Vol. 6 No. 4, p/54

connections, between knowledge and its application to their lives as family members, citizen, and workers.<sup>29</sup>

### **3. Components Of Contextual Teaching and Learning**

#### **a. Constructivism**

Constructivism was the philosophy of CTL approach mentioning that knowledge was constructed gradually and the result will be expanded through limit context and was eventually develop. It was out of the question that a teacher can transfer all knowledge to the student. Therefore, student should construct what they have in mind by finding out complication information to other situation of their own. During classroom activities, students can refer to their experience in lives. One thing the teacher should keep in mind that he/she can take student to learning atmosphere which relates the lesson in class to what was available in their real lives. Constructivist used the metaphor of construction because it aptly summarizes the epistemological view that knowledge is built by individuals.<sup>30</sup>

#### **b. Inquiry**

One the basis of teaching, inquiry was the core of CTL process. While designing the tasks activities in class, teachers should refer to an inquiry activity both in reading and in speaking. Knowledge and skill that achieve by the students expect not only from remember

---

<sup>29</sup>Robertg.bernsandpatriciam.Erickson.<http://www.usc.edu/programs/cet/resources/learn/context.html>, january9, 2009

<sup>30</sup> Kenneth Tobin, *The Practice Of Construction In Science Education*, (USA : AAAS PRESS, 1993) p.51

the facts, but also from self-inquiry. The cycles of inquiry are observation, questioning, hypothesis data gathering and conclusion.

**c. Questioning**

Questioning was not a new strategy. In teaching and learning process, teacher had already applied this strategy. The questioning was not only monopolized by the teacher but also was asked by the students. It was natural to say that curiosity means questioning the thing she/he was observing. Good questions can raise students' interest, motivate them and lead to attract their attention to the phenomena observed.

**d. Learning Community**

Learning community suggest that the result of teaching and learning was resulted from doing task with other student group. In other words sharing was needed among friends, groups, and among those who have known to those who haven't and this concept suggested that the result of learning be achieved from cooperative with another people.

**e. Modeling**

Another main component that was applicable was modeling. Teaching and learning English had quite many chances of applying modeling, begun with phonology to passages or text. In assigning students to write the paragraph in form of narrative, the teacher does not only define what narrative was, she/he also gives examples. By

done like that, the students know and can identify the narrative then, at the end, they apply it in their piece of writing.

**f. Reflection**

Reflection plays an important role in contextual teaching and learning. In reflection, the teacher thinks of what she/he pays more attention to her/his teaching. And it was open to ideas or suggestions from other people. The teacher needs to consider several aspects such as learning constraints, students' motivation, interesting and challenging tasks, and ways to help students learn. Reflection directs a teacher to act on purpose: what and when she/he does something. Teachers can also motivate the students to reflect about their lesson.

**g. Authentic Assessment**

Assessment was the ongoing process of gathering and analyzing evidence of what a student can do. The term "Authentic Assessment" is used to describe the multiple forms of assessment that reflect student learning achievement, motivation, and attitudes on instructionally-relevant classroom activities.<sup>31</sup>

Authentic assessment challenges student to apply new academic information and skills to a real situation for a significant purpose. It was the tool of a mindful school..... clear what it expects of the students and about how he or she can exhibit these qualities. The

---

<sup>31</sup> O Malley And Prierce, *Authentic Assessment For English Language Learner: Practical Approaches For Teachers*, (United States Of America: Addison-Wesley Publishing Company, 2003

antithesis of standardized testing, authentic assessment gives young people the chance to exhibit the full range of their abilities while showing what they have learned.<sup>32</sup>

#### **4. Design of Contextual Teaching and Learning**

##### **a. Objectives**

The main objectives of Contextual Teaching and Learning was to help teacher relate subject matter content to real world situation and motivate students to make connection between knowledge and its application to their lives as family members, citizens, and workers and engage in the hard work that learning require<sup>33</sup>In other word, teacher's objective in teaching by using CTL was to give students opportunity to express and acquire knowledge and information by themselves. It can be done though some strategies in the following explanation.

##### **b. The syllabus**

The syllabus of CTL be relate to the students' life. It means that in making syllabus, the teachers should consider about everything that was relate to the students' life such as their environment, culture, social life, and so on. It was because the goal of contextual syllabus was to increase the students' motivation, to help students in comprehending a concept, to increase communication skill, to improve

---

<sup>32</sup> Johnson, E.B *Contextual Teaching And Learning: What It Is Here Tostay*,(United States Of America: Corwin Press, Inc.2002),P.165

<sup>33</sup> The Office Of VocationalNd Adult Education, U.S Depertement Of Education At The Ohio State University In Partnership With Bowling Green University [http:// www.usc.edu/programs/cet/resources/learn/context.htm](http://www.usc.edu/programs/cet/resources/learn/context.htm), 9 january 2009

students' mastery of material, and to increase individual and social contribution.

**c. Types of Learning and Teaching Activities**

The range of experience types and activities compatible with CTL was unlimited. Yet, the activities should be concern with the five general strategies of CTL. It was usually called REACT, which student for relating, experiencing, applying, cooperating, and transferring.<sup>34</sup>

1. Relating

Learning related with the real world experience context

2. Experiencing

Learning focus on the exploration, discovery, and invention

3. Applying

Learning should be presented into the context of useful

4. Cooperating

Learning through interpersonal communication context and together.

5. Transferring

Learning by using the knowledge in the context or in the new situation

---

<sup>34</sup> Jack Richards, "The Context Of Language Teaching", [Http/ Www. Texacollaborative. Org/What Is CTL, Htm](http://www.Texacollaborative.Org/What%20Is%20CTL.Htm), December 26, 2008

**d. Learning Roles**

In CTL, the learner's role was central and active. It was a learner-dominated method. Learners make a lesson plan by themselves, do the activities, experience knowledge and information, apply a concept, cooperate with other learner and finally reflect their learning activities.

**e. Teacher Roles**

For the CTL approach to be most effective in student learning, teacher must plan, implement, reflect upon, and receive lessons. Such plan are based on CTL principle and approach that require teacher to serve in the following role: facilitator, organizer of the teaching/learning assessment process, role model, learning mentor, content specialist, and knowledge dispenser.<sup>35</sup>

Therefore, there are some activities that should be done by a teacher:

1. Discuss a concept and basic competency that will be learn by student
2. Understand the background and experience of the student
3. Make a lesson plan which is relate to concept, competency, and context of application
4. Apply the lesson plan
5. Assess the students comprehension

---

<sup>35</sup> Robert G. BernsAnd Patricia M. Erickson. [Http://www.Usc.Edzu/Programs/Cet/Resources/Learn/Context. Html](http://www.usc.edu/programs/Cet/Resources/Learn/Context.html), January 9, 2009

6. Reflect and revise lesson plan.<sup>36</sup>

#### **f. The Role of Instructional Materials**

The primary role of materials in CTL was to make classroom activities as meaningful as possible by providing the context of real life helps students to understand and experience the information and knowledge successfully. Furthermore, the material that was chosen based on the students' lives will increase their motivation and interest in studying and doing the classroom activities.

There are a number of different context types, but for our purposes, we will concentrate on three: the students' world, the outside world and formulate information.<sup>37</sup>

### **5. Principle in Contextual Teaching and Learning**

As explain above, that CTL help us relate us subject matter content to real world situations and motivates to make connections between knowledge and its application to their personal, social, and cultural circumstances in their lives. Therefore, the strategies in using CTL techniques are:<sup>38</sup>

#### **a. Problem-based**

Contextual Teaching Learning (CTL) can begin with a simulation or real problem. Student use critical-thinking and

<sup>36</sup> The Washington State Consortium For Contextual Teaching And Learning In Pembelajaran Kontekstual (CTL) Dan Penerapannya Dalam Kbk By Nurhadi, 2004. (Malang: Universitas Negeri Malang)

<sup>37</sup> Jeremy Harmer, *The Practical Of English Language Teaching*, (Cambridge : Longman, 1991) p.57

<sup>38</sup> Contextual Teaching Learning. Htm. Presented By Carr, M, 1999

systematic approach to inquiry to address the problem or issue, student may also draw upon multiple content areas to solve their problem. Worthwhile problem that are relevant to student's families, school experience, workplaces, and communities hold greater personal meaning for students.

**b. Using Multiple Context**

Theories of situating cognition suggest that knowledge cannot be separated from the physical and social context in which it develops. How and where a person acquires and creates knowledge was very important. CTL experience are enrich when student learn skill in multiple context (school, community, workplace, family).

**c. Drawing Upon Student Diversity**

On the whole our student population was becoming more diverse, and with increase diversity come differences in values, social mores, and perspectives. These differences in values, social mores, and perspective, these differences can be the impetus for learning and can add complexity to the CTL experience. Team collaboration and group learning activities respect students' diverse histories, broaden perspectives, and build inter-personal skills.

Students are required to work with different partners, to form different groupings for different tasks, to engage in mingling activities, and so on.<sup>39</sup>

**d. Supported Self-Regulated Learning.**

Ultimately, students must become lifelong learning. Lifelong learners are able to seek out, analysis, and use information with little to on supervision. To do so, students must become more aware how they process information, employ problem-solving strategies, and use background knowledge. CTL experiences should allow for trial and error, provide and build for reflection; and provide adequate support to assist to move from dependent to independent learning.

**e. Using Interdependent Learning Groups**

Student will be influence by and will contribute to knowledge and beliefs of others. Learning groups, or learning communities are established in workplaces and schools in an effort to share knowledge, focus on goals, and allow all to teach and learn from each other. When learning communities are establish in school, educator act as coaches facilitators, and mentors.

**f. Employing Authentic Assessment.**

Contextual Teaching Learning was intending to build knowledge and skill meaningful ways by engaging students in real life,

---

<sup>39</sup> Rose M. Senior, *The Experience Of Language Teaching*, (Cambridge: Cambridge University Press, 2006) P.213.

or “authentic” context. Assessment of learning should align with the methods and purposes of instruction. Authentic assessment shows (among other things) that learning had occurring; were blended into the teaching learning process; and provide students with opportunities and direction for improvement. Authentic assessment is use to monitor student progress and inform teaching practices.<sup>40</sup>

During the process of teaching and learning, teachers are indeed observing students’ performance and making various evaluations of each learner, it is what we call observation.<sup>41</sup>

Many of these strategies should be used by teacher, when they teach their students through contextual teaching learning approach. Activities such as team teaching, cooperative learning, integrate learning can supported the CTL approach. They were should be used in classroom properly.

Relate with the students individually need, to apply the Contextual Teaching and Learning (CTL), a teacher must have these following principles:

- a. Planning a suitable learning for the students developmentally appropriate. Relationship between curriculum content and methodology that is use to teach must be based on social condition, emotion, and students’ intellectual development. For example,

---

<sup>40</sup> Robert G. BernsAndPatriicia M. Erickon. [http:// www.usc. Education /Prog/Cet/Resources/Learn/Context. Html](http://www.usc.edu/Programs/Learn/Context.html), January 2009

<sup>41</sup> H. Douglas Brown. *Language Assessment: Principle And Classroom Practices*, (New York: Longaman, 2004), p.5

what had learnt and done by Junior High school must be different with the Senior High School have learnt and done.

b. Making independent learning groups

Student can learn from each other in a little group, and learn in a bigger team (class). This ability is a cooperation that need by an adult in a work place and in any other contextual. However, the students were hopes to act active.

c. Preparing an environment that support self-regulate learning

Environment that supports self-regulate learning has three general characteristics. They were awareness in thinking, the use of strategy, and continuing motivation. A teacher must create an environment where the students can reflect how they learn, finish the assignment, face a problem, and corporate with other teacher. It is clear that regulated learning not only relating with simply mind about the students thinking, but also help them to use their thinking to guide their plans, select their performance, so they can solve a problem in a good way.

d. Considering the diversity of the students

In the class, a teacher use to teach variety students, for instance background ethnic, social-economy status, mother language that they use in their home, and another weakness they have. However, a teacher is expecting to help the students to achieve their learning purpose.

e. Pay attention to the students multiple intelligence

In using Contextual Teaching and Learning (CTL) approach, the way of students' participation in a class must be pay attention the need and the eight orientations learning (special-verbal, linguistic-verbal, interpersonal, musical rhythm, naturalistic, physic-kinesthetic, intrapersonal and logic mathematic). However, in serving the students in a class, a teacher must be integrate any learning strategies in Contextual Teaching and Learning (CTL) approach, so the learning will be more effective for the students with their intelligence.

f. Using questioning techniques to explore the students learning, problem solving development, and high-thinking order.

In order to achieve the purpose of Contextual Teaching and Learning, the kind and the question levels must be spoken. The question must be select carefully in order to produce the high-thinking order, responses, and the action that need by the students and all of audiences in contextual learning.

g. Applying the authentic assessment

Authentic assessment evaluates the applying of knowledge and the students' complex thinking. It was better than the students just memorizing the actual information. Contextual teaching and learning nature condition needs the interdisciplinary assessment

that can measure knowledge and skills deeply and in a variety way than one disciplinary measure.

## **6. The Procedure of Contextual Teaching and Learning (CTL) in Teaching Vocabulary Mastery**

Seven main components of CTL (constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment) explained above were the main requirements in classroom teaching learning process. Below were the procedures how to apply CTL, including vocabulary class activity, in the classroom teaching learning process.

Improve the understanding that student will learn more effectively through self-learning, self-inquiring, and self-constructing using their own knowledge and experience. Teacher need to encourage student to actively involved in learning process and use the student's idea and experience to conduct the learning and whole learning unit.

- a. Doing the inquiring activity to achieved desired competences in vocabulary activity.
  - 1) The teacher presents the vocabulary material (in the form of certain pictures or visual aid that describes some activities) in which the student need to analyze it by their self.
  - 2) Try to challenge the students with their own ideas and conceptions to interpret it.

3) Allow them to present their own idea and encourage them to apply their own ideas, experience and interest to direct learning process.

b. Create learning community or learning in groups.

This step will help student to improve their leadership and their cooperations among the student.

1) The students discuss the material with their friends and then they present it in front of the class.

2) To make the learning process more effective, teacher need to encourage the students to express their own ideas before the teacher did it.

c. Questioning as a learning tool. It was useful for improving student's curiosity.

The teachers allow the students to ask something related to the material after the discussion and presentation session finished. It gave them more understanding in material discussed.

d. Do the reflection in the end of learning to make student feel that they have learned something.

1) Provide enough time to reflect, analyze, and respect all ideas that are expressed by all students.

2) Teacher need to engage the students in searching the information that can be applied in solving the problem in

their own life. So, the learning process will give them many benefits in their real life.<sup>42</sup>

## **7. The weakness and Strength of Teaching Vocabulary By Contextual Teaching and Learning.**

In applying CTL, on the one hand, there were always obstacles or problems that should be face by a teacher. In their case, it was usually call as weakhness. On the other hand, there were some things that make teacher goal of teaching and learning process. Then, it was call the strengths of CTL.

### **The weakness :**

- a. Multiple context outside classroom may belimited by the time, money, and resource.
- b. It is not easy to find a problem relate to teacher's subject area and student's life.
- c. An authentic assessment take more time for teacher to develop and apply.
- d. Most students had been spoon-fed and told what to learnt. Teacher. It was teacher's task to turn them to be self reguate.
- e. Time consuming preparation ; in preparing a lesson plan, teacher shold recognize students' diversity and then utilize those differences to create a rich learning enviroment.

---

<sup>42</sup> Dewi Marsela, 'The Effect of the Application of Contextual Teaching and Learning (CTL) on the Students' Vocabulary Mastery at Grade Seven of SMP Gajah Mada Bandar Lampung In Academic Year 2013-2014', *The Second International Conference on Education and Language*, Lampung: Bandar Lampung University, 2014, p.296

**The strenghts :**

- a. Dynamic, there was a number of difference to react it, to share ideas with. Etc : exchange of information was sometimes more “natural” in smaller scale interaction.
- b. Positive atmosphere : CTL can promet positive atmosphere or “affective climate” need to learn a material, learn a material near by their real life (It has relation with their enviroment), less inhibit, and more able to expelore possibility self expression.
- c. Improving social development and encouraging students to engage in society.
- d. Developing students’ comprehenson about current issues which are related to their lives.

**8. The Nature of Experimental Study**

An experiment refers to an attempt to establish a cause-and-effect relationship by some strategy such as administering a treatment to one group and withholding it from another.<sup>43</sup>

There was three basic experimental designs, each containing subsets with specific strengths and weaknesses. These three basic designs include: (1) pre-experimental design; (2) quasi-experimental design; and (3) true experimental design. Since this study would use one group pretest-posttest design as in pre-experimental design, here would only discuss about pre-experimental design.

---

<sup>43</sup> Wido H Toendan, Educational Research Methods, p.215

## 9. The Type of Pre-Experimental Study

A pre-experimental design was so named because they follow basic experimental steps but fail to include a control group. In other words, a single group is often studied but no comparison between an equivalent non-treatment group is made. Examples include the following:

- **One Group Pretest Posttest Study**

A benefit of this design over the previously discussed design is the inclusion of a pretest to determine baseline scores. To use this design in our study of college performance, we could compare college grades prior to gaining the work experience to the grades after completing a semester of work experience. We can now at least state whether a change in the outcome or dependent variable has taken place. What we cannot say was if this change would have occurred even without the application of the treatment or independent variable. It is possible that mere maturation caused the change in grades and not the work experience itself.

The design is diagrammed as follow:

$O_1 \quad X \quad O_2$

Where:

$O_1$  : Pretest

$X$  : Treatment

$O_2$  : Posttest

## **10. The Advantages and Disadvantages**

In employing the design, there will be some advantages and disadvantages. As exploratory approaches, pre-experiments can be a cost-effective way to discern whether a potential explanation was worthy of further investigation. In this case, the study could be very important to be developed in further research. Pre-experiments offer few advantages since it was often difficult or impossible to rule out alternative explanations. The nearly insurmountable threats to their validity are clearly the most important disadvantage of pre-experimental research design. In this case, there would some weakness to the result of study.