THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNINGMETHOD TO INCREASE STUDENTS' VOCABULARY MASTERY OF THE SEVENTH GRADE AT MTs NEGERI 02. TOLITOLI

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ABSTRACT

The objective of this research is to find out whether the using of contextual teaching and learning can increase students' vocabulary mastery. It is a pre-experimental research. The study was taken by the seventh grade of MTs Negeri 02. Tolitoli. It was conducted in one class (VII D). The data were obtained through a pre-test and post-test.The mean score of pre-test was (65.6) while in the post-test improved up to (74.07). Moreover the Minimum Mastery Criterion of English lesson was 75 (seventy-five). Then the data of both test were analyzed by using T-test, and the result showed that the T-count value was 5.48 greater than T-table value was 1.701 It can be inferred that the using of contextual teaching and learning method can increase students' vocabulary mastery.

Keywords: Increase, Vocabulary, Contextual Teaching Learning.

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan pembelajaran contextual dapat meningkatkan penguasaan kosakata siswa.Penelitian ini adalah penelitian pre-eksperimental. Penelitian ini dilaksanakan pada siswa kelas Tujuh diMTs Negeri 02. Tolitoli. Data tersebut diperoleh melalui pre-test dan post-test.Mean skor pre-test adalah 65.6 sedangkan mean skor post-test meningkat menjadi74.07Selain itu, nilai ketuntasan minimum (KKM) pelajaran Bahasa Inggri sadalah 75. Data dari kedua test tersebut dianalisa menggunakan T-test, dan hasilnya menampilkan nilai T-count 5.48 lebih besar daripada nilai T-table 1.701. Dapat disimpulkan bahwa mengunakan metode pembelajaran contextual dapat meningkatkan penguasaan kosakata siswa.

Kata kunci: Meningkatkan, Kosakata, Pembelajaran Kontextual.

1. Introduction

Vocabulary is one of English sub skills that must be taught to the students because vocabulary has an important role for all language skills. Without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning language is vocabulary. In listening, students vocabulary influences their understanding toward teachers speech, class discussion, and other speeches. The words that they choose in speaking affect how well they deliver a message. In reading, students vocabulary affects their ability to understand and comprehend a text. In addition, dealing with writing, students vocabulary also

influences how clear they convey their thought to the reader. In conclusion, vocabulary takes an important role in equipping students to be able to communicate in English.

Some definitions of vocabulary are provided below:

a. Vocabulary is central to language and of critical importance to the typical language learner (Zimmerman, 2005)
   1. A list of words and something phrases, usually arranged in alphabetical order an
   2. define a dictionary, glossary or lexicon.
   3. All the words used a particular person, class, profession etc. Sometimes, all the words recognized and understood by a particular person, through necessarily used by him.
   4. Vocabulary is the words of language.

1. Vocabulary as a Language Component

As a language component, vocabulary should get a specific attention in instructional process. When students want to communicate their idea, they have to use words and construct them in correct sentences. One of the reasons is that vocabulary can support the students to obtain the four language skills, namely listening, speaking, reading and writing. The students can utter various sentences in communication because they know vocabulary well. Someone must have a great number of words to improve his/her vocabulary mastery in daily activity. Sitorus (1993) states "When someone has mastered the grammatical forms of a language, then the next task is to master the vocabulary or at least controlled vocabulary is need".

2. Function of Vocabulary

Vocabulary is used to express our ideas, feelings, or thoughts, whether in written or oral language. Vocabularies take an important role in communication to make our ideas can understood and accepted by others.Tarigan (1993) states thatThe quality of someone's language skill depends on the quality of the vocabulary possessed. The more he or she knows words the more he or she has opportunity to speak well.

3. Principles of Vocabulary Development

Vocabulary development must be an important and ongoing part of classroom learning. Aflame (1997) offers several key principles that should guide the creation and implementation of a comprehensive vocabulary development program.

something which is not directly stated but suggested in the statement. In other words, the reader is able to understand what is implied though not directly stated.

4. Vocabulary Teaching

Vocabulary plays a very important role in developing the four language skills. The more vocabulary the learner has, the easier for them to develop their four language skills. Many teachers are aware of the importance of the teaching vocabulary to the students, but they are not aware how to teach them appropriately.Croff (1980).

5. The Definition of Contextual Teaching and Learning

Berns(2006) further explaincontextual teaching and learning as an innovative instructional process that helpsstudents connect the content they are learning to the life contexts in which thatcontent could be used. Johnson (2009) states that the CTL system is an educational processthat aims to help students see meaning in the academic material they are studyingby connecting academic subjects with the context of their personal, social, andcultural circumstances. To achieve this aim, the system encompasses thefollowing eight components: making meaningful connections, doing significantwork, self-regulated learning, and collaborating, critical and creative thinking, nurturing the individual, reaching high standards, using authentic assessment.

6. The Components of Contextual Teaching and Learning

In Depdiknas (2003) it is stated that CTL as a method has sevent components as the basic implementation. The seventh components areConstructivism, Questioning,Inquiry, Learning Community, Modeling,Reflection and Authentic Assessment. Each of the components will be explainedas follows:

1. Constructivism

Constructivism is a process of building and arranging new knowledge basedon experience. Knowledge is built by humans step by step in whom the resultis widening through restricted context.

2. Questioning

Basically, learning is a process of questioning and answering. Question canbe seen as reflection of students" curiosity, while answering question reflects someone's ability to think.

3. Inquiry

"Inquiry" is defined as "a seeking for truth, information, or knowledge,seeking information by questioning." Through the process of inquiry,individuals construct much of their understanding of the natural and humandesigned worlds.

7. Contextual Teaching and Learning in Teaching English to Students

There are challenges teacher faces every day. Contextual teaching andlearning is a method which can help them face successfully. Contextual Teachingand Learning is the best way to convey many concepts that are taught in aparticular course so that all students can use and retain that information.

2. Method of the research

This research refers to one group of experimental design. It aims to find out whether or not implementations of CTL can improved the vocabulary mastery to the students of MTs. Negeri02. Tolitoli.This experimental design use pre-experimental research design (one grouppretest-posttest design) design by sugiyono (2011).

Population is the number of the people having at least the same characteristic Another definition by Donald Ary (in faizin,2004) he said that population is a number of people define events or objects. From the two definitions above, a simple definition of population was a set (or collection) of all elements processing one more attributed of ability.The number of population at the seventh grade students of MtsNegeri02. Tolitoli academic year of 2016/2017 were 153 students. According Donal Ary (2006) defines that sample could be a small proportion of population selected for observation and analysis. The sample of this writercould be taken from the population. The writer determined the sample by using purposive sampling. The writertook class VII$_D$as a sample of this research. The writerchoose this class because the students of this class feel difficult and not interested to learn English especially in vocabulary mastery material from the other class and the result of observation during teacher training (PPL).

3. Findings

a. pre-test

The pre-test given to the students in order to know their first ability of vocabulary before getting the treatment. The test consists of 50 numbers for two components observe they are verbs and nouns.Following table:

Table 1
The Result of Pre-test

No.	Sample	Multiple Choice	Matching	Total	Individual Score	Criteria
1	GA	21	17	38	76	Sucessful
2	FRA	23	16	39	78	Sucessful
3	DN	17	10	27	54	Failed
4	YA	16	17	33	66	Failed
5	SW	15	12	27	54	Failed
6	FL	16	9	25	50	Failed
7	GC	25	17	42	84	Sucessful
8	MF	19	14	33	66	Failed
9	MA	9	17	26	52	Failed
10	FR	23	16	39	78	Sucessful
11	MD	19	13	32	64	Failed
12	MFD	23	7	30	60	Failed
13	SY	12	11	23	46	Failed
14	RF	21	9	30	60	Failed
15	RL	23	16	39	78	Sucessful
16	APN	23	17	40	80	Sucessful
17	SD	24	9	33	66	Failed
18	KD	20	18	38	76	Sucessful
19	ZK	21	13	34	68	Failed
20	IA	19	12	31	62	Failed
21	AF	13	13	26	52	Failed
22	AAI	16	13	29	58	Failed
23	MR	24	17	41	82	Sucessful
24	AA	15	13	28	56	Failed
25	AZ	13	15	28	56	Failed
26	MK	23	15	38	76	Sucessful
27	ND	17	13	30	60	Failed
28	SH	24	15	39	78	Sucessful
29	SR	19	15	34	68	Failed
				Sum	1904	

b. Post-Test

The post – test is conducted to the students after the students was done the treatment. This test intended to know whether the students have different achievement

or not in vocabulary. The test consists of 50 numbers for two components observethere are verbs and nouns.

The result of the post-test can be seen in the table below:

Table 2
The Result of Post-test

No.	Sample	Multiple Choice	Matching	Total	Individual Score	Criteria
1	GA	26	16	42	84	Sucessful
2	FRA	24	17	41	82	Sucessful
3	DN	17	15	32	64	Failed
4	YA	23	15	38	76	Sucessful
5	SW	15	15	30	60	Failed
6	FL	24	15	39	78	Sucessful
7	GC	27	17	44	88	Sucessful
8	MF	19	15	34	68	Failed
9	MA	13	17	30	60	Failed
10	FR	24	17	41	82	Sucessful
11	MD	21	13	34	68	Failed
12	MFD	23	15	38	76	Sucessful
13	SY	21	13	34	68	Failed
14	RF	23	16	39	78	Sucessful
15	RL	23	17	40	80	Sucessful
16	APN	24	17	41	82	Sucessful
17	SD	22	16	38	76	Sucessful
18	KD	22	18	40	80	Sucessful
19	ZK	21	13	34	72	Failed
20	IA	23	15	38	76	Sucess
21	AF	22	17	39	78	Sucessful
22	AAI	18	13	31	62	Failed
23	MR	25	17	42	84	Sucessful
24	AA	16	13	29	58	Failed
25	AZ	17	15	32	64	Failed
26	MK	24	16	40	80	Sucessful
27	ND	19	14	33	66	Failed
28	SH	23	17	40	80	Sucessful
29	SR	24	15	39	78	Sucessful
				Sum	2148	

After computing the individual score of the students, the writer needed to give classification about rate percentages of the students' score.

Table 3
Frequency and Rate Percentage of Students' Scorein Pre-Test

Score range	Frequency (F)	Description	Precentages
90-100	—	Passed	-
81-89	2	Passed	3.45%
75-80	8	Passed	31.03%
61-74	7	Failed	24.14%
0-60	12	Failed	41.38%
Total	29		100%

From table 4.4 above showed that in the pre-test, 2 (3.45%) from 29 students obtained score 81-89 which categorized passed, 8 (31.03%) from 29 students obtained score 75-80 which categorized passed, 7 (24.14%) from 29 students obtaonedscore 61-74 which categorized failed, and 12 (41.38%) from 29 students obtained score 0-60 which categorized failed.

Table 4
Frequency and Rate Percentage of Students' Scorein Pre-Test

Score range	Frequency (F)	Description	Precentages
90-100	-	Passed	-
81-89	6	Passed	20.69%
75-80	12	Passed	41.37%
61-74	8	Failed	27.59%
0-60	3	Failed	10.35%
Total	29		100%

From table 4.5 above showed that score of posttest after treatments,6 (20.69%) from 29 students obtained score 81-89 which categorized passed, 12 (41.37%) from 29 students obtained score 75-80 which categorized passed, 8 (27.59%) from 29 students obtained score 61-74 which categorized failed, and 3 (10.35%) from 29 students obtained score 0-60 which categorized failed. This showed the highest score in posttest was 88 and the lowest score was 58. It was higher than before.

4. Discussion

In accordance with the findings of the research, the writer had analyzed the data collection. It described the using CTL to increase students' vocabulary mastery of seventh grade at MTs.Negeri 02. Tolitoli.

Firstly, the writer conducted pre-test. The result of pre-test showed that before implementing the treatment, the students still weak in vocabulary mastery. The pre-test showed that from 29 students only 10 students were success passed the standard achievement while 19 students were failed. There were 12 (41.38%) from 29 students got the very poor score, 7 (24.14%) from 29 students got the poor score, 8 (31.03%) from 29 students got the fair score, 2 (3.45%) from 29 students got the good score.Secondly, the writer applied the treatment to the students. It was done in four meetings. The treatment was used CTL. The writer taught the

students by used CTL in vocabulary mastery. The writer did treatment in four meetings as follow:

First meetingthe writer introduced about CTL, and explained what the meaning of CTL to the students, and explained about noun and verb. The writer asked the students to write noun they found in the school and they were asked to write some verbs they know when they were in the school. And checked the students answer. After that the writer explained more the example in order to make students understand about noun and verb.Second Meeting.Continue the material related to previous study about CTL, noun and verb. The writer asked to write noun they found in the house and they were asked to write some verbs they know when they were in the house. After that the writer checked students answer, and the students can ask the teacher if they get problem.

Third meetingContinue the material related to previous study about CTL, noun and verb. The writer asked to write noun they found in the zoo and they were asked to write some verbs they know when they are in the zoo. After that the writer checked students answer, and discuss the students' answer and things they did not write.

Fourth meeating, And the fourth meeting, the writer reviewed previous material about CTL of noun and verb, and the writer asked the students to write noun they found in the proffesion and they are also asked to writesome verb they know when they are in the proffesion. The writer checked students answer, and discuss the students answer and things they did not write. After that, the writer explained material about CTL more to make students understand about material. Last, the teacher make conclusion to the students about material what they have learned.

5. Conclusion

Based on the result of the data analysis in the previous chapter CTL is an effective method to increase the students' vocabulary mastery. In this research, CTL was efficient to give a lot help to students in Learning English. It can be seen by students skill in CTL which have progress pretest (65.6) and posttest (74.07), after the writer gave the treatment. It can be concluded that the research hypothesis was accepted and CTL method can increase students vocabulary mastery.

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