

Improving Student's Vocabulary Skill through Contextual Teaching and Learning (Ctl) Method At The Ninth Year Student's of Salafiyah Wustho An Nimah Batam

Angga Regandi , Warno Edi . M.Pd

English Language Education Study Program
Universitas Riau Kepulauan

Abstract

This thesis discusses about Improving students' vocabulary skills through contextual learning (CTL) in ninth grade students of Pondok Pesantren Salafiyah Wustho An Nimah Islamic. The formulation of the problem in this study is "The effectiveness and perception of students in the use of contextual learning (CTL) to improve students' vocabulary. The goal of this study is to determine whether the use of contextual learning (CTL) can improve students' vocabulary skill and also students' perceptions in teaching vocabulary through CTL. This study uses a pre-experimental method with post-test. This study aims to reveal or describe systematically based on data that has been collected from the pre-experimental study. The target population of this study were all ninth grade students of Salafiyah Wustho An Nimah Pondok Pesantren in 2023/2024 year. The sample was taken from the population using purposive sampling and from the lower class and the number of sample were 23 students. The instruments of this study were vocabulary tests and questionnaires. The vocabulary test was given to which students understood the material given and the questionnaire was to determine students' perceptions. The results of the analysis show a significant difference between before and after giving treatment through the CTL method in improving vocabulary skills. Based on the results of the analysis, it can be concluded that the CTL method is effective in improving the vocabulary skills of class IX students of the Pondok Pesantren Salafiyah Wustho An Nimah.

Keywords: Improving, Vocabulary Skill, Contextual Teaching And Learning

Introduction

English is taught as a local content subject. Its significance as a key to international communication makes it a compulsory subject for students from junior high school to senior high school. In English, there are four core skills: writing, reading, speaking, and listening. All of these skills rely heavily on vocabulary.

Vocabulary is at the heart of language learning and teaching. Through vocabulary, we can express ideas, emotions, and desires more effectively and efficiently. Therefore, by learning vocabulary, students can communicate with each other more easily.

Teaching vocabulary to young learners is not an easy task. Young learners often face challenges when learning English as a foreign language. As a result, teachers must be creative and serve as good role models in teaching English. Teaching young learners differs from teaching older students, as younger learners have distinct characteristics and require specific approaches. Teachers must have extra patience and energy to educate them effectively.

Based on preliminary observation, when the researcher spoke to a tutor at the ninth grade of PPSW An Nimah, it was found that many students had a low proficiency in English. The main problems were a lack of vocabulary, difficulty understanding the material, and reluctance to memorize.

In essence, there are many methods and techniques that English teachers use in the classroom to improve students' vocabulary. Teachers must consider ways to make the material easier to understand and enjoyable for the students. However, the researcher aims to explore an alternative approach to improving students'

vocabulary, specifically the Contextual Teaching and Learning (CTL) method. This method helps students grasp and engage with vocabulary more easily.

The researcher is interested in using the contextual learning method to teach vocabulary because it simplifies the learning process for students, encourages them during lessons, and consists of seven key components: constructivism, questioning, inquiry, learning communities, modeling, reflection, and authentic assessment. These components assist teachers in connecting the subject matter to real-world situations. The CTL method is an effective way to create a positive atmosphere and make the teaching and learning process both enjoyable and relevant.

This method is well-suited for junior high school students, particularly at PPSW An Nimah, where many students struggle to understand and master vocabulary. The researcher believes these challenges stem from factors such as a lack of motivation, shyness in speaking, infrequent practice, or uncertainty about what to express. However, by using the contextual learning method, students are more actively involved in the learning process, making it more meaningful for them.

Teaching vocabulary through the CTL method enables students to discover vocabulary and learning materials on their own, drawing from their personal experiences rather than simply receiving information from the teacher.

Based on the above background, the researcher is interested in conducting a pre-experimental study titled "Improving Students' Vocabulary Skills through the Contextual Teaching and Learning (CTL) Method for Ninth-Grade Students at Pondok Pesantren Salafiyah Wustho An Nimah."

Method

This chapter explains the research methodology employed in this study, which includes details about the site and schedule, participants, research setting, and the approach and methods used. The researcher involved eleventh-grade students from Pondok Pesantren Salafiyah Wusta An Nimah. The research subjects consisted of 23 male students, most of whom had limited listening comprehension and vocabulary mastery. The learning environment was sufficiently conducive to study. The focus of the research was on using the Contextual Teaching and Learning (CTL) method to enhance students' listening skills and vocabulary mastery. The researcher observed the students' progress in these areas and identified challenges that the eleventh-grade students faced in developing their listening skills and vocabulary.

The researcher applied Classroom Action Research (CAR) in this study. According to Wallace (2006), Classroom Action Research is a type of classroom research carried out by teachers to address problems or find solutions to specific issues within the classroom context. Before conducting the research, the researcher needed to identify the real problems present in the classroom. This Classroom Action Research was carried out using a qualitative approach and employed descriptive methods for data collection.

This aligns with Mills' (2000: 21) definition that "Action research is a systematic inquiry conducted by teachers (or other individuals in the teaching/learning environment) to gather information about and subsequently improve how their particular schools operate, how they teach, and how well their students learn." Additionally, Lodico et al. (2006: 288) highlight that action research has the potential to bring about change quickly since it is conducted by educators in their work environment.

Based on the research problem, the objectives of this study are as follows:

1. To determine whether the use of the Contextual Teaching and Learning (CTL) method can improve students' vocabulary in the eleventh grade at PPSW An Nimah.
2. To assess students' responses to vocabulary teaching through the CTL method in the eleventh grade at PPSW An Nimah.

Result And Discussion

The research instrument used was a vocabulary test, which consisted of three categories: types of animals, occupations, and action verbs. Each category contained ten items. Each correct answer was worth 10 points, making the total score for the test 30 points. For example, if a student answered 15 vocabulary items correctly, they would receive a score of 15.

Contextual Teaching and Learning (CTL) was implemented as the core activity to enhance students' listening skills and vocabulary mastery, while also engaging them in the learning process. Since children enjoy singing and connecting learning to real-life experiences but can easily get bored, it was essential to create varied activities during lessons.

These activities needed to capture the students' attention and encourage active participation, which would, in turn, lead to improvements in their listening skills and vocabulary. Videos from YouTube were used to introduce simple English lyrics and help familiarize students with the language. Since many students perceived English as a difficult subject, it was important to expose them to English sounds regularly. The test was administered to the students after they had received the treatment. The test was identical to the pre-test and aimed to determine if the students' performance had changed after the treatment.

Technique of the Data Analysis :

In this research, the researcher analyzed the data that was collected from the sample by using following techniques :

1. To find the scoring students' correct answer used the formula below :

$$\text{Score} = \frac{\text{value of students correct answer}}{\text{total number of value}} \times$$

2. To understand level of students' score the following classification were used

- Scores 96 – 100 classified as Excellent
- Scores 86 – 95 classified as very good
- Scores 76 – 85 classified as good
- Scores 66 – 75 classified as average
- Scores 56 – 65 classified as fair
- Scores 36 – 55 classified as Poor
- Scores 0 – 35 as classified very poor³

3. Calculating the rate percentage of students by using the fomula as follows:

$$\frac{F}{N} = X100\% -$$

Where: P = percentage
 F = the cumulative frequency of subjects
 N = total number of subjects

4. In determining the mean score, standard deviation, test of significance and standard significance. The researcher calculated it by using SPSS 21 and used table distribution to choose the score of tcount (t0).

SAMPLE OF QUESTION 1- 50 :

Choose The Correct Answer!

1. What is your name?
 - a. I am is Rosyad
 - b. my name Rosyad
 - c. my name is Rosyad
 - d. I is Rosyad
2. Where are you from?
 - a. I from Bandung
 - b. I come from Bandung
 - c. I am from is Bandungd. I am from Bandung
3. What are your hobbies?
 - a. my hobbies are cooking & swimming

- b. my hobby is cooking & swimming
 c. my hobbies is cooking & swimming
 d. my hobby are cooking & swimming
4. How many brothers or sisters do you have?
 a. I have one brothers & two sisters
 b. I have one brother & two sisters
 c. I has one brother & two sisters
 d. I have one brother & two sister
5. How are you going today?
 a. I am going to school
 b. I am go to school
 c. I am fine, thanks.
 d. I going to mosque
6. Good afternoon! The response ?
 a. good afternoon too b. good morning
 c. good afternoon d. afternoon
7. What room are you?
 a. I am the fifth room b. i am the five rooms
 c. I am the fifth rooms d. I have the fifth room
8. How many tables in the class?
 a. it has 20 table b. it has 20 tabllles
 c. it has 20 tables d. it 20 tables
9. My father does not work ??.?.Sundays.
 a. in b. at
 c. on d. of
10. What time ??.it? It ? 07 o'clock.
 a. is-are b. is-is
 c. is-am d. was-was
11. How ??.?.do you pray every day? I pray five times a day.
 a. much times b. many times
 c. many time d. much time
12. How ??.?.sugar do you ??.?..
 a. many,has b. much, have
 c. have, much d. many, have
- 13.If you?.. to Jakarta. Please, visit my house!
 a. do not go b. to go
 b. have not done go c. go
14. Ariyanto : what are you doing ?
 Rosyad : I??
 a. I am doing climbing the tree
 b. I am climb the tree
 c. I am climbing the tree
 d. I climbing the tree
15. fajri gusliandi is ?..he is ???
 a. students, kind b. students, kinds
 c. student, kind d. he student, kind
16. Today is Saturday. What day was two days ago?
 a. Two days ago was Thursday
 b. Two days ago is Thursday
 c. Two days ago was Saturday
 d. Yesterday was Friday
17. where is your brother?
 a. he is are at home b. she is at home

- c. he is at home d. he are at home
18. we drink water everyday. (negative sentence)
- we not drink water
 - do we drink water
 - we did not drink water
 - we do not drink water
19. you speak Javanese (interrogative sentence)
- do I speak Javanese?
 - do you speak Javanese?
 - do they speak Javanese
 - don't you speak Javanese
20. I and my friendsEnglish at language center batam everyday
- playing computer b. plays computer
 - played computer d. play computer
21. My name is albert I am the third grade andis your name?
- Who b. whom c. whose d. what
22. Look! The buscoming.
- Was b. is c. were d. has been
23. How longyou been here? Ibeen here for 2 weeks.
- Have-has b. have-have c. have-was d. has-has
24. The sunin the east
- rose b. rise c. rises d. Is rising
25. what date is today?
- December first b. December one c. one December d. first December
26.do you study English every day? I study EnglishAnni'mah boarding school.
- Where-at b. when-at c. where-in d. what time-at
27. Where will you go next weekend? IgoSurabaya.
- Will-to b. shall-from c. shall-at d. will-in
28. HeEnglish every day.
- studys b. studeis c. studies d. studyes
29. what color of Indonesian flag
- white, blue b. red, white c. white, green d. red, blue
30. are you nurse?
- yes I am b. no, I am nurse c. yes, I nurse d. I am nurse
31. Muhammad hadidgo to pekanbaru.....
- will do b. has done c. will, tomorrow d. will have done
32. The Engineernot repaired my car.....
- has-already b. have-yet c. has-yet d. is-yet
33. where do you see the crocodile.....?
- I see them at garden b. I see them at the zoo
 - I see them at fish pool d. I see them at my house
34. when do you sleep in the night?
- I sleep on the bed b. I sleep at morning
 - I sleep at 10.00pm d. I sleep at 10.00 am
35. who are you?
- I am students b. I am not teacher
 - I student d. I am student
36. I have two uncles. children are still babies.
- they b. them. c. their d. themselves
37. agirl is dancing beautifully on the stage.
- with beautiful b. beautiful
 - beautifully d. beauty

38. Who **◆◆** bridge the best of all?' 'It's hard to say.
 a. plays b. play c. does play d. playes
39. 'What did you hear?' 'I **◆◆◆◆**..'
 a. did hear a strange voice b. hearing a strange voice
 c. heard a strange voice d. was hearing strange voice
40. 'Where is his office?' 'It's on **◆◆◆**..'
 a. fifth floor b. the fifth floor
 c. floor five d. five's floor
41. 'Why are you here and not in the library?' 'I guess, I'm tired **◆◆**..studying.'
 a. for b. with c. of d. by
42. how do we say in English? **◆**membuang waktu**◆**
 a. spend b. waste
 c. spare d. free time
43. 'How do we say in English? **◆** anak kembar**◆**
 a. son twin b. two children
 c. twin d. child twin
44. how do we say in English? **◆** mobil merah mahal**◆**
 a. car red expensive b. red car expensive
 c. the expensive red car d. the red car expensive
45. how do we say in English? **◆**Ceroboh**◆**
 a. careful b. careless c. lazy d. diligent
46. how to say in English?**◆** kolam renang yang besar **◆**
 a. swimming pool big b. big swimming pool
 c. pool big swimming d. swimming big pool
47. how to say in English? **◆** kucing yang gemuk duduk di atas kursi
 a. cat fat sit on the chair b. fat cat sit on the chair
 c. the cat fat sits on the chair d. the fat cat sits on the chair
48. how to say in English? **◆** buku Bahasa Inggris yang baru
 a. english book new c. book English new
 b. English new book d. New English **book**
49. how to say in English? **◆**Guru yang baik**◆**
 a. smart teacher b. kind teacher
 c. diligent teacher d. good teacher
50. how to say in English? Ayah mertua yg baik
 a. the father in law is kind b. the father kind in law
 c. the law in father good d. the kind father in law

Table 1.2 show result of percentages of performance student

		DAFTAR NILAI SEMESTER 2 PPS WUSTHA AN NI'MAH																				
Mata Pelajaran		NGGRIS												Tahun Pelajaran				: 2023/2024				
Kelas		KKM																				
NO	NAMA	NILAI TUGAS					RATA2	NILAI ULANGAN					RATA2	40%	60%	NILAI	NS	70%	30%	KKM	NR	Ket
		1	2	3	4	5	N.T	UH1	UH2	UH3	UH4	UH5	U.H	NT	UH	HARIAN	NH	NS				
1	ABDILLAH FADHEL PRATAMA	100	90				95	90	90				90	38	54	100	55	70	16.5	75	87	Terlampai
2	ABDULLAH AL-MAULANA	100	90				95	90	90				90	38	54	100	70	70	21	75	91	Terlampai
3	AHMAD MUTAWALLI	100	90				95	90	90				90	38	54	100	75	70	22.5	75	93	Terlampai
4	AL MAJID	100	90				95	90	90				90	38	54	100	55	70	16.5	75	87	Terlampai
5	ALIF BERKAH PRATAMA	100	90				95	90	90				90	38	54	100	55	70	16.5	75	87	Terlampai
6	ALVIS SAFARAZ	100	90				95	90	90				90	38	54	100	55	70	16.5	75	87	Terlampai
7	AMRULLAH ARKAAN	100	90				95	90	90				90	38	54	100	55	70	16.5	75	87	Terlampai
8	AQSO BEN ARFA	100	90				95	90	90				90	38	54	100	55	70	16.5	75	87	Terlampai
9	EMIR MALIK	100	90				95	90	90				90	38	54	100	55	70	16.5	75	87	Terlampai
10	FAHRI AKBAR	100	90				95	90	90				90	38	54	100	55	70	16.5	75	87	Terlampai
11	FAJRI GUSLIANDI	100	90				95	90	90				90	38	54	100	55	70	16.5	75	87	Terlampai
12	FATTHAN AL-FAIRUZ	100	90				95	96	90				93	38	55.8	100	60	70	18	75	88	Terlampai
13	FATZRI FII SABILILLAH HARYANTO	100	90				95	90	90				90	38	54	100	55	70	16.5	75	87	Terlampai
14	HANUM HARIZON MANURUNG	100	90				95	90	90				90	38	54	100	70	70	21	75	91	Terlampai
15	HASAN AZARI DAULAY	100	90				95	90	90				90	38	54	100	65	70	19.5	75	90	Terlampai
16	JULIANSYAH RIZKI MANGATHON	100	90				95	90	90				90	38	54	100	55	70	16.5	75	87	Terlampai
17	MUHAMMAD HADID	100	90				95	90	90				90	38	54	100	55	70	16.5	75	87	Terlampai
18	MUHAMMAD NABIL	100	90				95	90	90				90	38	54	100	55	70	16.5	75	87	Terlampai
19	MUHAMMAD TENGGU RAFFLY	100	90				95	90	90				90	38	54	100	55	70	16.5	75	87	Terlampai
20	RAJA RANDI TRINANDA LUKMAN	100	90				95	90	90				90	38	54	100	55	70	16.5	75	87	Terlampai
21	ROZAKUL FHATANDHI	100	90				95	95	90				92.5	38	55.5	100	55	70	16.5	75	87	Terlampai
22	SULUNG KURNIAJATI	100	90				95	90	90				90	38	54	100	60	70	18	75	88	Terlampai
23	WAHYU WARDANA SIREGAR	100	90				95	90	90				90	38	54	100	60	70	18	75	88	Terlampai
24																					70	Belum Tercapai

The researcher shows the students' correct answers on the post-test, the students' mean and standard deviation scores, and the percentage of students' vocabulary scores on the post-test. The researcher presents it in a table and calculates the scores using SPSS 21. For more details, at first the researcher shows the students' correct answer scores on the post-test. The table is made as follows:

The Students' Correct Answer in Post-test

N o	Student	Students' Correct Answer
1	S1	2 6
2	S2	2 3
3	S3	2 3
4	S4	2 4
5	S5	2 5
6	S6	2 4
7	S7	2 5
8	S8	2 1
9	S9	2 6
10	S10	2 3
11	S11	2 2
12	S12	2 1
13	S13	2

3		6
1	S14	2
4		2
1	S15	2
5		4
1	S16	2
6		1
1	S17	2
7		5
1	S18	2
8		5
1	S19	2
9		5
2	S20	2
0		4
2	S21	2
1		8
2	S22	2
2		5
2	S23	2
3		3

To overcome the problem, the researcher had to find the appropriate approach that allowed students to be active in the classroom, especially in listening class. The approach must have the purpose of CTL, which are meaningful to Pondok Pesantren Salafiyah Wustha An Nimah experience: motivate them to learn English more, and improve their listening comprehension. By conducting the approach, there were very tremendous significant improvement in the students score, the researcher had done the three cycles of teaching and learning process successfully.

The approach of CTL or contextual teaching and learning by connecting between the song and their real lives could make their students' listening ability and vocabulary mastery was getting much better in every cycles. The researcher had made the research completely finished successfully.

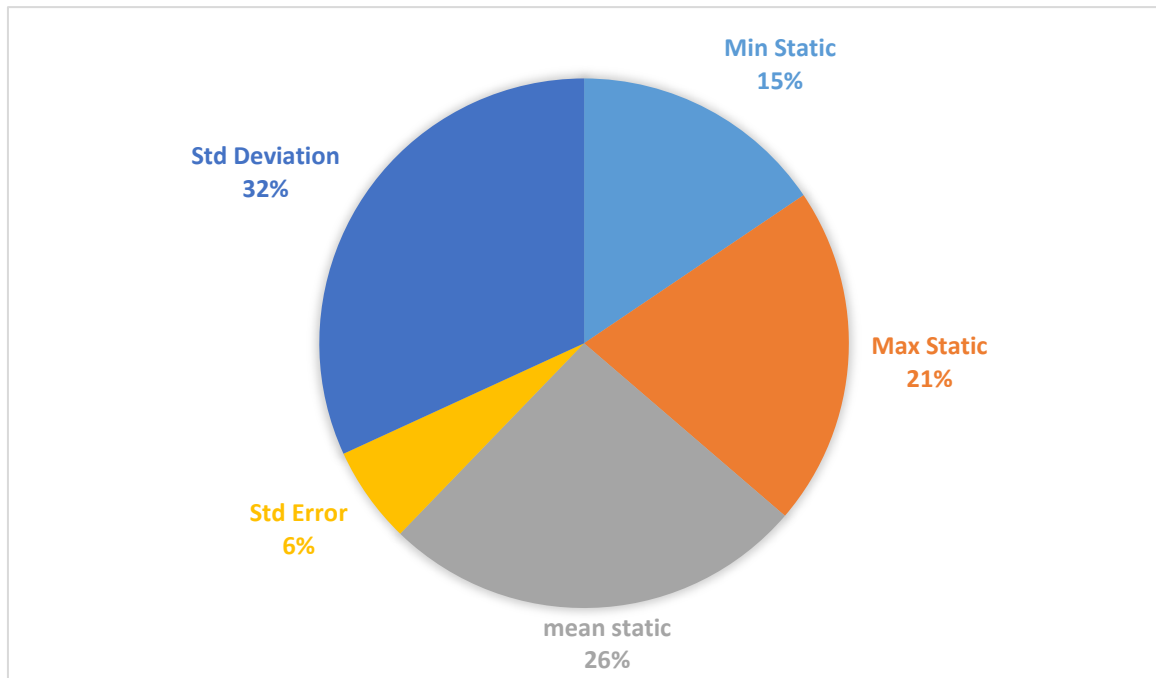
For looking the mean score of students' skill in post-test, the researcher had calculated it by using SPSS 21. The result of the analysis can be seen in the table of descriptive statistic as follows:

Table 4.6: The Mean Score of Students' in Post-test Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Posttest	2	21,	28,		5,00	22,50
Valid N (listwise)	3	00	00	35,00		

T

he Mean Score of the Students in Post-test



From the table and the chart 4.6, it shows that the highest score of students were 28 and the lowest were 21. Besides, it also indicates that the mean score of the students in post-test were 35,00 and the standard deviation error was 22,50.

- a. The scoring classification and rate percentage of the students.

Table 4.7: Scoring of the Students' Vocabulary Test in the Post-test

No	Student	Students' Correct Answer	Scoring of the Students
1	S1	2 6	85
2	S2	2 3	82
3	S3	2 3	82
4	S4	2 4	81
5	S5	2 7	90
6	S6	2 4	80
7	S7	2 5	83
8	S8	2 0	70
9	S9	2 6	86
10	S10	2 0	70
11	S11	2 3	76
11	S12	2	70

2		0	
1	S13	2	86
3		6	
1	S14	2	70
4		0	
1	S15	2	80
5		4	
1	S16	2	72
6		1	
1	S17	2	72
7		1	
1	S18	2	83
8		5	
1	S19	2	83
9		5	
2	S20	2	70
0		0	
2	S21	2	91
1		8	
2	S22	2	83
2		5	
2	S23	2	80
3		3	

In order to know the rate percentage of the students, the researcher took the scoring students of vocabulary test on the criteria of classifying level the students' score and then classified their score into table classification as follows:

Table 4.8: Rate Percentage of Students' Scoring in Post-test

N o.	Classification	Score	Frequen cy	Percenta ge
1	Excellent	95 – 100	-	-
2	Very good	85 – 95	5	15 %
3	Good	76 – 84	10	50 %
4	Average	66 – 75	8	35 %
5	Fair	56 – 65	-	-
6	Poor	36 – 55	-	-
7	Very poor	0 – 35	-	-
Total			23	100 %

Based on the table above shows the students' score classification in post-test. The data above describes that in posttest there were 4 students (15%) classified as very good, 10 students (50%) achieved good classification, 8 students (35%) achieved average classification, It means that the students' vocabulary ability was improve after treatment.

CONCLUSION

This research aimed to describe the process of teaching listening, demonstrate the improvement of students' listening skills through Contextual Teaching and Learning (CTL), and show how CTL enhances English listening skills. The key conclusions of the study are outlined below.

After conducting the research, it was found that the CTL method significantly improved the quality of the English teaching and learning process, particularly in terms of vocabulary skills. By applying CTL, students were able to better comprehend word meanings and use them in context. Additionally, students became more engaged, enthusiastic, interested, and motivated in learning new vocabulary.

The improvement in students' vocabulary skills was evident in the test results. The post-test mean score (22.92) was notably higher than the pre-test mean score (11.56). The data was analyzed using the t-test at a 5% significance level with a degree of freedom (df) of 23, yielding a t-table value (tt) of 2.064. The calculated t-value (t_0) was 17.823, which is greater than the t-table value ($17.823 > 2.064$). This indicates a statistically significant improvement in students' vocabulary skills. Moreover, progress was observed throughout the learning process, as students' vocabulary skills improved step by step during the treatments. Initially, their skills were weak, but they improved after participating in the vocabulary learning process through the CTL method.

This demonstrates that there was a significant difference in students' abilities before and after the treatment, leading the researcher to conclude that CTL is effective in improving students' vocabulary.

Students responded positively to learning vocabulary through the CTL method. This was reflected in their responses to the questionnaire, particularly in statements 1 and 3, which indicated that vocabulary learning was more interesting and easier to understand when taught using CTL. This suggests that the ninth-grade students of PPSW An Nimah agree that the CTL method is effective in enhancing their vocabulary.

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