The Application of Contextual Teaching and Learning (CTL) Method to Increase Students' English Vocabulary Mastery

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Abstract

The objectives of this paper were to see if using Contextual Teaching and Learning (CTL) to vocabulary instruction was helpful or not. The researchers applied a single group pre-test and post-test in a pre-experimental design. In the academic year 2021/2022, the population consisted of SMP Telkom Makassar seventh-grade students. The technique of cluster random sampling was used to choose the sample, which comprised of 25 students. A vocabulary test was used as a pre-test and post-test in this study. This study discovered a significant change in students' results before and after treatment. Students' pre-tests had a mean score of 70.80, which was lower than the mean score of post-tests (81.88). This study's significant value (0.000) was less than the significant level (0.05). It can be inferred that applying CTL can help seventh-grade students at SMP Telkom Makassar increase their vocabulary mastery.

Keywords: *Vocabulary, Contextual, Teaching, Learning, CTL.*

1. Introduction

Vocabulary is one of the most essential factors in determining their language skills success; the wider a person's vocabulary, the more probable they are to learn the language and the easier it will be for them to communicate and receive information. Orally, in written, or through sign language. Actually, students learn vocabulary every day, both in class and outside. However, some problems occur, because English is placed as a foreign language by the government, so vocabulary mastery is not as expected. Vocabulary is also one of the fundamental competencies to be taught to students so that they can develop language skills, it is even considered as one of the fundamental ways to gain language proficiency in either a second or foreign language Contextual (Deccarico, 2001). In language acquisition, students should learn to get new words and meanings to enrich their existing vocabulary (Thornbury, 2002). Apart from the two language teaching experts, several experts view vocabulary teaching as important in developing language skills (Meara, 1980; Read, 2000; Stiffer 1995). However, they also argue that acquiring vocabulary is a difficult thing in language teaching, not only that but also how to apply vocabulary effectively is no less

difficult, especially in a communicative context (McCharty, 1990). The communicative context in question is the context that connects vocabulary with its use in real context. However, it is still often found that teaching focuses only on memorizing vocabulary without seeing the real context used. As a consequence, students know the meaning of vocabulary but cannot see the context in a broader sense.

Many learners who are unable to speak, read, or write in English do so caused by a lack of vocabulary or a misunderstanding of the appropriate words to use. This also makes them unable to properly listen to what is conveyed or said by native speakers or even their teachers who convey information or lessons in the classroom. One of the learning models that can be done is applying CTL.
The advantage of this method is that rather than knowledge transmission from teachers/lecturers to students, learning outcomes are expected to be naturally in the kind of activities that learners construct on and experience. The necessity for this CTL learning technique stems from the reality that most students are unable to connect what they learn in the classroom with how it is applied in real life. This strategy strives to ensure that learning is more than just memorization; it also necessitates comprehension.

2. Literature Review

According to contextual learning theory, students should be able to comprehend concepts connected to the work environments and the wider community in which they live and work. Students may discover that the definition of context is searching for relationships that are relevant

and valuable to them. When students are (1) interested in the material and (2) interested in concepts that apply to life in the student's context, they retain what they have learned and learn best. (Pressure, ATEEC, 2000). Other researchers have studied vocabulary teaching. Sugiarti (2006) research entitled "Increasing students' vocabulary in learning English through CTL of SD Djama'atul Ichwan (DJI) Surakarta the fourth students in the 2005/2006 academic year", CTL, according to Sugiarti, has encouraged children in learning more vocabulary than ever before. According to Istikomah (2009), the application of CTL has proven to be very effective. Students will be more amused and appreciate class activities if they use CTL. It can also give learners hands-on opportunity to practice their English vocabulary.

According to Kusumayati (2013), teaching vocabulary through contextual learning is effective if it is done with the right teaching strategies. This study is distinct from earlier studies. In this study, the researchers focus her efforts on instructing students by employing Crawford's technique (2001). When teaching vocabulary, the CTL component as well as student contexts must be considered. The researchers will use Contextual Teaching and Learning to apply this learning model to English subjects in high school students, based on the interaction between students' real-world situations and learning materials.

3. Research Methodology

The aim of the research is to help students enhance their language skills. In this study, a pre-experimental approach was used utilizing a one-group pre- and post-test design. This study was carried out at SMP Telkom

Makassar. The school consists of three classes; seventh, eighth, and ninth grades, each grade consisting of seven grades. Grade 7 consists of 20 to 25 students. This research was conducted through the teaching and learning process on Zoom for 7th-grade students. This research was conducted to increase vocabulary mastery by applying the Contextual Teaching and Learning technique. The study was conducted in September-October for several weeks to provide a pre-test of vocabulary tests, applying CTL and post-tests. The research instrument is a vocabulary test which is used in pre- and post-test. The aims of the pre-test are to establish how much prior knowledge learners have about vocabulary; the post-test aims to see if the students' vocabulary mastery improved after they received treatment.

The researchers involved 7th-grade students of SMP Telkom Makassar. The research subjects were students of class 7G which consisted of 25 students. Most of them have a limited paper understanding of vocabulary mastery. The time allocation for English subjects is 2 x 30 minutes, twice a week. In carrying out the action, the researchers followed the school schedule, where English subjects were taught twice a week. The treatment is carried out for four meetings with same duration of each meeting.

This research used quantitative research. In a quantitative method, the average score of the pre- and post-test designs were compared by the researchers. The test results were analyzed to provide additional data to show accurate data about increasing students' vocabulary mastery. The Statistical Program

for Social Sciences (SPSS) has been used to analyze the data for this study.

4. Findings

This study's findings concern the categorization of pre- and post-test scores of students in terms of hypothesis testing, which includes the mean, standard deviation, and t-test scores. The following is a summary of the findings:

4. 1. The Rate Frequency and Percentage of Students' Pre-test and Post-test Scores

On the basis of research, it was discovered that using the CTL approach increased students' vocabulary knowledge by a rate of pre- and post-test frequency and percentage. The results of the students' pre- and post-test scores, which are categorized into several criteria, demonstrate this. The following table illustrates this:

Table 1. shows that 2 (8%) of students received "Very Good" scores, 6 (24%) received "Good" scores, 3 (12%) received "Average" scores, and 14 (56%) received "Poor" scores on the pre-test.

But, after the treatment the table shows that there were 6 (24%) students achieved "Very Good", 10 (40%) students achieved "Good", 3 (12%) students achieved "Average", and also 6 (24%) students "Poor" in the post-test.

It is clear from the previous explanation that the frequency and rate percentage were increasing. From 2 students obtained "Very Good", 6 students obtained "Good", 3 students obtained "Average" to 6 students obtained "Very Good", 10 students obtained

"Good", and still 3 students obtained "Average". While the "Poor" classification was decreased from 14 students to 6 students only.

Table 1. Rate Percentage of Pre-test and Post-test

No	Classification	Range	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	93- 100	2	8	6	24
2	Good	84-92	6	24	10	40
3	Average	75-83	3	12	3	12
4	Poor	<75	14	56	6	24
	Total		25	100	25	100

4. 2. The Mean Score and Standard Deviation

This research used a pre-experimental method that only required one class as the sample, therefore the data calculation used the paired sample test.

Pre- and post-test scores' mean and standard deviation of the students are summarized in Table 4.3. The students' pre-test mean score was 70.80, which was labeled as "Poor," whereas the post-test mean score was 81.88, which was categorized as "Good," indicating that the mean score after the test was higher than the mean score before the test.

Because the pre-test standard deviation was 14.16 and the post-test standard deviation was 11.78, it can be stated that the pre-test standard deviation was slightly lower than the post-test standard deviation, implying that the post-test score was higher than the pre-test score.

Table 2. Students' Pre-test and Post-test Mean Scores and Standard Deviation
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	70.80	25	14.163	2.833
	Posttest	81.88	25	11.784	2.357

4. 3. The Inferential Analysis between Pre- and Post-test

SPSS analysis within Paired Samples Test is used to evaluate the data table below. If the significant level (a = 0.05) is greater than value (sig. 2-tailed) means There isn't much of a distinction. If "a" is less than p value (sig. 2-tailed), there is a considerable difference between the two. 0.000 was the p value (sig. 2-tailed) as can be seen from the

table below. Its significance is lesser than that   of a (0.05).

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-11.080	4.949	.990	-13.123	-9.037	-11.194	24	.000

4. 4. Hypothesis Testing

The outcome of statistical analysis at the level of significance (a) 0.05 with degree of freedom (df) = 24 and p value (sig. 2-tailed) of 0.000 indicates that the students' pre-test and post-test results are significantly different. Simply put, the students' post-test sig. 2-tailed result does not above the level of significance (0.0000.05).
According to the table, the significant value of this study was 0.000, with a significance level of 0.05. Finally, the alternative hypothesis (Ha) has been adopted.

5. Discussions

Vocabulary is important as a basic element in mastering a language. By mastering vocabulary, students are able to compose sentences to express what is on their mind through English sentences. Therefore, an appropriate method is needed to teach vocabulary, that is CTL. It is a way that enables educators and students to make connections between the meaning and the actual world scenario with the materials in the correct topic, according to certain experts (Johnson, 2002; Sears, 2003). To put it another way, CTL empowers learners to take charge of their English learning and to be more active in putting it into practice in their daily lives.

According to this study, it can be said that there are several contributions by CTL in students' learning achievement:

a. The improvement of student participation in learning. The students participated well in following all the procedures of the teaching and learning process. Better participation from students is also shown by their willingness to ask questions and answer questions.

b. It helps them to comprehend the meaning and usage of the term. Because the poorest vocabulary component in the pre-test results was multiple-choice regarding word meaning and usage, the researchers provided more word meaning and use activities.

c. The improvement of students' scores.

6. Conclusions

Based on the findings, it is possible to conclude that the gap between students' pre-test and post-test scores is substantial. It was proven that using Contextual Teaching and Learning to teach vocabulary in SMP Telkom Makassar's 7th grade was beneficial. According to the findings, teaching vocabulary through CTL can help students enhance their vocabulary mastery. The post-test average score demonstrates the growth in

students' vocabulary when CTL is used in the teaching and learning process (81.88), the increase in student achievement from the pre-test (70.80). The use of CTL method has an effect on students' vocabulary mastery improvement of the students' of SMP Telkom Makassar in academic year 2020/2021. It is proved by the increasing students' vocabulary mastery after the treatment (post-test) is higher than before the treatment (pre-test); is also proved by the value of the sig. 2-tailed (P) not greater than the level of significance (a) (0.000<0.05). As stated on the research findings above, the researchers concludes that teaching vocabulary through CTL can increase students' vocabulary.

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