

## CONTEXTUAL TEACHING AND LEARNING (CTL) MODEL TO IMPROVE STUDENTS' VOCABULARY

Sitna Hawa Rajab<sup>1</sup>, Ali Ajam<sup>2</sup>, Asrul M.Syawal<sup>3</sup>

<sup>1,2,3</sup>Prodi Pendidikan Bahasa Inggris FKIP Universitas Khairun Ternate

Email: [sitnahawa97@gmail.com](mailto:sitnahawa97@gmail.com), [aliajamunkhair@gmail.com](mailto:aliajamunkhair@gmail.com),

### Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana penggunaan model CTL dalam belajar bahasa Inggris terutama pada kosakata, pada siswa kelas dua MTS Nurul Hidayah Bobaneigo. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan uji-t. Populasi dalam penelitian ini adalah siswa MTS Nurul Hidayah Bobaneigo yang khususnya kelas VII A yang terdiri dari 2 kelas yang berjumlah 42 siswa diantaranya pria 18 dan wanita 24. Sampelnya adalah 21 orang siswa kelas VII A. Peneliti memberikan tes sebelum treatment tentang kosakata, dan kemudian memberikan posttest setelah treatment. Hal ini dapat dilihat dalam hasil posttest menunjukkan bahwa dari 21 siswa 2 siswa memperoleh luar biasa, 10 siswa memperoleh sangat baik, 6 siswa memperoleh baik, dan 3 siswa memperoleh cukup baik. Bahwa skor rata-rata di posttest 1.825, lebih rendah di skor rata-rata di pretest 1.165. Berdasarkan data diatas pemahaman siswa masih rendah sebelum belajar melalui model pembelajaran CTL. Nilai t-test 4.48 lebih tinggi dari t-table 1.725 pada tingkat signifikan 0.05 itu adalah derajat kebebasan 20. Ini berarti bahwa  $H_1$  diterima dan  $H_0$  ditolak. Hal ini menunjukkan bahwa penggunaan model pembelajaran CTL signifikan untuk mengajar kosakata di siswa MTS Nurul Hidayah Bobaneigo.

**Kata Kunci:** CTL, kosakata, uji-T

### INTRODUCTION

In CTL model is needed that empowers students with the hope that students are able to construct knowledge in their minds, not memorize facts. Besides that, with the implementation of the CTL learning model students learn to remember knowledge is not a set of facts and concepts that are ready to be followed, but something that must be constructed by students in accordance with the times. The learning process takes place between the teaching staff (teachers, students, extension workers) as a joint effort to process the process of implementing the CTL learning model with the aim that the knowledge formed is internalized in the participants and becomes the basis of independent and sustainable learning. CTL learning is basically a learning concept that aims to equip students with knowledge that can be flexibly applied from a problem or from one context to another so that students' understanding is expected to learn through experiencing non-memorization (Nurhadi, 2003: 11).

Contextual Teaching and Learning (CTL) is a conception that helps teachers connect teaching material content to real-world situations and motivates students to make connections between knowledge and its application into their lives as family members, citizens, and labor. So CTL is teaching that allows students to strengthen, expand, and apply their knowledge and skills in a variety of inner and outer school settings in order to solve assumed problems (US Department of Educational And The School To Work offline in (Nur Muhammad 2001: 30). Johnson. (2008: 187) says contextual learning is a system that stimulates the brain to form patterns of patterns that embody meaning. Furthermore, Elaine said that contextual learning is a learning system that fist the brain produces meaning by connecting academic content with context from students' daily lives. So, contextual learning is an effort to make students active in pumping their abilities without loss in terms of benefits, because students try to learn concepts while applying and linking with the real world. Keneth. (2001:189) defines contextual teaching is teaching that enables learning in which students employ their academic understanding and abilities in a variety of in and out of school context to solve simulated or real-world problems, both alone and with others. According to Nurhandi (2002: 14) CTL learning is a learning concept that can help teachers associate material taught with students' real word situations and encourage students to make connections between their knowledge and their application in their lives as family members and society. Sears (2002: 5) says that contextual teaching and learning is a concept that helps teachers relate school learning to real-world situations. CTL motivates learners to make changes in their own learning and to make connections between knowledge and its application.

Winter (2004: 13) Contextual Teaching and Learning (CTL) integrates inquiry, problem and project-based learning, cooperative learning, and authentic assessment. Case studies were carried out on 21 teachers who used CTL to teach science in elementary schools to diverse groups of children. The findings indicated that the conditions that fostered the implementation of CTL strategies were a collaborative interaction with students, a high level of activity in the lesson, a connection to real-world contexts, and an integration of science content with other content and skill areas.

The learning process takes place between teaching staff (teachers, lecturers, instructors, and so on). CTL is a joint effort to process various information with the aim that the knowledge formed is internalized in the participants and becomes the foundation of learning independently and sustainably. So the criteria for the success

of a learning process is the emergence of the ability to learn independently. The Teaching and Learning Process (PBM) that has been recognized today must be involved in 3 aspects, namely: psychomotor aspects, cognitive aspects, and affective aspects (Ananda, 2004: 91).

Psychomotor aspects can be facilitated through the existence of practicums with the aim of forming experimental skills. The cognitive aspect is facilitated by various reasoning activities with the aim of forming intellectual mastery. While the affective aspects are carried out through environmental recognition and sensitivity activities with the aim of forming emotional maturity. If these three aspects can be implemented properly, they will form critical thinking skills and creativity. It is these two abilities that underlie problem-solving questions that are expected to form from students.

To produce a good learning process, there must be at least 4 stages, namely: (1) the stage of sharing and processing information, activities in the classroom, laboratory, and the library is an activity to share and process information, (2) the internalization stage, (3) mechanism of feedback, quizzes, tests or tests as well as comments and feedback processes, (4) evaluation, assessment activities based on tests or without tests including self-assessment are part of the evaluation process. Evaluations can be carried out in a review or with limited surveys (Blanchard, 2001: 22).

The implementation of learning processes in schools should always be evaluated to fulfill the above aspects. The learning process of children in learning from experiencing themselves, Constructing, knowledge, then giving meaning to that knowledge. Transfer of learning, children must know the meaning of learning and use the knowledge and skills acquired to solve problems in their lives. Students as learners, the task of the teacher to regulate learning strategies and help connect old knowledge and new knowledge. Then facilitate learning activities. The importance of the learning environment, students work and study well on the stage so the task of the teacher directs it closely.

The fact is that the components of effective learning include:

- a. Constructivism, this concept requires students to construct and construct meaning for new experiences based on certain knowledge. Knowledge is built by humans little by little. The results are obtained through a limited and sudden context. The strategy of acquiring knowledge takes precedence over how much students get from or remember knowledge

- b. Question and answer, in this concept question and answer activities, are carried out both by the teacher and by the students. Teacher questions are used to provide opportunities for students to think critically and evaluate students' thinking, while student questions are a form of curiosity. Question and answer can be applied between students and students, teachers with students, students with teachers, or students with other people brought in class. The inquiry is a cycle of learning knowledge / concepts that start from observing, asking questions, investigating, analyzing, then developing theories and concepts. The inquiry cycle includes observation, question, and answer, hypothesis, data collection, data analysis, then concluded.
- c. A learning community is a learning group or community that functions as a communication forum to share experiences and ideas. The practice can be tangible in; the formation of small groups or large groups and bring experts to class, work with equal classes, work with classes above them, work with the community. Modeling, in this concept, activities demonstrate a performance so students can imitate, learn or do something according to the model given. The teacher provides a model of how to learn.
- d. Reflection, which is looking back or responding to an event, activity, and experience that aims to identify things that are easily known, and things that are not yet known so that an improvement action can be taken. The realization is a direct question about what he got that day, notes from student book journals, impressions and suggestions of students regarding learning on that day, discussion and work.
- e. Authentic assessment, assessment procedures that show the ability (knowledge, skills, attitudes) of students in real terms. The emphasis on authentic assessment is on learning that should help students to be able to learn something, not on information obtained at the end of the period. Learning progress is assessed not only as a result but in the process in various ways, assessing the knowledge and skills students acquire. The contextual approach is a concept of learning that encourages students to make a connection between the knowledge they have and their application in their lives as family members and society. With that concept, learning outcomes are expected to be more meaningful for students. The learning process takes place naturally in the form of activities students work and experience, not transferring knowledge from students to students. Learning strategies are more important than results in contextual classes. The task of the teacher is to help students achieve their goals. That is, the teacher deals more

with strategies than giving information. The task of the teacher is to manage the class as a team that works together to find something new for class members. Something that just came from finding itself is not what the teacher said. Such is the role of the teacher in the class managed by a contextual approach.

### **Vocabulary**

There are definitions of vocabulary given by an expert. Hatch and Brown define vocabulary as a list or set of words for a particular language or a list or set of words that individual speakers of language might use.

Several definitions of vocabulary are proposed by some experts. Richards and Renandya (2002: 255) states that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. In addition, Kamil and Hiebert (2005: 11-12) define vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms. More specifically, they use it to refer to the kind of word that learners must know to read increasingly demanding text with comprehension. Therefore, vocabulary has a core role in improving learners' skills in speaking, reading, listening, and writing.

Furthermore, Richards and Schmit (2002 : 12) vocabulary is a set of the lexeme, including single words, compound words, and idioms state that vocabulary is the total number of words in a language, vocabulary a list of words with their meaning.

## **RESEARCH METHOD**

This research is called quantitative research because it used numbers or statistics. Overcome pre-experimental design with one group pretest and posttest design be used. A pretest is a test given to the students, before the treatment. The posttest is given to the students after the treatment to find out the student's achievement.

The population is a generalization is that consists of an object/subject that have the quality and certain characteristics that conducted by the research and aim to learn and then get the conclusion (Anas Sudijono, 2000:17). The population is not only people, but also objects or subject being studied, but includes all the characters or properties possessed by the subject or object. The population is a collection of a comprehensive object of an object which is the attention of the researcher. So, the population of this research is VII grade of Madrasah Tsanawiyah Nurul Hidayah Bobaneigo, in the academic year 2019/2020. There are 2 classes with a total of 42 students, male 18 female 24. The sample is part of the number and

characteristics owned by the population (Sugiyono, 2015:118). In this research, the researcher to one class of the VII grade as the sample; the classes A are VII consist of 21 students, were male 9 and female 12. To analyze the data, the researcher applies pre-experimental by t-test formula.

## **FINDING AND DISCUSSION**

### **Finding**

The findings consist of the student's scores of pretest and posttest, the result of analyzing data, the mean scores, and the standard deviation of the students' pretest and posttest t-test value of students' achievement.

### **The Students' Scores of Pretest and Posttest**

The pretest is the test given to determine students' abilities before giving the treatment about the material. Posttest is the test to get the data about teaching The implementation of the CTL model to improve students' vocabulary at MTs Nurul Hidayah Bobaneigo. The researcher gave the students 20 about multiple choices item.

### **Analysis of Data Pretest and Posttest**

From the data of pretest and posttest by 21 students, it shows that there is an improvement in their understanding of vocabulary. The data pretest is (1.165) and the data posttest is (1.825). It means that the data of the posttest improve than the pretest. The pretest is the test which was given to the students before treatment, while the posttest is the test which was given to the students after treatment. The data was obtained from the research conducted by the research for one week.

To find out the degree of freedom (df), the researcher uses the following formula:

$$df = (n-1)$$

$$df = (21-1)$$

$$df = 21-1$$

$$df = 20$$

$$t_0 = 4.48 \text{ and } df = 20$$

There is a significant difference between pretest and posttest of the students' vocabulary before and after teaching vocabulary through the CTL model. For the degree of freedom (df) is 20 and the significance level is 0.05, it can be seen in the attachment of the significant level in the one-way test.

Based on the result above the researcher shows that-test = 4.48 higher than t table =1.725, it can be concluded that the scores of the t-test are higher than t-table (4.48>1.725). The researcher can conclude that alternative hypothesis (Hi) starting

that an improvement of students' vocabulary through learning the Ctl model at MTs Nurul Hidayah Bobaneigo is accepted and the null hypothesis ( $H_0$ ) starting that can not improve students' vocabulary through learning the CTL model is rejected.

### **Discussion**

It was found the students' understanding of vocabulary before giving treatment was poor. There were ten students obtained poor, seventh students obtained fair, three students obtained fairly good, and one student very poor. After treatment students' understanding of vocabulary at MTS Nurul Hidayah Bobaneigo.

After treatment shows that from 21 students, there were two students excellent, ten students very good, seventh students good, and three students fairly good. It means that the scores in the posttest are a higher pretest, for the complete data.

That is evidence that most students enjoy and are interested in learning using the CTL learning model, related to the material, this statement is based on researchers processed from care, researchers ask students to retell their experience related to the topic discussed and they were very enthusiastic and grabbed it.

The results of students' vocabulary from the pretest is (1.165). Based on the data above, students' vocabulary is still low. After studying the Ctl learning model, the posttest results was (1.825), the posttest was higher than the pretest. And then the t-test value is (4.48) and the t-table is (1.725). T-test results are higher than t-tables. It can be said that there is a significant increase. The researcher concludes that the alternative hypothesis ( $H_1$ ) begins to improve through CTL learning in MTs Nurul Hidayah Bobaneigo is accepted and the null hypothesis ( $H_0$ ) starts which cannot improve students' vocabulary abilities through the Ctl learning model is rejected.

Based on the results of the test, the researcher found that there was a significant difference between the result of the pretest or the test before treatment and posttest or the test after the teaching and learning process by the learning model CTL. The student's result and showed higher.

### **CONCLUSION**

After conducting the research, the researcher found the results of the research analysis in the previous chapter, it can be seen that the test scores were 4.48 while the t-table value at a significant level of 0.05 was 1.725. Therefore t-test is higher than t-table or  $4.48 > 1.725$ . Then, it can be concluded that the alternative

hypothesis (Ha) is accepted while the null hypothesis (Ho) is rejected. That is, each study using the CTL learning model is effective to improve the vocabulary of students in the MTs Nurul Hidayah Bobaneigo.

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