EFFECTS OF TEACHING VOCABULARY MASTERY BY CONTEXTUAL TEACHING AND LEARNING

Misteni & Luqman Baehaqi
luqmanbae@gmail.com
IAIN Palangka Raya

Abstract

This study aimed to measure the effect of using contextual teaching and learning on vocabulary mastery. This study was conducted at SMA Muhammadiyah 1 Palangka Raya academic year 2016-2017 as the subject of the study. The subject of this study consisted of 105 students' of tenth grade. It was used quantitative approach in finding out the answer of the problem of the study, technique of the data collection used test. The design of the study was pre-experimental design where the writer used one-group pre-test/post-test design with a kind of treatment. The sample of study was determined using cluster sampling technique. There was one class, namely X-3 with the total number of 21 students. The writer gave pre-test and post-test to the group. The result of data analysis showed that there was effect of using contextual teaching and learning the students' vocabulary mastery at tenth grade students of SMA Muhammadiyah 1 Palangka Raya. It meant H_a was accepted and H_0 was rejected. It can be seen from the data calculated using t_{test} formula. The $t_{observed}$ was consulted with t_{table} which df = 50. Significant standard 5% = 2,10. Manual calculation found that the $t_{observed}$ was higher than the value of t_{table} at 5% significance level or 5,088 > 2,10.

Keywords: *Vocabulary, Contextual Teaching and Learning (CTL),Pre-i Experimental Design*

English as an international language spoke all over the world. In the global era, English took an important role as communication language used in many sector of life, such as trading, bilateral relationship, politic, science, technology and many others. People should understand and master English in order to gain broader knowledge, information and technology.

In Indonesia English had taught from the elementary school up to the University. The teaching learning process of a language can't be separated from the curriculum or syllabus. Based oncurriculum, the purposes of teaching English in

Indonesia was "students can master the four skills (reading, writing, listening, speaking)". But, in many fields most people/student did notto state their ideas and opinion well since they not accustomed to speaking, feeling shy, hesitation and fear to make mistakes. Commonly, it was caused by the limited vocabulary.

Vocabulary was the important thing for students in the process of acquiring, learning, mastering, and using the language they learn, "vocabulary was one of the most important aspects for foreign language" (Richards, at all, 2001:20). A good vocabulary was a vital part of effective communication. A command of many words will make us a better speaker, listener, reader and writer. The primary method of communication between people was words. Words many be use of right words, communication will break down.

But, vocabulary had been neglected in programs for teacher during much of the twentieth century. Meanwhile, in recent years, the teaching of vocabulary has assumed its rightful place as a fundamentally important aspect of language development. Vocabulary was to be the main attention in teaching English.

Moreover, there were some researchers regarding that vocabulary more important than grammar. Among them was McCarthy in this book stated "no matter how well the student learns grammar, no matter how successfully the sounds of L2 just cannot happen in any meaningful way (Norbert:140). So, the first that to be master in learning English was vocabulary.

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).

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 (Johnson Saunders, 2007).

Based on Johnson (2002) 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 lives that is with the context of their personal, social, and cultural circumstances".

Based on Nurhadi in PelajaranKontekstual (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.

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.

Therefore Contextual learning occurs only when teachers relate subject matter to real world situation. Students are motivated to make connections, between knowledge and its application to their lives as family members, citizen, and workers (Robert,2009).

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 (Jack, Richards, 2008). Relating, Learning related with the real world experience context. Experiencing, Learning focus on the exploration, discovery, and invention. Applying, Learning should be presented into the context of useful. Cooperating, Learning through interpersonal communication context and together. Transferring, Learning by using the knowledge in the context or in the new situation.

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.

METHOD

This study used quantitative approach. Aliaga in Daniel claims that Quantitative research was explaining phenomena by collecting numerical data that were analyzed using mathematically based methods (in particular statistics) (Daniel Mujis, 2011:01). The type of this study was pre-experimental study by utilizing One-group Pre-Test/Post-Test Design (Isadore: 304).

This research is carrying out at Senior High School of SMA Muhammadiyah 1 Palangka Raya, which is located on the Jl. RT Amilono Street. The writer found the complete data about two months, it is March-April 2016 and the students at the SMA Muhammadiah 1 Palangka Raya.

Sample is a subject of individuals or case from a population (David Nunan: 231). To determine the students as experiment group the writer used cluster sampling. After doing the random class the writer found X-3 as the sample consist of 21 students. The writer gave try out test to try out class (X-4). The writer gave the pre-test to the pre-experiment group (X-3). Then, the writer gave treatment by using CTL in teaching vocabulary. For the last, the writer gave the post-test (X-3).

The try out test conducted on 15th April 2016 at SMA Muhammadiyah Palangka Raya. The result of the try out test was there were 46 items was valid and there were 4 items was invalid.

The writer gave pretest instrument before applying to the real sample in the study. Fot the pre-test conducted on 16th April 2016 and for the post-test conducted on 14th Mei 2016. Then, writer take the information and result about the instrument quality that consists of instrument reliability, instrument validity, index of difficulty and test normality.

In this study, writer will use *gap-fill* test to check the students' vocabulary mastery. Gap-fill tests require learners to recall the word from memory in order to complete a sentence or text (Hamzah, 2013:120). The writer will use four materials that used in pretest and posttest activity; those are announcement, advertisement, invitation and short massages.

RESULTS

The vocabulary score of the students' pre-test and post-test can be seen in Table 1.1.

Table 1.1 Result of Students' Vocabulary Score

Pre-Test		Post-Test		Difference
Code	Score	Code	Score	
C-01	78	E-01	87	9
C-02	78	E-02	100	22
C-03	76	E-03	91	15
C-04	71	E-04	76	5
C-05	80	E-05	82	2
C-06	96	E-06	89	-7
C-07	82	E-07	82	0
C-08	76	E-08	84	8
C-09	64	E-09	96	32
C-10	80	E-10	82	2
C-11	84	E-11	82	-2
C-12	80	E-12	82	2
C-13	82	E-13	87	5
C-14	80	E-14	80	0
C-15	78	E-15	89	11
C-16	71	E-16	67	-4
C-17	82	E-17	69	-13
C-18	89	E-18	84	-5
C-19	91	E-19	91	0
Total	1518	**Total**	1600	4,3157895

The scores of the students were then compared using t-test statistical analysis. The result of the comparison of the scores in vocabulary mastery of the post-test was presented Table 1.2.

Table 1.2 the Result of t_{test} Manual Calculation

Group	$T_{observed}$	T_{table}		Df/db
		5%	1%	
Post-test	5,088	2,10	2,88	18

Where:

$T_0 = \dfrac{x - \mu}{SD/\sqrt{n}}$

$= \dfrac{84,21 - 75}{7,878/\sqrt{19}}$

$= \dfrac{9,21}{7,878/4,36}$

$= \dfrac{9,21}{1,81} = 5,088$

Which the criteria:
If t-test (t-observed) ≥ t-table, H_a was accepted and H_0 was rejected
If t-test (t-observed) ≤ t-table, H_a was rejected and H_0 was accepted

Then, the degree of freedom (df) accounted with the formula: Df = (N – 1) = 19 – 1 = 18

The significant levels choose at 5%, it meant the significant level of refusal of null hypothesis at 5%. The significance level decided at 5% to the hypothesis stated on non-directional (two-tailed test). It meant that the hypothesis cannot direct the prediction of alternative hypothesis. The calculation above showed the result of t_{test} calculation as in the table follows.

Based on the result of hypothesis test calculation, it was found that the value of $t_{observed}$ was greater than the value of t_{table} at the level significance in 5% or $t_{observed} > t_{table}$ (5,088 > 2,10). It meant H_a was accepted and H_0 was rejected.

The means of the student' pre-test and post-test vocabulary score can be seen in Table 1.3.

Table 1.3 Mean and the Standard Deviation of Pre-Test and Post-Test

Group	Mean	Standard Deviation
Pre-Test	79,89	7,256
Post-Test	84,21	7,878

DISCUSSIONS

The result of analysis showed that there was significant effect of using contextual teaching and learning toward the students' vocabulary score of the tenth grade students at SMA Muhammadiyah 1 of Palangka Raya. The students who taught using Contextual Teaching and Learning reached higher score than those who were taught without using Contextual Teaching and Learning. Meanwhile, after the data was calculated using t_{test}, it was found that the value of t_{test} was higher than t_{table} at 5% level of significance t_{test} = 5,088 t_{table}= 2,10. This finding indicated that the alternative hypothesis stating that there was significant effect of using contextual teaching and learning of the tenth grade students at SMA Muhammadiyah 1 Palangka Raya was accepted. On the contrary, the null hypothesis stating that there was no any significant effect of using contextual teaching and learning of the tenth grade students at SMA Muhammadiyah 1 Palangka Raya was rejected.

Contextual Teaching and Learning was one of method used to teach English vocabulary by the teacher for teaching the students in the class. Contextual Teaching and Learning made a good interaction between teacher and students. Contextual Teaching and Learning used by teacher increased students' enthusiasm in learning process. The result of study is in line with the opinion Carr, M (1999) in chapter II page 27 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. It mean could be occurred because Contextual Teaching and Learning connected between material and the fact in real situation. From the result of analysis, it could be seen from the score of students how the use of method giving positive effects for students vocabulary mastery. It meant the method has important role in teaching learning process.

The findings of the study verified the statement that teaching Vocabulary using Contextual Teaching and Leaning as a good method in teaching English vocabulary that provided the concrete thing for the students that can be seen.The result of study is in line with the opinionClemente Charles Hudsonin chapter II page 21. 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 (Clemente: 54). It proved by the calculation result of the acceptance of alternative hypotheses stating that teaching vocabulary using Contextual Teaching and Learning gave effect toward the vocabulary mastery at the tenth grade students at SMA Muhammadiyah 1 Palangka Raya.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The problem of the study as stated in chapter I "Is there any significant effect of using CTL toward students' vocabulary mastery at tenth grade studentsof SMA Muhammadiyah1 Palangka Raya?"

Based on the result of data analysis from the vocabulary score which gained by students before and after conducting the treatment, there was significantly different based on statistical analysis, $t_{observed}$5,088> 2,10 at 5% level of significance. This indicated that the alternative hypothesis stating that there was effect of using CTL toward students' vocabulary score at tenth grade students of SMA MuhammadiyahPalangka Raya was accepted. It implicated that teaching vocabulary using CTL technique gave effect toward students'vocabulary mastery at tenth grade students of SMA Muhammadiyah 1 Palangka Raya.

Suggestions

In line with the conclusion, it would be likes to propose some suggestions for the students, teachers and the writer.

For the students, when they studied vocabulary mastery by contextual teaching and learning, it was recommended that they have to pay attention to the lesson because the learning become more interesting, interactive, and happy and the students' role to be more positive and more enjoy.

For The teacher must pay attention to the students' level, problems in learning English. Especially, on English vocabulary and the situation created in the

class. The teacher had to able to use the technique that consist of discuss,played game then review, so in their learning process the students easier to understand and the students felt have fun when learn English.

For the Writer, since the study was pre-experimental study by contextual teaching and learning technique on vocabulary for the senior high school. So, the writer recommended for the other writer who wanted to conduct the study related with contextual teaching and learning to think clearly gave contextual teaching and learning before or after material. It was needed by teacher participated in the class so that the students gave attention in learning activity. Learn more about contextual teaching and learning activity and how to implement contextual teaching and learning in the class.

References

Brown, Douglas,H. 2004 *Language Assessment: Principle And Classroom Practices,* New York: Longaman.

Burton, H., S. & Humphries,J., A.1992.*Mastering English Language*London: The Macmillan Press.

E, B Johnson. 2002. *Contextual Teaching And Learning; What It Is And Why It Is Here To Stay.* United States Of America: Corwin Press.

Gaiirns, R., &Radman,S, 1986. *Working With Words A Guide To Teaching And Learning Vocabulary* Cambridge University Press.

Gray, C, Jack. 1963. Words, and Words About Dictionaries,(USA :NorthenIllionis University.

Harmer,J.*1991.The Practical Of English Language Teaching,* Cambridge : Longman.

Hatch, E., & Brown, C. 1950. Vocabulary. Semantic. And Languageb Education. Cambridge: Cambridge University Press.

Kridalaksana, H.1993. *Kamus Linguistic.*Jakarta: PT GramediaPustekaUtama.

Lado, R.1974. *Language Teaching: A Scientific Approach,* Bombay-New Delhi :Mcgraw Hill Publishing Co.Ltd.

Malley,O.,&Prierce.2003. *Authentic Assessment For English Language Learner: Practical Approaches For Teachers. (*United States Of America: Addison-Wesley Publishing Company.

Muijs, D. 2004.*Doing Quantitative Research In Education*. Great Britain: Athenaeum Press.

Ninth, Webster's, M.1983.*New Collegiate Dictionary.*America: Meriem Webster.

Richards, J. December 26, 2008. "The Context Of Language Teaching".Http/ Www. Texacollaborative. Org/What Is CTL.

RobertG.2009.BernsAndPatriciaM.Erickson.Http:/Edu/Programs/Cet/Resources/Learn/www.usc.edu/program/cet/resources/lern/context.htm

Saunders J. May *2007. Contextually Based Learning, Fad Or Proven Practice In A Forum Brief.Http:/Www. Contextual Teaching Information.*

Schmitt, N., &Mccarthy,M. *Vocabulary: Description, Acquisition And Pedagogy*(New York : Canbridge University Press).

Senior, M., Rose.*2006. The Experience Of Language Teaching,*Cambridge: Cambridge University Press.

Sudijono, A., 2005, Pengantar Statistik Pendidikan Jakarta: PT. Raja Grafindo Persada.

Syah, D., &Enang, A.1980.*Tata BahasaInggris Modern Dalam Tanya Jawab.*Jakarta.

The Office Of VocationalNd Adult Education, 2009. U.S Depertement Of Education At The Ohio State University In Partnership With Bowling GreenUniversityhttp:/www.usc.Edu/programs/cet/resources/learn/context.ht m.

The Washington State Consortium For Contextual Teaching And Learning In University Negeri Malang).

The Washington State Consortium For Contextual Teaching And Learning In PembelajaranKontekstual (CTL) Dan PenerapannyaDalamKbk By Nurhadi, 2004. (Malamg: UniversitasNegri Malang).

Thornbury, S.*2003. How To Teach Vocabulary.* Harlow: Pearson Education Limited.

Tobin, K. *1993. The Practice Of Construction In Science Education, (USA : AAAS PRESS).*

Ur, Penny.1996. A *Course InLanguage Teaching: Practice And Theory.* New York: Cambridge University Press.

Vermeer, M. 1997.*"Vocabulary: Descriptio. Acquisition And Pedagogy"* (United Kingdom: Cambridge University Press.

Wilkins, D., & Harmer. J.2002. *How To TeachVocabulary* London :Nlongman.

Yang Zhihong, "*Learning Words"*, Www. Exchanges.State.gov/forum/vol 38/no3.

Zuriah, N. 2006.*MethodologiPenelitianSosialdanpendidikan(Teori-Aplikasi), BumiAksara.*