

## **CONTEXTUAL TEACHING AND LEARNING ON VOCABULARY MASTERY IMPROVEMENT**

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### **Abstract**

This study aims to determine whether or not the seventh-grade students at Madrasah Tsanawiyah Negeri Palu Barat can increase their vocabulary through contextual teaching and learning strategies. To conduct the study, the researchers employed a simple random sampling technique with a sample size of 30 pupils. The researchers used one group of pre-test and post-test procedures. Two instruments—a test and a questionnaire—were used to gather the data. The test results were statistically examined, while the researchers also analyzed the questionnaire results descriptively. The outcome of the data analysis demonstrates that the pre-test and post-test findings differ significantly. It is shown through a 0.05 level of significance and 29 (30-1) degrees of freedom in a hypothesis test (df). The researchers discovered that the t-counted value (12.79) exceeds the value of the t-table (1.699). The hypothesis is accepted. In conclusion, using Contextual Teaching and Learning Strategy significantly improve vocabulary mastery of the seventh-grade students of Madrasah Tsanawiyah Palu Barat.

**Keywords:** Contextual Teaching and Learning, strategy, teaching, and vocabulary.

### **BACKGROUND**

One of the language skills that students at all levels should acquire is vocabulary to support their ability to master the four language skills; listening, speaking, reading, and writing. Teaching vocabulary does not just show and give some list of words but also provides the understanding and advantage of vocabulary mastery. Therefore, the students should realize the importance of learning vocabulary.

Learning vocabulary takes work. Some learners sometimes have difficulties memorizing and understanding some vocabulary and using it well in learning a language, and it cannot help students master four language skills. There are some strategies and techniques which teachers can use in teaching vocabulary. A teacher should choose the appropriate strategy and method

used in teaching vocabulary based on the condition of the students in the class.

Based on the preliminary observation, the researchers found that most Madrasah Tsanawiyah Negeri Palu Barat students, especially the seventh grade, were passive in teaching-learning because they did not know much vocabulary. They needed to learn that the book contained a list of words and did not use vocabulary with definitions or translations. The teacher often used a handbook and student worksheets as media by which the students were not encouraged to learn. After explaining, the teacher usually asked the students to answer the questions. So, in the teaching and learning process, the students gave no attention and felt bored learning vocabulary.

Teachers may select some strategies of language teaching for teaching vocabulary.

One of the strategies to improve vocabulary is Contextual Teaching and Learning (CTL). The strategy encourages students to connect their knowledge and daily lives by relating subject matter content to real-world scenarios.

### Vocabulary

There are various definitions of vocabulary proposed by experts. Neuman and Dwyer (2009) state that vocabulary is understood as words we must comprehend to communicate effectively, which are the ones in speaking and the ones in listening. In comparison, Nordquist (2014) states that vocabulary is all the words of a language or the words used by a particular person or group. It means that the more vocabulary learners have, the easier it is for them to develop their language skills. The better the learners' vocabulary, the more effectively they can communicate their ideas.

The main objectives of teaching and learning English to pupils are the four language skills of listening, speaking, reading, and writing and the sub-skills of pronunciation, grammar, and vocabulary. They need a large vocabulary to teach the four language skills because communicating in the target language requires it. Mastering a language's vocabulary is essential for understanding it.

Everybody knows that people can do nothing in their interactions without knowing and mastering many words. According to Alqahtani (2015), vocabulary acquisition is a crucial part of learning a foreign language because the meanings of new words are frequently reinforced, whether in books or classrooms. Therefore, vocabulary is an essential element in language learning. In other words, the quality of communication skills is influenced by vocabulary.

Based on the theories above, the researchers conclude that vocabulary is the stock of words people use to express thoughts and feelings and communicate with others in both oral and written language.

### Teaching Vocabulary

Teaching English vocabulary is an activity to develop students' ability to recognize and understand new unknown words. To be practical demonstrators or communicators, the students must have the vocabulary to communicate their thoughts. Teaching English vocabulary is the top concern when learners are at the beginning of the process.

Teaching vocabulary to students is to provide them with vocabulary to help them master or acquire language skills. Wallace in Munoz (2012) states, "the teacher should give so much practice and repetition until his students master the target words well. He also should allow the students to use words in writing or speaking". In addition, teachers know which of the proper vocabulary should be applied to students so that the teaching and learning process will be successful. Besides, we can reach our target, which is improving their English vocabulary.

### Noun

A noun is a word used to name or identify a person (*Tiko, Wulan, he, she, it*), place (*Surabaya, Palu, Jakarta*), or thing (*pen, table, water*). According to Harmer (2007), "a word (or a group of words) that is the name of a person, a place, a thing or activity or quality or idea; nouns can be used as the subject or object of the verb." A proper noun is a word that stands for a personal name, the name of a geographic unit, the name of nationalities and religion, the name of a holiday, the name of a time unit, or any particular name which begins with a capital letter in writing.

Examples:

- *Tiko* is my older brother.
- We will go to *Kalimantan* next week.

A common noun is a denoting noun class of objects or concepts as opposed to a particular individual.

Examples:

- My father writes an *article*.
- Take your *laptop*, please!

## Verb

A verb is a word used to express an action or state, such as write and run. Harmer (2007) argues, "a word (or group of words) which is used in describing an action, experience or state." For example, *teach*, *write*, *buy*, *clean*, *kick* and *eat*. For example:

- I *eat* bread for my breakfast.
- Mr. Bagus *teaches* us English twice a week.

The sentences above indicate that a verb says something about a person's actions. A verb can function as the predicate of a sentence. In the first sentence, the verb tells us to do something; in the second sentence, the verb tells us what Bagus usually does. In short, a verb is a word used to describe what a person or thing does.

## Adjective

An adjective is a word used to modify a noun or pronoun. Harmer (2007) states, "A word that gives more information about a noun or pronoun." Based on the statement above, the researchers may argue that adjective is most frequently used to modify nouns or pronouns. The adjective that modifies pronoun occurs after to be (*am*, *is*, *are*). The researchers present some adjectives as in the following.

- a. Some of my friends are very smart.
- b. I am afraid of being mistaken by my uncle.

The word some in the first sentence describes a noun (my friends), and the word afraid in the second sentence describes the pronoun (*I*). An adjective function as the complement of a sentence.

## Contextual Teaching and Learning

Contextual Teaching and Learning, commonly known as CTL, helps students connect the content to their life contexts. The students then find meaning in the learning process. Parhan (2014) explains that CTL is a method of education that seeks to give students a deeper understanding of the academic material they are learning by

relating it to the context of their daily lives, that is, to the context of their individual, social, and cultural contexts. It is a strategy that connects knowledge content with the application context. Furthermore, Suyanto (2002: 2) uses the following meanings of CTL in his paper:

1. The CTL system is a method of education that aims to give students a deeper understanding of the material they are learning by tying academic concepts to the context of their everyday lives, that is, to the context of their social, cultural, and personal circumstances.
2. CTL involves teaching and learning with a situation and specific material that gives students real-world exercises and tasks to complete in order to solve the issue.
3. CTL is a way of teaching and learning that links the learning process and the content to foster students' creativity, critical thinking, problem-solving, analysis, and application of their knowledge in real-world situations.

Despite the variations in terminology, the concepts behind all of the meanings, as mentioned earlier, are the same. Real-world education, active learning, learner-centered training, and learning in context are others for contextual teaching and learning in English.

## Concept of Contextual Teaching and Learning

The center for Occupational Researcher Development (CORD) in the United States of America (USA) makes brief concepts of Contextual Teaching and Learning Methods using the acronym REACT which stands for Relating, Experiencing, Applying, Cooperating, and Transferring. According to Crawford (2001: 2), "we call them contextual teaching strategies: relating, experiencing, applying, cooperating and transferring."

1. Relating is the best strategy for learning. It is the core of CTL. The teacher applies this strategy when relating a new concept

to something the students know. In other words, the teacher relates what the students know to a new topic they will discuss.

2. Experiencing. The main point of CTL is that relating means connecting a piece of new information with prior experience or knowledge. Learning is the exploration of context, invention, and creation. Learning can be more effective when students can actively manipulate and research their experiences.
3. Applying is learning by satisfying knowledge to its use. Students use concepts when they solve a problem.
4. Cooperating learning is a group interaction context. The students, who work individually, frequently need more progress. Otherwise, the students who work in a group can solve their problems and progress significantly.
5. Knowledge is transferred through learning by using knowledge in a new context or another context. The teacher's role is to focus the learning experience on understanding, not memorizing.

Based on the concepts above, all strategies must be present in the teaching and learning process to make Contextual Teaching and learning effective.

### **The Principal Elements of Contextual Teaching and Learning**

Contextual Teaching and Learning have some principal elements. Johnson (2002) states seven principal elements of Contextual Teaching and Learning: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.

#### **1. Constructivism**

Constructivism is a process of building the students' knowledge based on their experience in a real-life situation. A teacher will construct the student's knowledge through authentic experiences. Nurhadi and Senduk (2004) state that Humans build knowledge piece by piece, exploring the end

product in a specific situation. Constructivism is implemented in five stages during the teaching and learning process in the classroom: activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge, and reflecting on knowledge. Thanks to the constructivism paradigm, we now comprehend how a teacher can promote learning through particular kinds of interesting, productive tasks. This learning paradigm strongly emphasizes meaning creation through engaged participation in specific social, cultural, political, and historical contexts.

#### **2. Inquiry**

Inquiry means the students get knowledge and skill from finding by themselves rather than from getting and remembering the theories. Nurhadi and Senduk (2004) argue that students' knowledge and skill are not derived from a series of memories of fact but from inquiry or finding. Students practice the material and try to find the knowledge from those activities. Formulating the problem, gathering data through observation, analyzing and presenting data (through written form, picture, report, and table), and finally communicating and presenting the data result to the readers, classmates, and other audiences, are the steps that should be followed when implementing inquiry activity in classroom teaching.

#### **3. Questioning**

The core of contextual teaching and learning is questioning. It is the start of information and a crucial component of education. Nurhadi and Senduk (2004) point out students' knowledge they got from questioning. The question can be a reflection for people to know how much knowledge they have. Besides, it is also used to ask questions or evens that people did not know before others. Students may question other students, students, instructors, or teachers and students during the learning process. The teacher asks the students some questions

in the classroom to encourage discussion, get them to reflect, assess their learning, begin teaching, clarify the material, and make sure they are aware of it. Suyanto (2002: 11) states that in productive learning, questioning will be used as follows:

- a) Looking for information, not only administration but also academic.
- b) Checking students understanding.
- c) Arousing students' responses.
- d) Finding out all things that students had.
- e) Focusing students' attention on what the teacher asks students to do.
- f) Arousing more questions from students.
- g) Refreshing students' knowledge.

#### 4. Learning Community

The learning community encourages students to gain knowledge by making cooperation with others. It means the students make cooperative learning by sharing among friends, groups, or between groups and unknown groups. According to Wilson & Lowe (2019), a learning community provides contextual information; this takes the form of setting out details of the specific topic under review. All members are responsible for their group development. They must attempt to make all class members achieve their learning purpose by learning together.

#### 5. Modeling

Modeling is a process of learning when the teacher demonstrates or gives the students an example of the material. It includes the teacher showing how to make some things, operate some tools, and even spell some words. Haston (2007) describes modeling is used in numerous educational settings, particularly with performing ensembles. It will significantly impact if done correctly, but if conducted inappropriately, it prevents students from learning.

Modeling is done by more than just the teacher. It can be done by someone outside the class, for example, a native speaker.

Native speakers of English subject can be a model in the classroom. They can give an example of pronouncing well and using body language when talking.

#### 6. Authentic Assessment

Authentic assessment is a process done by the teacher to collect data about students' improvement. Nurhadi and Senduk (2004) point out that authentic assessment is a scoring procedure that asks students to show their actual ability. The teacher does it to evaluate the student's knowledge and skill.

#### 7. Reflection

Reflection is the way of thinking about everything that the students have learned. Students think about the knowledge that they have gained from the learning activity. Nurhadi and Senduk (2004) argue that reflection is a response to what has happened, activities, and experiences that aim to identify something that they already know and something that has not happened yet. It aims to construct innovation. Reflection usually is done by the teacher by asking some questions. The realization of the reflection is in the form of students' work, discussion, direct about what students have just learned, notes in a journal in the student's book, and impression or suggestion about the teaching and learning.

### **Using Contextual Teaching and Learning Strategy in Teaching Vocabulary**

The concept behind contextual teaching and learning is that students learn best when they understand the meaning behind the academic content. They know the meaning of schoolwork when connecting new information with their own experience. As a result, the researchers attempt to provide vocabulary material that is linked to their everyday lives when teaching vocabulary using the Contextual Teaching and Learning strategy. For the pupils to relate new knowledge they supposed to already possess to their personal experiences.

There are reasons to use CTL in teaching vocabulary. Trianto (2009)

explains three backgrounds for implementing CTL in learning, including the following:

- (1). Most students at school struggle academically when taught using traditional methods, even though they need to comprehend the concepts when relating to the world of work in which they live;
- (2). Students are expected to be able to make connections between what they have learned in school and how they can apply this knowledge; and
- (3). Students are expected to be proficient in CTL.

These conditions allow teachers to use CTL as one of a strategy in order they can reach their vocabulary teaching goal.

## METHOD OF THE RESEARCH

This study is pre-experimental, implementing one group pre-test and post-test design. According to Ary et al. (2010), the one-group pretest-posttest design typically entails three steps: (1) administering a pre-test to gauge the dependent variable; (2) applying treatment to the participants X; and (3) administering a post-test to gauge the dependent variable once more.

| Pretest | Independent | Posttest |
|---------|-------------|----------|
| $Y_1$   | X           | $Y_2$    |

This study was conducted to determine the effectiveness of the Contextual Teaching and Learning strategy in improving students' vocabulary mastery at Madrasah Tsanawiyah Negeri Palu Barat. The Contextual Teaching and Learning strategy is independent, while students' vocabulary mastery is dependent.

To conduct this study, the researchers determined a population. The population of this research is the seventh-grade students of Madrasah Tsanawiyah Negeri Palu Barat. The total population is 189 students. They spread into six parallel classes from VII A up

to VII F. The number of each class can be seen in the following table.

| No.   | Classes | Number of Students |
|-------|---------|--------------------|
| 1.    | A       | 32                 |
| 2.    | B       | 30                 |
| 3.    | C       | 32                 |
| 4.    | D       | 32                 |
| 5.    | E       | 31                 |
| 6.    | F       | 32                 |
| Total |         | 189                |

From the population, the researchers determined the sample of the research. The researchers used a simple random sampling technique. In applying it, there was a procedure to go through. Firstly, the researcher wrote the name of each class in six papers. Secondly, he scrolled the papers and put them in a box. He shook the box and took one of them as a sample. After selecting the sample using a simple random sampling technique, the researcher had a piece of folding paper class Seven B as the sample.

The researchers used two kinds of instruments: test and non-test. The test was applied in two parts, namely, pre-test and post-test. The types of tests are multiple choice and completion. Multiple choice consisted of 20 items, each consisting of four options: a, b, c, and d, while completion consisted of 20 items. Each correct item of the tests was scored 1. Therefore, the total number of tests is 40 items, and the total score is 40.

Table of The Scoring System  
of the test

| No.   | Kind of Test    | Items | The score for each correct item | Maximum Score |
|-------|-----------------|-------|---------------------------------|---------------|
| 1.    | Multiple Choice | 20    | 1                               | 20            |
| 2.    | Completion      | 20    | 1                               | 20            |
| Total |                 | 40    |                                 | 40            |

The non-test instrument is a questionnaire. This questionnaire contained

statement items that were prepared to support the test result.

The researchers gave students treatment in six meetings. The researchers gave it to the students using the seven principal elements of Contextual Teaching and Learning: constructivism, questioning, learning community, inquiry, modeling, authentic assessment, and reflection. The activities were spent 2 x 40 minutes for each meeting. The researchers taught the students twice weekly using Contextual Teaching and Learning strategy. The researcher provided lesson plans. It was related to the students' material or book. The treatment was given during school hours. The procedures of the treatment could be seen as follows:

**Table of Treatment Outline**

| No | Meeting         | Topic                   | Teacher Activity   | Students Activity  |
|----|-----------------|-------------------------|--|--|
| 1  | 1 <sup>st</sup> | Things in the classroom | <ol style="list-style-type: none"> <li>The teacher asked some questions related to the topic (constructivism and questioning)</li> <li>The teacher divided the students into five groups, each comprising six students. (learning community)</li> <li>The teacher gave out an exercise to the students. (inquiry)</li> <li>The teacher explained how to answer the question. (modeling)</li> <li>The teacher evaluated students' participation in teamwork, the contents of worksheets formation (authentic assessment)</li> </ol> | <ol style="list-style-type: none"> <li>Students answered the question.</li> <li>Students found out about their group.</li> <li>Students did the exercises.</li> <li>Students listened and paid attention to the teacher's explanation and instruction.</li> <li>Students worked in the group, did the exercise, and reported their results.</li> </ol> |

|   |                 |                       |   |  |
|---|-----------------|-----------------------|---|--|
| 2 | 2 <sup>nd</sup> | Professions           | 6. The teacher asked about their impression and conclusion about the material (reflection)  | 6. Students concluded the material and explained their impressions about the material.   |
|   |                 |                       | <ol style="list-style-type: none"> <li>The teacher asked the students about the kinds of professions that they saw in their area. (constructivism and questioning)</li> <li>The teacher divided the students into groups and asked them to identify the pictures of the profession in a village and the profession in a city (inquiry and learning community)</li> <li>The teacher explained how to answer the question. (modeling)</li> <li>The teacher evaluated students' participation in teamwork, the contents of worksheets formation (authentic assessment)</li> <li>The teacher asked about their impression and conclusion about the material (reflection)</li> </ol> | <ol style="list-style-type: none"> <li>Students pay attention to the teacher's questions and try to mention the profession in their area.</li> <li>Students found their group and worked to identify the pictures of the profession in a village and a city.</li> <li>Students listened and paid attention to the teacher's explanation and instruction.</li> <li>Students worked in groups, did the exercise, and reported their results.</li> <li>Students concluded the material and explained their impressions about the material.</li> </ol> |
| 3 | 3 <sup>rd</sup> | Things in the bedroom | 1. The teacher asked some questions related to the topic (constructivism and questioning)   | 1. answered the question.  |

|   |                 |                |  |  |  |   |                 |                |  |  |
|---|-----------------|----------------|--|--|--|---|-----------------|----------------|--|--|
|   |                 |                | 2. The teacher divided the students into five groups, each comprising six students (learning community)                        | 2. Students found out about their group.   |  |   |                 |                | 5. The teacher asked about their impression and conclusion about the material (reflection)   | 5. Students concluded the material and explained their impressions about the material. |
|   |                 |                | 3. The teacher explained how to answer the question (modeling).  | 3. Students listened and paid attention to the teacher's explanation and instruction.  |  | 5 | 5 <sup>th</sup> | Colors         | 1. The teacher asked some questions related to the topic (constructivism and questioning)  | 1. Students answered the question.   |
|   |                 |                | 4. The teacher evaluated students' participation in teamwork, the contents of worksheets formation (authentic assessment)      | 4. Students worked in the group, did the exercise, and reported their results.         |  |   |                 |                | 2. The teacher divided the students into five groups, each with six students. (learning community)                                 | 2. Students found out about their group.   |
|   |                 |                | 5. The teacher asked about their impression and conclusion about the material. (reflection)                                    | 5. Students concluded the material and explained their impressions about the material. |  |   |                 |                | 3. The teacher explained how to answer the question (modeling).  | 3. Students listened and paid attention to the teacher's explanation and instruction.  |
| 4 | 4 <sup>th</sup> | Our activities | 1. The teacher asked some questions related to the topic (constructivism and questioning)                                      | 1. answered the question.  |  |   |                 |                | 4. The teacher evaluated students' participation in teamwork and the contents of the worksheet's formation. (authentic assessment) | 4. Students worked in the group, did the exercise, and reported their results.         |
|   |                 |                | 2. The teacher divided the students into five groups, each group consisting of six students (learning community)               | 2. Students found out about their group.   |  |   |                 |                | 5. The teacher asked about their impression and conclusion about the material (reflection)   | 5. Students concluded the material and explained their impressions about the material. |
|   |                 |                | 3. The teacher explained how to answer the question. (modeling)  | 3. Students listened and paid attention to the teacher's explanation and instruction.  |  | 6 | 6 <sup>th</sup> | She is so nice | 1. The teacher asked some questions related to the topic (constructivism and questioning)  | 1. Students answered the question.   |
|   |                 |                | 4. The teacher evaluated students' participation in teamwork and the contents of work-sheets formation. (authentic assessment) | 4. Students worked in groups, did the exercise, and reported their results.            |  |   |                 |                | 2. The teacher divided the students into five groups, each consisting of students (learning community)                             | 2. Students found out about their group.   |
|   |                 |                |  |  |  |   |                 |                | 3. The teacher explained   | 3. Students listened and   |



|    |  |  |
|----|--|--|
|    | how to answer the question (modeling).   | paid attention to the teacher's explanation and instruction.                           |
| 4. | The teacher evaluated students' participation in teamwork and the contents of worksheets formation. (authentic assessment) | 4. Students worked in the group, did the exercise, and reported their results.         |
| 5. | The teacher asked about their impression and conclusion about the material. (reflection)                                   | 5. Students concluded the material and explained their impressions about the material. |

The researcher administered a post-test to the students after the treatment. This exam aims to evaluate the students' vocabulary growth and the efficacy of the in-class intervention. After the course of therapy, the post-test was administered.

The researchers computed the individual score in analyzing data by using the formula proposed by Setiyadi et al. (2007: 20):

$$\text{Level of achievement} = \frac{\text{Scores of the correct answers}}{\text{total score}} \times 100$$

Next, in order to calculate the mean score of the individual score of students, the researcher used the formula by Best & Kahn (2006) as follows:

$$M = \frac{\sum X}{N}$$

Where :

- $M$  = mean
- $\sum$  = sum of
- $X$  = score in a distribution
- $N$  = number of scores

The researcher used the score classification to classify the students' achievements after the test to determine the student's mastery classification. It aims to differentiate each student's mastery. The

following score classification proposed by Sudijono (2011: 6) as follows:

| Table of Score Classification |             |                |
|-------------------------------|-------------|----------------|
| No.                           | Score Range | Interpretation |
| 1.                            | 80-100      | Very Good      |
| 2.                            | 60-79       | Sufficient     |
| 3.                            | 30-59       | Poor           |
| 4.                            | 0-29        | Fail           |

Next, the researcher computed the standard deviation of the difference by applying the formula proposed by Mason and Bramble (1978: 200) :

$$S_d = \frac{\sqrt{\sum (d - \bar{d})^2}}{n - 1}$$

Where:

$S_d$  : The standard deviation of the difference

$d$  : The difference between each student's scores

$\bar{d}$  : The average difference between the pairs of scores

$N-1$  : The degrees of freedom of the statistic

The researcher used the t-test formula suggested by Mason and Bramble (1978: 199) to determine whether there is a significant difference between the pre-test and post-test findings:

$$t = \frac{\bar{d}}{S_d / \sqrt{n}}$$

Where:

$t$  : The mean of t-counted

$\bar{d}$  : The average difference between the pairs of scores

$S_d$  : The standard deviation of the difference

$\sqrt{n}$  : Root of number of Pairs

The researcher conducted hypothesis testing using the following criteria to demonstrate whether the Contextual Teaching and Learning approach successfully increased English vocabulary. The research's hypothesis is approved if the

t-counted is higher than the t-table. Conversely, the research's hypothesis is disproved if the t-counted is lower than the t-table.

## FINDING AND DISCUSSION

### Result of Test

A pre-test was administered to the students before treatment. The pre-test measures the students' vocabulary mastery before applying the Contextual Teaching and Learning strategy. The experimental class consisted of 30 students. The researchers provided 60 minutes for the students to do this pre-test. The result of the pre-test can be seen in the following table:

Table of Students' Scores in the Pre-test  
(Max Score = 40)

| No | Initial | TEST            |            | Score     |       |
|----|---------|-----------------|------------|-----------|-------|
|    |         | Multiple Choice | Completion | Obtain-ed | Total |
| 1  | AGAN    | 3               | 1          | 4         | 10    |
| 2  | ABDR    | 7               | 3          | 10        | 25    |
| 3  | AHMR    | 15              | 17         | 32        | 80    |
| 4  | ALRZ    | 12              | 14         | 26        | 65    |
| 5  | DEVR    | 5               | 1          | 6         | 15    |
| 6  | DMSF    | 13              | 13         | 26        | 65    |
| 7  | MAWS    | 10              | 6          | 16        | 40    |
| 8  | MOST    | 14              | 14         | 28        | 70    |
| 9  | MUYF    | 11              | 11         | 22        | 55    |
| 10 | MUHR    | 15              | 9          | 24        | 60    |
| 11 | LANZ    | 12              | 0          | 12        | 30    |
| 12 | ZULK    | 3               | 3          | 6         | 15    |
| 13 | ARM     | 10              | 4          | 14        | 35    |
| 14 | CHAW    | 17              | 15         | 32        | 80    |
| 15 | AGST    | 8               | 4          | 12        | 30    |
| 16 | ENG     | 15              | 9          | 24        | 60    |
| 17 | FTAZ    | 14              | 12         | 26        | 65    |
| 18 | JDPR    | 13              | 7          | 20        | 50    |
| 19 | MHRI    | 9               | 5          | 14        | 35    |
| 20 | NURA    | 12              | 12         | 24        | 60    |
| 21 | NURS    | 9               | 1          | 10        | 25    |
| 22 | NURH    | 16              | 16         | 32        | 80    |
| 23 | PINT    | 10              | 14         | 24        | 60    |
| 24 | RIFA    | 15              | 13         | 28        | 70    |

|       |      |    |    |    |      |
|-------|------|----|----|----|------|
| 25    | SITH | 15 | 1  | 16 | 40   |
| 26    | TIAT | 11 | 13 | 24 | 60   |
| 27    | HERL | 10 | 6  | 16 | 40   |
| 28    | SYWA | 12 | 0  | 12 | 30   |
| 29    | RISK | 8  | 4  | 12 | 30   |
| 30    | SASD | 9  | 5  | 14 | 35   |
| Total |      |    |    |    | 1415 |

Based on the result of the obtained score from the pre-test above, it was found that there were five students got fail the classification. The score 10 belongs to AGAN, and the score 15 belongs to DEVR. Twelve students got poor classification. The score 30 belongs to LANZ, and the score 55 belongs to MUYF.

On the other hand, ten students got good classification. A score of 60 belongs to MUHR, and a score of 70 belongs to MOHT. Three students got very good classification. A score of 80 belongs to AHMR, CHAW, and NURH. The score Classification can be seen in the table below:

Table of Students' Pre-test Score  
Classification

| No | Initials | Score | Interpretation |
|----|----------|-------|----------------|
| 1  | AGAN     | 10    | Fail           |
| 2  | DEVR     | 15    | Fail           |
| 3  | LANZ     | 30    | Poor           |
| 4  | MUYF     | 55    | Poor           |
| 5  | MURH     | 60    | Sufficient     |
| 6  | MOST     | 70    | Sufficient     |
| 7  | AHMR     | 80    | Very Good      |
| 8  | CHAW     | 80    | Very Good      |
| 9  | NURH     | 80    | Very Good      |

As stated previously, the score range 80-100 is classified as very good, the score range 60-70 is classified as sufficient, the score range 30-59 is classified as poor, and the score range 0-29 is classified as failed. It was found that some of the students got failed classification, poor classification, and good classification, and some got very good.

After presenting the result of the pre-test, the researchers computed the mean

scores of the pre-test by using the following formula:

$$M = \frac{\sum X}{N}$$

$$M = \frac{1415}{30}$$

$$M = 47.16$$

The students' mean score on the pre-test is 47.16.

The researchers need to do the post-test to determine whether there is a vocabulary improvement. After the treatment, the researchers again tested the students using the same test. The researchers wanted to know whether the result of the post-test showed an improvement in vocabulary or not. The researchers provided 60 minutes for the students to do this Post-test. The result of the post-test can be seen in the following table:

The Students' Scores in the Post-test  
(Max Score = 40)

| No | Initial | TEST            |            |           | Score | Total |
|----|---------|-----------------|------------|-----------|-------|-------|
|    |         | Multiple Choice | Completion | Obtain-ed |       |       |
| 1  | AGAN    | 6               | 10         | 16        |       | 40    |
| 2  | ABDR    | 13              | 17         | 30        |       | 75    |
| 3  | AHMR    | 18              | 18         | 36        |       | 90    |
| 4  | ALRZ    | 19              | 15         | 34        |       | 85    |
| 5  | DEVR    | 14              | 14         | 28        |       | 70    |
| 6  | DMSF    | 13              | 15         | 28        |       | 70    |
| 7  | MAWS    | 16              | 20         | 36        |       | 90    |
| 8  | MOST    | 20              | 20         | 40        |       | 100   |
| 9  | MUYF    | 15              | 19         | 34        |       | 85    |
| 10 | MUHR    | 18              | 14         | 32        |       | 80    |
| 11 | LANZ    | 11              | 17         | 28        |       | 70    |
| 12 | ZULK    | 8               | 10         | 18        |       | 45    |
| 13 | ARM     | 12              | 10         | 22        |       | 55    |
| 14 | CHAW    | 20              | 20         | 40        |       | 100   |
| 15 | AGST    | 12              | 14         | 26        |       | 65    |
| 16 | ENG     | 18              | 20         | 38        |       | 95    |
| 17 | FTAZ    | 19              | 15         | 34        |       | 85    |
| 18 | JDPR    | 18              | 20         | 38        |       | 95    |
| 19 | MHRI    | 14              | 18         | 32        |       | 80    |
| 20 | NURA    | 20              | 20         | 40        |       | 100   |
| 21 | NURS    | 13              | 9          | 22        |       | 55    |
| 22 | NURH    | 16              | 20         | 36        |       | 90    |

|       |      |    |    |    |      |
|-------|------|----|----|----|------|
| 23    | PINT | 16 | 20 | 36 | 90   |
| 24    | RIFA | 17 | 15 | 32 | 80   |
| 25    | SITH | 15 | 13 | 28 | 70   |
| 26    | TIAT | 16 | 18 | 34 | 85   |
| 27    | HERL | 17 | 19 | 36 | 90   |
| 28    | SYWA | 13 | 17 | 30 | 75   |
| 29    | RISK | 11 | 17 | 28 | 70   |
| 30    | SASD | 14 | 8  | 22 | 55   |
| Total |      |    |    |    | 2335 |

Based on the result of the post-test, it is recognized that most of the students get to improve their vocabulary. Five students got poor classification; the lowest score, 40 and 55, belonged to AGAN and ANRM. Then, eight students got good classification. On the other hand, 17 students got a very good classification. The highest score, 100, belongs to MOHT, CHAW, and NURA. The score classification can be seen in the table below:

Table of Students' Post-test Score  
Classification

| No | Initials | Score | Interpretation |
|----|----------|-------|----------------|
| 1  | AGAN     | 40    | Poor           |
| 2  | ARM      | 55    | Poor           |
| 3  | AGST     | 65    | Sufficient     |
| 4  | SYWA     | 75    | Sufficient     |
| 5  | MOST     | 100   | Very Good      |
| 6  | CHAW     | 100   | Very Good      |

Noticing the table above, the sum of the student's scores is 2.335. To find the mean score, the researchers did the same way as he did before. The mean calculation is shown below:

$$M = \frac{2335}{30} = 77.83$$

Thus, the students' mean score in the post-test is 77.83. These computations show that the mean score of the student's vocabulary in the post-test improved.

The researchers made this assumption based on the pre- and post-test mean scores: the students had weak vocabulary prior to treatment, which significantly improved

after treatment. These mean scores proved that the student's vocabulary has improved using Contextual Teaching and Learning Strategy.

Following the presentation of the student's pre-test and post-test results, statistics are used to analyze the pre-test and post-test results. To compute the mean deviation between the pre-test and post-test, the researchers calculated it using the formula proposed by Arikunto (2010). To compute the mean deviation score, the researchers divided the total deviation score by the number of students. It was to identify whether the mean of the pre-test and the post-test following the treatment differed significantly.

The computation of the deviation of the pre-test and post-test can be seen as follows:

Table of The Deviation of Post-test and Pre-test Score

| Total Students' Score |          | Deviation (d) | d <sup>2</sup>           |
|-----------------------|----------|---------------|--------------------------|
| Post-test             | Pre-test |               |                          |
| 2335                  | 1415     | Σd = 925      | Σd <sup>2</sup> = 33.575 |

Having the deviation score, the researchers then computed the mean deviation of the pre-test and post-test using the formula as follows:

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{925}{30} = 30.83$$

After counting the mean deviation of the pre-test and post-test, the researchers counted to find out the square deviation as next:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$= 33.575 - \frac{(925)^2}{30}$$

$$= 33.575 - \frac{855625}{30}$$

$$= 33.575 - 28.520$$

$$= 5.055$$

The researchers then looked for the significant difference between the tests. The calculation is displayed below:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$$= \frac{30.83}{\sqrt{\frac{5.055}{30(30-1)}}}$$

$$= \frac{30.83}{\sqrt{\frac{5.055}{30(29)}}}$$

$$= \frac{30.83}{\sqrt{\frac{5.055}{870}}}$$

$$= \frac{30.83}{\sqrt{5.81}}$$

$$= \frac{30.83}{2.41}$$

$$= 12.79$$

## Result of Questionnaire

A questionnaire is one of the research instruments. Its purpose is to support the data obtained from the test. It aimed at finding out the information Contextual Teaching and Learning strategy can improve the students' vocabulary and be suitable to be applied in the school. Thus, it focused on giving questions to the students about the Contextual Teaching and Learning strategy. The researchers had three questions, as described below.

Firstly, the researchers asked about the fun of studying using the Contextual Teaching and Learning strategy. They considered the Contextual Teaching and Learning strategy enjoyable because it made them find the definition of the words. Besides, they said that the instructions of the teacher's rules are clear, making it easy to understand.

Secondly, the researchers asked for the use of Contextual Teaching and Learning strategies to make it easier to memorize vocabulary. They considered that they used the Contextual Teaching and Learning strategy more easily to memorize vocabulary because they could discuss and find out the definition of words with their groups.

Thirdly, the researchers asked about the teacher often using Contextual Teaching and

Learning in the learning process. Most students said the teacher never used Contextual Teaching and Learning strategy in the learning process.

### **Testing Hypothesis**

The researchers need to test whether the hypothesis is accepted or rejected. It is based on the result of the data analysis above. Before testing the hypothesis, the researchers referred to the acceptance or rejection criteria standard. The criteria state that if the t-counted is greater than the t-table value, the hypothesis is accepted. It means that there is a significant difference between the post-test and pre-test.

The researchers discovered that the value of the t-counted is 12,79 based on the outcome of the statistical computation. By utilizing the degree of freedom  $(df) = 30 - 1 = 29$  and the 0.05 critical value, it can be determined that these 12,79 values exceed the t-table value. Therefore, the research's alternative theory is accepted. In other words, the seventh-grade students at Madrasah Tsanawiyah Negeri Palu Barat benefit from using the contextual teaching and learning strategy to increase their English vocabulary.

### **Discussion**

As stated, the researchers use Contextual Teaching and Learning strategy to improve the student's vocabulary. Contextual Teaching and Learning as a strategy that helps students relate to English better. It is also a way of involving their self in the learning process.

The primary purpose of conducting pre-test and post-test is to determine whether using Contextual Teaching and Learning strategies to improve the English vocabulary of the seventh-grade students of Madrasah Tsanawiyah Negeri Palu Barat is effective. The pre-test is administered before the treatment. It is aimed at measuring the student's level of vocabulary. After treatment, the researchers perform a post-

test to evaluate the progress and achievement in vocabulary. Based on the data analysis, it is proved that there is a substantial difference between the mean score result of the post-test and the mean score of a pre-test. The post-test mean score (77.83) exceeds the pre-test mean score (47.16).

The final step of the data analysis is to determine the value of the t-counted. It is applied using a critical value of student distribution (t) proposed by Best and Kahn (2006). The value of the t-counted is consulted with the value of the t-table 1.669. It shows that the hypothesis of the research is accepted. Alternatively, using the Contextual Teaching and Learning strategy effectively improves the English vocabulary of the seventh-grade students of Madrasah Tsanawiyah Negeri Palu Barat.

The students were enthusiastic, engaged, and motivated to participate in the teaching-learning process even though the researchers encountered challenges when teaching vocabulary using the Contextual Teaching and Learning Strategy. Students demonstrated interest during the learning process by listening intently and giving attention to the subject matter. Contextual Teaching and Learning Strategy implementation, it is determined, contributed to the student's improved performance on the post-test.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

The study's findings support the claim that contextual teaching and learning strategies increase students' vocabulary. The use of this tactic can motivate pupils to increase their vocabulary. The students display their motivation and interest throughout the teaching and learning process. It is apparent from their actions and reactions throughout the instruction and learning process.

### **Suggestion**

The researchers would like to advise English instructors and students in light of the research findings. First, the students must work diligently to expand their vocabulary. They should start by learning the fundamental words for the world. The success of the English teaching-learning process is also determined by the creativity with which English instructors select the best strategy to assist their students in the learning process. Third, contextual teaching and learning methods can help students' vocabulary. As a result, the teacher should teach the pupils vocabulary using this method.

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