

MEINGKATKAN PENGUASAAN KOSAKATA BAHASA INGGRIS SISWA KELAS VIII SMP NEGERI 21 PALU MELALUI CONTEXTUAL TEACHING AND LEARNING

INCREASING ENGLISH VOCABULARY MASTERY OF THE EIGHTH GRADE STUDENTS OF SMPN 21 PALU THROUGH CONTEXTUAL TEACHING AND LEARNING

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ABSTRAK.

Tujuan dari penelitian ini adalah untuk mengetahui dengan menggunakan Contextual Teaching and Learning (CTL) dapat meningkatkan penguasaan kosakata siswa kelas VIII SMPN 21 Palu. Peneliti menggunakan desain pre-experimental. Data yang dikumpulkan melalui tes yaitu pretest and posttest. Pretest dilakukan terlebih dahulu untuk mengetahui pengetahuan siswa sebelum treatment, sedangkan posttest dilakukan untuk mengukur pengetahuan siswa setelah treatment. Data-data tersebut dianalisis secara statistik. Hasil dari penelitian menunjukkan bahwa nilai t-counted adalah 19.07. Peneliti menemukan bahwa nilai t-table adalah 2.080 dengan menerapkan tingkat signifikansi 0.05 dan derajat kebebasan (df) adalah 21. Nilai t-counted lebih tinggi disbanding nilai t-table. Ini membuktikan hipotesis penelitian diterima. Dengan kata lain, Contextual Teaching and Learning dapat meningkatkan penguasaan kosakata siswa.

Kata kunci: Penguasaan Kosakata, Contextual Teaching and Learning.

ABSTRACT

The objective of the research is to find out the use of Contextual Teaching and learning (CTL) to increase vocabulary mastery of the eight grade students of SMPN 21 Palu. The researcher used pre-experimental design. To determine the sample, the researcher used total sampling technique for gathering data. The data was collected through test namely pretest and posttest. The pretest was conducted to know students prior knowledge before treatment, while posttest was accomplished to measure their knowledge after the treatment. Those data were analyzed statistically. The result of this research indicates that the t-counted value was 19.07. The researcher found that the t-table value is 2.080 by applying 0.05 level of significance and 21 degree of freedom (df=22-1). The t-counted value is higher than the t-table value. It means that the hypothesis of the research is accepted. In other words, the students' vocabulary mastery can be increased through Contextual Teaching and Learning.

Keywords: Vocabulary Mastery, Contextual Teaching and Learning.

INTRODUCTION

Vocabulary is one of the language components besides structure, spelling and pronunciation to support and increase the four students' language skills. However, students as the learners of English, still find difficulties in learning English, especially vocabulary. They encounter a lot of difficulties related to the vocabulary mastery.

As one of the linguistics mentioned in the school based curriculum (KTSP) that vocabulary is an essential element of English. So, it should be placed as one of the aspects which have to be concerned well in the teaching learning process. Besides that, vocabulary also has an important role to support the ability of four language skill; i.e. listening, speaking, reading, and writing.

When the researcher conducted preliminary research in eighth grade students of SMPN 21 Palu, the teacher said that there were some problems faced by the students. First, the students are weak in vocabulary. It happens because the students lack background knowledge. So, they are not able to memorize many words. Second, the students get difficulties to recall the vocabularies. They aren't interested to recall back the material in their house. Last, the students feel confused and low motivation in learning process.

To solve the problem above, the researcher attempts to apply the strategy of Contextual Teaching and Learning (CTL) to increase students' vocabulary mastery. Contextual Teaching and Learning is a learning that relates the material in real life situation that encourages students to be able to apply them in their life.

Based on the background above, the researcher conducted research on increasing English vocabulary mastery of the eighth grade students of SMPN 21 Palu through Contextual Teaching and learning (CTL).

RESEARCH METHODS

The researcher applied pre-experimental design with one group pre-test and post-test. The pre-test was given before treatment, then the researcher taught vocabulary to the students through Contextual Teaching Learning. Then the post-test was given after treatment. It was aimed to find out if the students' vocabulary mastery through this strategy.

The researcher used the formula proposed by Arikunto (2010:124) as follows:

$$O1 \quad X \quad O2$$

Where: $O1$: Pre-test
 X : Treatment
 $O2$: Post-test

The population of this research was the eighth grade students of SMPN 21 Palu which consists of one class. The class had 22 students. They were all used as the research sample. The sample of this research was taken from the population, because the number of population is so small. Then, the researcher used total sampling technique. The variables were divided in two types, namely dependent variable and independent variable. The dependent variable is English vocabulary mastery and the independent is the use of Contextual Teaching Learning (CTL).

RESULTS AND DISCUSSION

The researcher applied pre-experimental research. She took one class as pretest- posttest design. The sample consists of 22 students. It was chosen by total sampling technique. They got pretest on November, 12nd 2018 before giving the treatment.

The researcher conducted treatment with some topics, Around Class, Living Room, Bedroom, Kitchen, and Bathroom. To describe the step in the teaching and learning; First, the researcher gave the students vocabulary material that connected with their real life. The researcher gave the topic about “Around Class” and the researcher introduced vocabulary around the class for example *chair, table, book and so on*. Then, the researcher divided the students into groups.

Second, the researcher provided the topic “Living Room”. The researcher mentioned some vocabulary related with the topic for example *television, sofa, pictures, and others*. The researchers gave one vocabulary and the students made the word “television” in the sentence for example “This is television”. Third, the researcher asked the students to make sentence related the topic “Bedroom”. For example the word of “mirror” in sentences is “I have big mirror”.

Fourth, the researcher asked every group to make sentences related the topic “Kitchen”. For example the word of “Knife” in sentences is “The knife is cheap”. Fifth and sixth, the researcher reminded all the topic and asked the students to mention the vocabulary that they

remember. The researcher asked the students to make sentences related with the topic that have been given.

After doing the treatment, the researcher conducted post-test to find out the students' ability in mastering vocabulary on December, 07nd 2018. After analyzing the data, by using the test formula, the researcher found that the t-counted value was 19.07. To know the significance difference of the test, the researcher computed the value of t-counted (19.07) with t-table value (2.080). By applying 0.05 level of significance with the degree of freedom (df) N (N-1), the researcher found out the t-counted value was higher than t-table value. It means that the hypothesis of this research was accepted. It proves that contextual teaching and learning is effective in increasing the vocabulary mastery of students.

CONCLUSION AND SUGGESTION

After analyzing the data, the researcher concludes that the students' vocabulary mastery can be increased by teaching them through contextual teaching and learning. In this case, it can be proved by knowing the result of pre-test and post-test where the mean score of post test (71.81) was higher than the mean score of pre-test (56.18). It also can be proved by computing t-counted value where the t-counted value (19.07) was higher than t-table value (2.080). It meant that the use of contextual teaching and learning can be effective in increasing the vocabulary mastery to the eighth grade students of SMPN 21 Palu.

The researcher has two suggestions for the improvement of teaching and learning vocabulary as follows. First, the students should always practice their vocabulary or new words through seeing things around them, namely contextual teaching and learning because they are helpful to increase their vocabulary. Second, English teacher need to use a certain strategy or method in teaching vocabulary to the students, such as through contextual teaching and learning. The more introduce contextual, the more vocabularies the students know.

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