

IMPLEMENTING CONTEXTUAL TEACHING AND LEARNING TO IMPROVE VOCABULARY AND TO RAISE STUDENTS LEARNING MOTIVATION OF THE SEVENTH GRADE STUDENTS AT MTS NEGERI 1 BANGGAI

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Abstrak

Penelitian ini dilakukan untuk mengetahui penggunaan metode contextual teaching and learning (CTL) dapat meningkatkan kosakata dan minat belajar pada siswa MTS Negeri 1 Banggai. Desain penelitian ini adalah pre-eksperimen dengan pre test post-test one group design. Sebanyak 45 orang siswa kelas VII A menjadi sample pada kelas eksperimen dan 45 siswa kelas VII C pada kelas kontrol menjadi sampel dan dipilih menggunakan convenience sampling. Instrumen yang digunakan untuk mengumpulkan data adalah tes dan kuisioner. Nilai rata-rata dari tes awal pada kelas eksperimen adalah (50.84) dan nilai rata-rata tes awal dari kelas kontrol adalah (48.24). Sementara, nilai rata-rata tes akhir dari kelas eksperimen yaitu (81.13) dan nilai rata-rata tes akhir kelas kontrol adalah (63.49). Hasil perbandingan t-test menunjukkan bahwa nilai t-counted (5.212) lebih besar dari t-table (2.003) pada taraf signifikansi 0.05. Hasil dari kuesioner yang dibagikan kepada kelas eksperimen dan kelas kontrol dianalisa menggunakan skala Likert dan dengan teknik persentase. Hasil analisis menunjukkan bahwa 89.65 persen dari siswa di kelas eksperimen berada pada kategori motivasi tinggi dan ini berlawanan dengan kelas kontrol yang hanya 55.72 persen siswa pada kategori motivasi tinggi. Dengan kata lain, hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak. Disimpulkan bahwa penerapan metode CTL meningkatkan kosakata siswa dan minat belajar siswa.

Kata Kunci: *Contextual Teaching and Learning (CTL), Kosakata, Minat Belajar*

Since English is considered as an international language, it is important for every student who wants to engage in international interaction learn English. The basic way to learn English is to learn and know what vocabulary is. Vocabulary plays important role in English. Student who has large number of vocabularies in mind will easily select words in certain occasions. The more vocabulary he/she acquires, the easier he/she expresses his/her and opinions. Linguistically, vocabulary is categorized in two kinds receptive and productive vocabulary. Receptive vocabulary takes place when someone just reads or listens without doing an activity to reply or to produce any words, while productive vocabulary refers to words which are used in speaking and writing.

At present, vocabulary still becomes a crucial problem for those students who want to learn English. For example, when the teacher asks some questions to the students by using English, few of them respond it properly while others do nothing. The question is how that is even possibly happened? Several factors can be such consideration as those are teaching strategy, learning media, environment, and students' motivation. In short, those are called internal and external factor in teaching and learning.

Nowadays the most difficult thing faced by teacher is to raise students' motivation in learning especially in English. Students need an activator to accomplish learning objective. English teachers are expected to be more creative and inovative to experience themselves in finding and understanding their own ways and strategies or techniques in

teaching vocabulary by reading relevant journals, articles, findings, and other sources which can affect to the improvement of students' vocabulary. Teachers are better to act accordingly. Good preparation from teacher will affect students' eagerness to learn.

Derived from the explanations above, the researcher would like to tell about the phenomena that happened when he did preliminary observation at MTS Negeri 1 Banggai which lead him to several problems; the students lacked of vocabulary and lacked of motivation.

Ideally, teaching English must use English during the process of learning. Most of the students tend to use Bahasa Indonesia instead of English. They tend to use their mother tongue when the English subject is taught. Furthermore, when the teacher asked them to give suggestions or comments most of the students looked passively responding the instruction if the teacher used English because they did not have any words to be conveyed. As the result the teacher had to use mother tongue to transfer the material to the students so that they could understand the material.

Lack of motivation is one of the students' problems in learning English. It is related to students' perception of English. Due to the nature of English that is hardly found in Bahasa, most of them consider that English is difficult. As the result, when they attend the classes, it is not because they want to learn English, but it's because they are afraid of failure. Moreover, when the teacher was delivering the material some students did not pay attention to the teacher.

Therefore the researcher proposed a research entitled implementing contextual teaching and learning to improve vocabulary mastery and to engage learning motivation of the seventh grade students at MTS Negeri 1 Banggai. Implementing contextual teaching and learning is so beneficial. This method provides chance to students for being able to

explore their own capacity by triggering real situation to the subject matter. Thus, the learning process becomes more meaningful because students can learn from their experience instead of memorizing. To solve the students' problem related to vocabulary and learning motivation, the researcher formulated the research questions as follows:

1. Can implementing contextual teaching and learning improve students' vocabulary mastery?
2. Can implementing contextual teaching and learning raise students' learning motivation?

Contextual Teaching and Learning (CTL)

Contextual teaching and learning is a systematic way of teaching. It is intended to the implementation of the real situation which can explore students' prior knowledge. It draws upon students' diverse skills, interests, experiences, and cultures and integrates these into what and how students learn. Some examples of contextual teaching and learning are interdisciplinary activities across content areas, classrooms, and grade levels; or among students, classrooms, and communities. For instance, students can situate learning in the context of students' communities. Many skills learned as parts of contextual learning activities are transferable skills, those can be used not only for successful completion of a current project, but also in other content areas to prepare a student for success in later vocational endeavors.

Contextual learning, then, engages students in meaningful, interactive, and collaborative activities that support them in becoming self-regulated learners. Additionally, these learning experiences foster interdependence among students and their learning groups. Creating a setting in which students can learn as realistically as possible is a goal for teacher who apply CTL. It is not only place emphasis on fieldtrips but also emphasis practice such as learning by doing.

Accordingly, there are some definitions of CTL (contextual teaching and learning). Johnson (2002) states that contextual teaching and learning is a systematic way which allows students to connect new information to their prior knowledge. Hudson and Whisler (2007) also define “Contextual Teaching and Learning (CTL) is a way to introduce content using a variety of active learning techniques designed to help students connect what they already know to what they are expected to learn new knowledge from the learning process”. In addition, Crawford (2001) asserts when students find familiar with the content given they will be easy to experience themselves to be involved in learning situation. Blanchard and Scarcella (2002) assert, students will be more interested in learning and keep information for longer if they can relate learning situation to real world. Berns and Erickson (2001) argue that CTL is a stimulus that can reflect students need by connecting them to the current situation. Furthermore, Sears (2003) claims that CTL is a conception of teaching which can lead students connecting subject matter to real situation.

Component of CTL

Nurhadi, et-al (2004) point out, seven characteristics of CTL. Those are constructivism, inquiry, questioning, learning community, modeling, reflection, authentic assessment.

1) Constructivism

The first principle is constructivism. It is the basic premise that an individual learner must actively build knowledge and skills. However, all advocates of constructivism agree that it is the individuals’ processing of stimuli from the environment and the resulting cognitive structure that produce adaptive behavior rather than the stimuli themselves. The constructivism paradigm has led us to understand how learning can be facilitated through certain types of engaging

constructive activities. This model of learning emphasizes meaning making through active participation in situated context socially, culturally, historically, and politically.

2) Inquiry

The second one is inquiry, which is basically a complex idea that means many things to many people in any contexts. Inquiry is asking, asking something valuable that relates to the topic discussed. In applying inquiry activity in classroom teaching, there are several steps that should be followed i.e. formulating problem, collecting data through observation, analyzing and presenting data through written form, picture, report and table, and finally communicating and presenting the result of data to readers, classmates, and other audiences.

3) Questioning

The third is questioning. Questioning is the mother of contextual teaching and learning, the beginning of knowledge, the heart of knowledge and the important aspect of learning. Sometimes, a teacher asks students before, during, and after a lesson. At other times, he or she is posed effectively by his or her students to focus on their own lesson, keeps them engaged, and helps them monitor their understanding of what was learned. In a productive teaching learning, questioning activities are useful to check students’ comprehension, to solve problems faced by students, to stimulate students’ responses, to measure students’ curiosity, to focus students’ attention, and to refresh students’ prior knowledge.

4) Learning Community

The fourth principle is learning community, which in this learning model, the result of learning is taken not only from the personal cognitive achievement, but also from the affective side of that by doing learning process in groups. Actually, learning community has the meaning as follows: (1)

group of learning by which communication is the means to share idea and experience; (2) working together to solve problems; and (3) responsibility belongs to each member of learning group.

5) Modeling

The fifth principle of CTL, which is known as modeling, is explained as the verbalization of ideas. Thus, a teacher demonstrates the lesson to students by acting with a single purpose of implementing the idea of the lesson to students. Modeling activity can be summarized as demonstrating teachers’ opinion and demonstrating how teachers want their students to learn.

6) Reflection

The sixth one is reflection, which is defined as the way of looking back to what students have learnt and done in the past. Reflection is the record of activities and knowledge that have been received. A teacher needs to conduct reflection at the end of teaching and learning process by spending a little time asking students to reflect what they have gone through.

7) Authentic Assessment

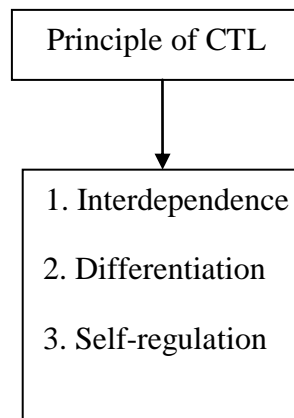
The seventh principle, which is the last one, is authentic assessment. Authentic assessment is a procedure of achievement in CTL. Assessing students’ performance can come from teacher and students as well. Authentic assessment is the process of collecting data that gives the description of students’ learning development. In learning process, not only teachers who are able to provide accurate assessments of their students’ performance, but also students are able to monitor and judge their own language productions.

Principle of CTL

Contextual teaching and learning as one of approaches for teaching and learning has scientific principles. According to Johnson

(2002) there are 3 principles of it namely principles of interdependence, the principles of differentiation, and the principles of self-regulation.

Principle of CTL



The Advantage and Disadvantage of Contextual Teaching and Learning (CTL)

Method of teaching has developed from traditional into modern along with this technology era. Teachers can easily use/select it as their guidance in teaching. Yet, they should aware of how to use/select appropriate method. As the consequence, they should creative and innovative because every method has its own weakness and vice versa.

According to Satriani, *et al* (2012), there are three beneficial of using CTL those are; (1) Contextual teaching and learning motivates the learner to take a charge of their own learning and to relate between knowledge and its application to the various contexts of their lives. (2) It can produce the process of learning more meaningful because the students can enjoy their own learning by doing the practical activity. (3) It can make students easily remember, recall and understand the material.

Meanwhile, Johnson (2002) in his book states the weakness of CTL is teachers are more intensive in the lead. Because in the CTL method teachers are no longer serves as a center of information. The task is to manage the classroom where the teacher stands as a

team that works together to discover new knowledge and skills for students. In line with Manurung (2012), He said that teacher turns his/her role as a facilitator.

Methodology

Design of Study

The objective of this study was to find out the improvement of students' vocabulary and learning motivation by implementing Contextual Teaching and Learning Method. The method that was used in this research is quasi-experimental research design by applying non equivalent control group design.

Sample

The sample of this research is the seventh grade A as the experimental class which consists of 45 students and the seventh grade C as the control class which consists of 45 students. The researcher decided to determine his sample purposively considering the sample were the same in term of capacity. The researcher was taught the students in experimental class by implementing CTL method while the students in control class was taught in conventional way by the English teacher.

Instrument

The instruments in this research were:

1. Tests (Pretest and Posttest) which was used to find out the effectiveness of implementing contextual teaching and learning of the seventh grades students at MTS Negeri 1 Banggai.
2. Questionnaire, The researcher provided the questionnaire to both classes experimental and control. It described whether the students from experimental class were motivated after having the treatments or not. Questionnaire in this study containing 25 items of questions with five options of answer.
3. The researcher analyzed and described the result of tests using the formula as

proposed by Sugiyono (2015: 273-274), while the result of questionnaires counted using the formula as proposed by Basuki, et al (2014: 125) and categorized used the motivation rating scale as proposed by Hidayat (2009).

The researcher tested the hypothesis to know whether it was accepted or rejected with the criteria if the t_{counted} is greater than t_{table} , alternative hypothesis (H_a) is accepted or CTL has an influence on the students' vocabulary mastery and learning motivation. On the other hand, if the t_{counted} value is smaller than the t_{table} value, the null hypothesis (H_o) is accepted or CTL does not have an influence on the vocabulary mastery and learning motivation.

Implementation of CTL method

Treatments in teaching vocabulary which was conducted by the researcher in six meetings held in several steps. 1. Stimulate the students by asking some questions related to the material (**Constructivism and Questioning**). 2. Explains the material. 3. Distributes real object (picture and things around them) which is concern to the topic for the students and gives them chance to guess the object (**Inquiry**). 4. Asks students to mention kinds of noun, adjective, and verb in their daily as many as they can find and report it individually or in group (**Modeling and Learning community**). 5. Teacher gives comment, suggestion, and reward for each individual performance (**Authentic assessment**). 6. Asks students' problem, concludes the material and encourages them as ends the class by praying together. (**Reflection**)

FINDINGS AND DISCUSSION

Since this research carried out two research questions, hence the discussion is divided into two parts. The first part discusses about the first research question; *can implementing contextual teaching and*

learning improve students' vocabulary mastery? The second part discusses about the second research question; *can implementing contextual teaching and learning raise students' learning motivation?*

Students' Achievement

Related to the result of pretest, both classes had the same prior knowledge where the mean score of the experimental class was 50.84 and the mean score of control class was 48.24. Both classes were qualified failed. Moreover, based on the minimum standard achievement of success, 75, applied for the English subject at MTS Negeri 1 Banggai, there were only five students of the experimental class and three students of control class passed the pretest.

After conducting the treatment, the researcher gave the posttest to both classes. Based on the result, it indicated that both experimental and control class had a progress, yet the progress itself was different. It could be seen from the students' mean score that showed the experimental class had higher mean score than the control one. In experimental class, there were 94 percent or 42 students passed the posttest, the rest 6 percent or three students did not pass the posttest. While in the control class, there were 34 percent of the students passed the pretest, while 66 percent failed. Which means there were 15 students passed the posttest and rest 30 students did not pass the posttest.

Furthermore, the result of questionnaire indicated that 86 percent students in experimental class were classified high in motivation and at least 14 percent were classified middle in motivation after the treatment. While in control class, 51 percent students were classified high in motivation and 49 percent were classified middle in motivation.

It proved that the application of Contextual Teaching and Learning is more effective to improve students' vocabulary and to raise students' learning motivation than

conventional way. It is answered the two research questions. The First question: *Can implementing contextual teaching and learning improve students' vocabulary mastery?* The second questions: *Can implementing contextual teaching and learning raise students' learning motivation?*

Implementing contextual teaching and learning was really effective to improve students' vocabulary and to raise students' motivation in learning. It can be seen from the six treatments which held by the researcher. Each treatment showed the students' progress in learning gradually. The first meeting, the students tend to felt awkward in the process of learning. There was no much progress happened at the time. The second meeting students were adaptively enjoying the class because they knew where the material will be heading. In the third to sixth meeting, the students' awkwardness had been gradually gone. They tend to enjoy the class, active in asking questions, active in group discussion, and when they are asked to write some words in English along with the meaning and the word classification on the board, each of them tried to take the opportunity to be the first one. Furthermore, the students' curiosity was rising up along with their vocabulary because they learnt from their experience instead of memorizing the words. In any case, the material that has been taught embedded firmly in the students' memory. It is because the CTL provided chance to the students to connect the real situation with the subject matter.

From the result of computation by applying 0.05 level of significance and degree of freedom (df) 88, it was found that the value of t-counted 4.610 was greater than t-table 1.662. It can be concluded that H_0 is rejected and H_a is accepted. In other words, CTL has an improvement on the students' vocabulary mastery and students' learning motivation.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The findings and discussions gained throughout this research bring a conclusion related to the objective of the research.

The application of Contextual teaching and Learning is effective to improve vocabulary and to raise learning motivation of the seventh grade students at MTS Negeri 1 Banggai. The result of achievement test proves that there is a significant progress after the treatment. The students who are taught by Contextual teaching and Learning having better improvement in vocabulary and motivation than those are taught by conventional way. The mean score of the experimental class (81.13) is greater than the mean score of the control class (63.49). The computation indicates that t-counted value 4.610 is greater than t-table 1.662 by applying 0.05 level of significance and degree of freedom (df) 88. It means the null hypothesis that (H_0) is rejected and alternative hypothesis (H_a) is accepted. Furthermore, the finding on questionnaire indicates that the students' score after the treatment is higher than in the control one. The percentage in experimental class shows that 86% of the students were in high classification. It was different from the control class which only possessed 51% in percentage after having the questionnaire.

Suggestions

Having discussed the result of the research, the researcher recommends three suggestions; (1) The teacher should facilitate the students as good as possible, creative, and innovative in order students can be motivated and do better in learning. The teacher can use contextual teaching and learning as the method in teaching vocabulary. (2) The researcher suggests that students need to acquire lot of vocabularies as many as possible in which they are able to build sentences by any means of communications. (3) This study can be use as the preliminary information for other researchers or who are

interested in engaging and exploring research at the same cases.

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