IMPROVING STUDENTS’ VOCABULARY MASTERY USING CONTEXTUAL TEACHING AND LEARNING

(A Classroom Action Research at the Third Grade of SD Negeri Kalimacan in Academic Year 2009/2010)

THESIS

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CHAPTER I
INTRODUCTION

A. Background of the Study

In recent year, English as a foreign language has been learned by Indonesian learners since they were in Elementary School. At the elementary school, English is taught as local content subject. The importance of English as the key to the international communication and commerce makes it compulsory subject for students from the Junior High School up to the Senior High School.

English vocabulary is one of the elements in teaching English at the elementary school. Vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary. Rivers in Nunan (1991: 117) argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

In the field of education, including English education in Indonesia, our education is still dominated by the view that knowledge is a set of facts which have to be memorized. Teaching learning process focuses on teacher as prominent source of knowledge. As a result, students have problems to understand academic concepts as what they usually get is something abstract and lecture method. Many students can serve good level of memorization of teaching material but in the end
of teaching learning process they actually do not understand it at all. Actually memorization of teaching materials lasts for a short time in their memory and knowledge is not sets of facts which have to be memorized. Zahorik (1995) in DEPDIKNAS (2003) states:

Knowledge is constructed by humans. Knowledge is not a set of facts, concepts, or laws waiting to be discovered. It is not something that exists independent of knower. Humans create or construct knowledge as they attempt to bring meaning to their experience. Everything that we know, we have made.

Based on this opinion, learning process which focuses on the teacher is no longer suitable. It is because our brain is continuously finding meaning and saving meaningful cases, and learning process has to involve students in finding meaning. Teaching and learning process has to make it possible for the students to understand the meaning of their learning material.

Students as the learning subject are the starting point in teaching and learning which measure the success of the teaching learning process. Teaching and learning can be successful when the students can directly feel the advantages of learning materials by experiencing and learning it. There are many other factors supporting teaching and learning process, such as the using of appropriate media, learning materials which support teaching learning process, class management, and teacher’s ability and creativity in developing and managing learning process optimally.

When the teaching and learning process takes place, problems would appear to the teacher. They have problems of how to teach them in order to gain satisfying result. The teacher should prepare and find out the appropriate
techniques which are implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques and mastering the material in order to be understood by students, and make children interested and happy in teaching and learning process in the classroom.

The teachers should concern that teaching vocabulary is something new and different from student’s native language. They have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of young learners. The teachers need to prepare good techniques and a suitable material in order to gain the target of language teaching to the children.

Unlike adults who can learn formally in the classroom by following and attending teachers’ explanation in the classroom, children tend to learn things by playing. For children, things are easy to learn when they are totally in their context. Children will learn something more meaningfully and interestingly when they can relate these things with their needs and personal experience. Students learn best by actively constructing their own understanding (CTL Academy Fellow, 1999).

Based on the pre-observation done by the writer in the third year of SDN Kalimacan, Kalijambe, Sragen, teaching English as a foreign language in Indonesian elementary school faces many serious challenges. The problems are the students find it difficult to spell, understand the meaning and pronounce English words.
Some factors can cause these problems, like: (1) the way English words are written differ from the way the words are pronounced; (2) the rare use of the English language; (3) the lack of understanding of the teacher about who the children are; (4) there is no media used in teaching and learning process; and (5) the method used is not suitable for the students.

An appropriate method for teaching English for children is very important because appropriate method determines the result of teaching vocabulary, that is, improving student’s vocabulary mastery. There are many methods that are appropriate in teaching English such as task based learning, experiential learning, Contextual Teaching and Learning, etc.

Contextual teaching and learning involves students totally in learning process. Students are motivated to be active to study the materials of learning suitable with the topic. CTL emphasizes on the process of students’ involvement in order to be able to find the materials they will learn and connect it with the real situation, so it will motivate the students to apply what they learn in their daily lives. Learning in CTL is not just listening and take notes but learning is direct experiencing process. By that experience, it is hoped that students’ development can happen; they do not only develop cognitive aspect, but also affective and psychomotor aspects. By using CTL, it is hoped that the students find the learning materials directly (not given by the teacher).

In http://vhajrie27.wordpress.com it is stated that CTL consists of 3 elements, contextual, teaching and learning. “Contextual” comes from the word context which means the situation in which and events happens. “Teaching”
comes from the word *teach*, it means give lesson to somebody; give somebody knowledge, skill, et cetera. While “learning” comes from the word *learn* that means gain knowledge or skill in a subject or activity. It can be concluded that CTL is learning method whose process of learning involves 3 aspects, students as learning subject, teacher as mediator and facilitator, and the situation which is set by the teacher to get effective and planned learning process.

Johnson (2009: 65) states that CTL is a comprehensive system. CTL consists of components which are connected. If these components combine each other, it will give effect more than the result when the components are separated. Every different part of CTL contributes to help the students understand learning materials and assignments which connect with those materials. Students are assisted to form a system which makes it possible for the students to see the meaning and remember the learning materials they have studied before.

Contextual teaching learning is one of the methods appropriate in teaching English for children. In a CTL learning environment, students discover meaningful relationships between abstract ideas and practical applications in a real world context. Students learn something by experiencing by themselves. Contextual Teaching and Learning creates a team, whether in the classroom, language laboratory, or in the worksite. Students learn best by actively constructing their own understanding (CTL Academy Fellow, 1999).

Considering the importance of implementing a method in teaching English, the writer decides to carry out a research on “Improving Students’ Vocabulary Mastery using Contextual Teaching Learning (A Classroom Action
Research at The Third Grade of SDN Kalimacan, Kalijambe, Sragen in Academic Year 2009/2010).

**B. Problem Statements**

The problems in this research are formulated as follows:

1. Does the implementation of contextual teaching and learning improve the students’ vocabulary mastery of the third year students of SDN Kalimacan, Kalijambe, Sragen Academic year 2009/2010?
2. How do the students response when contextual teaching and learning is applied in teaching and learning process?

**C. The Objectives of the Study**

This study has some objectives which include:

1. To improve the students’ vocabulary mastery at the third year students of SDN Kalimacan, Kalijambe, Sragen Academic year 2009/2010 by using contextual teaching and learning.
2. To identify the students’ responses in the process of teaching and learning at the third year students of SDN Kalimacan, Kalijambe, Sragen Academic year 2009/2010 when contextual teaching and learning is applied in teaching and learning process.
D. The Benefits of the Study

This study gives some contributions for the improvement of the English language teaching and learning. The benefits are:

1. It enables teachers to get information and to select a suitable technique in teaching vocabulary at Elementary Schools. It is an important thing for the teacher to develop the technique in their classroom in order to make the students interested in the subject.

2. It enables other researcher to get reference about the implementation of Contextual Teaching and Learning in improving students’ vocabulary mastery.

3. It gives inputs to school about a suitable method in teaching vocabulary. The result of this study is expected to give more information about Contextual Teaching and Learning so that it can be applied in SDN Kalimacan, Kalijambe, Sragen

4. It gives spirit and knowledge for students that learning English can be fun and interesting. The students will not feel to be forced in learning English but they will feel happy to learn since they are put in an enjoyable situation.

   Contextual Teaching and Learning stimulates the students to work in teams. They try to cooperate with other students to practice the language together. Students are expected to have a good improvement in vocabulary mastery.
CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Teaching English to Children

1. The Characteristics of Young Learner

Teaching young children is hard. Before deciding to become a teacher of young children, we should fully recognize that the children are not miniature of the adults. Pinter (2006) in http://83ngko313n.files.wordpress.com claims that even in the same context there are often significant differences between children within the same age range.

In http://83ngko313n.files.wordpress.com, Mustafa (2003) recommends six characteristics of children and how they learn in theoretical generalization.

a. Children are always active in exploring their environments and accumulating knowledge and experiences. The environment they explore here includes physical, social, informational, and ideological. Children construct their understanding of how things work, including their language use both as a system as well as a way of communication by this exploration. It is not too much to say that children learn naturally.

b. Children know a lot of literacy before schooling. For example, their knowledge about traffic signs, traffic lights, and brand names of their favorite toys and foods.

b. Children tend to learn things in the form of scripts holistically. This tendency is reflected very well in children's play such as playing: “school
teachers and students,” “a doctor and patients” etc. Children learn best when learning is meaningful, interesting, and fun.

d. The learning becomes meaningful for the children when the decision-making is related to their needs. Based on this opinion, children must be given different formats of learning activities so that they can choose based on what they think are important and useful. Children learn best when they make their own choices. Children can not be expected to sit down and do a certain activity for a long time. The children get bored easily. They will do what they want to do to make their own decision.

e. Children tend to do things and relate to others in a cooperative way, unlike adults who can benefit from spirits of competition to boost up their motivation for achievement. One important implication for the context of language instruction in the classroom is that, rather than encouraging children to compete against one another, it would be more productive if they are to work collaboratively towards the achievement of shared goals. Children learn best as a community of learners in a non-competitive environment.

f. Children learn best by talking and doing in a social context. By using the language for social communication in the group, children acquire the language. In the classroom context, this means that English as a foreign language should be treated as a tool for communication and the children should be encouraged to use the language for many different social purposes by talking and doing things in a social context using English.
Children themselves cover a wide age range. They can be anybody from the age of three to the age of ten. There is a big difference between what a five year old child can do and what a child of ten can do. Scott and Yteberg (2000: 1-2) divide the characteristics of the children into two main groups, the first group is the five to seven year olds and the second group is the eight to ten year olds. The former has some characteristics, such as talking about what they are doing, telling you about what they have done or heard, planning activities, using logical reasoning, and understanding direct human interaction.

In addition, Scott and Yteberg (2000: 3-4) give the general characteristics of the latter, such as telling the difference between facts and fictions, asking questions all the time, making some decisions about their own learning, having definite views about what they like and do not like doing. From each characteristic, we know that in foreign language classroom, the latter are more ready and have more language awareness than the former.

Considering the characteristics of young learner, Scott and Ytreberg (1990: 5-6) state what should be done by an English teacher in his teaching to children as follows:

1) Words are not enough

Do not rely on the spoken word only. Younger learners do activities in the form of visualization, movement, and involve the senses.

2) Play with the language

Through fun activities like playing, children have great ability to absorb language. It is required for giving situation to the children to play
or to have experiments with language they learn, for example playing with words.

3) Variety in the classroom

Since concentration and attention spans of the children are short, variety is a must (variety of activity, variety of pace, variety of organization, variety of media, and etc.). The varieties in the learning activity will help the children to keep their attention to absorb the materials given.

4) Routines

Children benefit from knowing the rules and being familiar with the situation. Children like something familiar with them.

5) Cooperation

Most children like to have other children around them, and sitting with others encourages cooperation.

Based on the explanation above, teaching young learners differs from adult. It requires the knowledge of knowing all the development differences. Consequently, teaching them requires different methods. Understanding the development differences can help the teacher to develop method and a system of work that he or she will use in the process of teaching. The teacher should know and be aware of some characteristics in order to choose the best technique and media in helping the children to learn.
2. Teaching English at Elementary School Students

The concept of teaching is not transferring the knowledge but actually teaching is for motivating, facilitating and organizing his or her class, students, and other things related to teaching and learning process. Teaching, like the other professions requires a long and difficult periods of academics preparation, legal, recognition, and social responsibility.

Brumfit (1997: 6) says that there are a number of reasons for teaching English at elementary level:

(1) The need to expose children from an early age to an understanding of foreign cultures so that they grow up tolerant and sympathetic or others;
(2) the need to link communication to the understanding of new concepts;
(3) the need for maximum learning time for important languages. The earlier you start the more time you get; (4) the advantage of starting with early second language instruction so that later the language can be used as a medium of teaching.

According to Brumfit, the reason of teaching English in early age is to learn other cultures and to get maximum learning time. It means that the best time to learn language is the early age. Elementary School is the best place to start teaching and learning English.

According to Brewster, Girard, and Ellis (1992: 23-24), the reason for starting to learn foreign language two or three years earlier might be simply to increase the total number years spent learning the language. Another reason for starting to learn a foreign language early is the indisputable fact that young children have a greater facility for understanding and imitating what they hear than adolescents, not to mention adults.
According to Brewster, Girard and Ellis’s theory, the total length of the period of study, must be assessed in relation to the frequency and regularity of the teaching. Learning language earlier is effectively done as they are less distanced from the golden age when they acquired their mother tongue naturally.

In http://www.teachingenglish.org.uk, it is believed that when a child is introduced to a second language at an early age their chances of becoming more proficient in the target language will be higher. By this theory, it can be seen that it will be effective if someone learns a second language in early age.

Meanwhile, the objectives of teaching English in elementary school are stated in Kurikulum Muatan Lokal Bahasa Inggris untuk Sekolah Dasar (2004: 4) as follows:

*Mata Pelajaran Muatan Lokal Bahasa Inggris di Sekolah Dasar memiliki tujuan sebagai berikut: siswa memiliki keterampilan menyimak, berbicara, membaca dan menulis sederhana dalam bahasa inggris dengan penekanan pada keterampilan komunikasi melalui topik yang dipilih yaitu kebutuhan lingkungan, antara lain: industri, pariwisata, dan perindustrian di Provinsi Jawa Tengah.*

From the theories above, one of the reasons of teaching English in elementary level is because the best time to learn language is the early age. Considering the characteristics of young learner will make sense that the students in elementary school are easy to accept what they learn and use it as the base of teaching English for the next level. The objectives of teaching English in elementary school is the students have the listening skill, speaking skill, reading skill, and simple writing in English. It focuses on communicative competence in certain topics, that fulfill the environment needs.
B. The Description of Vocabulary

1. The Definition of Vocabulary

Hornby (1995: 1331) defines vocabulary as the total number of words in a language; vocabulary is a list of words with their meanings’. While Ur (1998: 60) states as follows:

“Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary ‘items’ rather than ‘words’.”

In addition, Burns (1972: 295) defines vocabulary as the stock of words which is used by a person, class or profession. According to Zimmerman in Coady and Huckin (1998: 5) vocabulary is central to language and of critical importance to the typical language learning. Furthermore, Diamond and Gutlohn (2006) in www.readingrockets.org/article state that vocabulary is the knowledge of words and word meanings.

From the definitions above, it can be concluded that vocabulary is the total number of words which are needed to communicate ideas and express the speaker’s means. That is the reason why it is important to learn vocabulary.

2. Kinds of Vocabulary

Some experts divide two types of vocabulary: active and passive vocabulary. Harmer (1991: 150) distinguishes between these two kinds of vocabulary. The first kind of vocabulary refers to the one that the students have been taught or learnt and which they are expected to be able to use. Meanwhile,
the second term refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.

Haycraft, quoted by Hatch and Brown (1995: 369), divides two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they are used in the context, but which they cannot produce. It is vocabulary that the learners recognize when they see or meet in reading text but do not use it in speaking and writing.

b. Productive Vocabulary

Productive vocabulary is the words which the learners understand, can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

3. Vocabulary Mastery

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people’s saying.

According to Webster (1992: 732) mastery refers to (1) a. the authority of a master: dominion, b. the upper hand in a contest or competition; superiority, ascendancy and (2) a. possession or display or great skill or technique, b. skill or
knowledge that makes one master of a subject comment. While Hornby (1995:721) defines mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone master in a certain subject.

The specificity of any individual’s vocabulary knowledge depends on the person and his motivation, desires, and need for the words (Hatch and Brown, 1995: 369). Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession (Rivers, 1989: 125). For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language.

From the definition above, we can conclude that vocabulary mastery is an individual’s great skill in using words of a language which is acquired based on their own interest, need and motivation. Vocabulary mastery plays an important role in the four language skill and it has to be considered that vocabulary mastery is one of the needed components of language.

4. Teaching Vocabulary To Children

One of the factors bringing to the unsuccessful teaching of English could be the students’ lack of vocabulary. Vocabulary is one of the vital elements in constructing meaningful communication. Without knowing the words needed to convey their ideas and feeling the learners can not speak and write well. A student who masters a good structure seems to lose its function whenever it is not supported by the abundance of words. In other words, it can be said that no matter
how well students learn grammar and sounds of words, without words to express wide range of meanings, communication will become meaningless.

In teaching vocabulary, the significant point is the selection of words the teachers want to teach. In teaching children, it is quite easy to teach concrete words and then become more abstract. The frequency also must be considered by the teacher. The teacher can decide which words to teach on the basis of frequency, how often the words are used by the speaker of the language. The teacher should teach the words that young learners are familiar with.

How often words are taught depend on the themes and topics. A lot of books provide vocabulary according to the themes. For example, when there is a theme “Animals”, then we can find words like names of animals, where they live, what they eat, etcetera.

Vocabulary mastery in elementary school especially at the third grade students still in the level of receptive use. They able to iedentify the words when they meet them but they are not able to produce or use the words speaking or writing. Lado (1979: 121-126) gives some steps in vocabulary learning, namely: (1) listening the words, (2) pronouncing the words, (3) understanding the meaning, (4) making illustration in the form of sentence, (5) doing practice in expressing the meaning, (6) pronouncing the words in loud voice, dan (7) spelling the words. Based on this theory, the third grade students are able to master vocabulary in listening the words, pronouncing the words and spellling the words.

Another expert, Ur (1998: 60-63) states the learners need to be taught the form of the words, then grammar, collocations, meaning and word formation. In
the form of words, pronunciation and spelling should be mentioned. Ur states “The learner has to know what word sound is like (its pronunciation) and what it looks like (its spelling).” The grammar of a new item needs to be taught but it depends on what level the learners are. For example young learner in earlier age will find it difficult and confuse to be taught past forms when teaching verbs.

Ur adds that the meaning of a word is primarily what it refers to in the real world, its denotation. It is important to inform learners about the meaning of the word as well as their form and grammar. Learners find this sometimes very difficult and discouraging because some words do not have just one meaning. Context helps them to find the right meaning. In word formation, using prefixes and suffixes, using hyphenated words etcetera, is too difficult for young learners.

It can be summarized that knowing the word and understanding its meaning go hand in hand. It is also easier to remember concrete words like a chair or a dog than abstract words. Young learners often put words together with what they can see, hear or with what they can touch. But as said above they also need to know other aspects of the words they learn. The third grade students able to master vocabularies in the form of listening the words, pronouncing the words and understanding the meaning of the words.

5. The Techniques in Teaching Vocabulary

To get the best result on language learning, it is important to choose good and appropriate technique in teaching vocabulary. Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard (1992: 90-91):
a. Using Objects

Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps pupils to memorize the word through visualization. Objects in the classroom can be used or things brought to the classroom.

b. Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic.

c. Using Illustrations and Pictures

There are plenty of vocabularies that can be introduced by using illustrations or pictures. The teacher can use learning materials provided by school. They can also make their own visual aids, or using pictures from magazines. Visual support helps pupils understand the meaning and helps to make the world more memorable.

d. Contrast

Some words are easily explained to student by contrasting it with its opposite, like the word *good* contrasted with *bad*. But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word *white* contrasted with *black*, there is an “in between” word *grey*. 
e. Enumeration

We can use this to present meaning. We can say clothes and explain this by enumerating or listing various items.

f. Mime, Expressions and Gestures

Many words can be introduced through mime, expressions, and gestures. For example, adjectives: sad, happy; mime: taking a hat off your head to teach hat and so on.

g. Using Opposites

This technique allows pupils to associate words with a concept they already understand in their mother tongue and often pupils will learn two words instead of one. For example, long/short, big/little, straight/curly, town/country, ill/well, and so on. Meanings can also be conveyed using simple line drawings.

h. Guessing from Context

This technique encourages pupils to take risks and guess the meanings of words they don’t know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. There are many clues pupils can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge.

i. Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn.
j. Translation

There are always some words that need to be translated and this technique can save a lot of time.

Other techniques of introducing new vocabulary are suggested by Gairns and Redman (1986: 76) as follows:

a. Visuals
   1) Visuals
   Visual techniques can be in the form of flashcards, photograph, blackboard drawings, wall charts, and realia. All of these techniques are extensively used for conveying meaning concrete nouns like animals or fruits, and certain areas of vocabulary such as professions, places and description of people and activities.
   2) Mime and Gesture
   These are often used to supplement other ways of conveying meaning. When teaching an item such as to chew, a teacher might build situation to illustrate it, make use of the blackboard and gesture to reinforce the concept.

b. Verbal Techniques
   1) Use of Illustrative Situations (Oral or Written)
   This could be the most helpful ways when the items become more abstract. The teacher often uses more than one situation or context to check that learners have grasped the concept.
2) Use of Synonymy and Definition

Teacher often use synonymy with low level students, where inevitably they have to compromise and restrict the length and complexity of their explanation.

3) Contrasts and Opposites

A new item like *big* is easily illustrated by contrasting it with *small* which is already known by the students. In this case, the teacher must have known exactly which vocabulary has been mastered by the students and which has not.

4) Scales

After the students have learnt two contrasted or related gradable items, this can be a useful way of revising and feeding in the new items.

5) Examples of the Type

To illustrate the meaning of subordinates, such as *flower*, *vegetables*, and *foods*, it is a common procedure to exemplify them e.g. *rose*, *jasmine*, and *orchid* are all *flower*. But the technique cannot be applied in delivering the words that belong to more than one ordinate.

c. Translation

This technique can be a very effective way to convey the meaning because it is not time consuming that might otherwise be spent on a complicated and largely unsuccessful explanation in English, and it can be a very quick way to dispose of low frequency items that may worry the students but do not warrant significant attention. The teacher give the
meaning directly, so the students did not need to get involve in the process in finding the meaning.

Schmitt and McCarthy (1997: 11) propose strategies to learn vocabulary as follows: (1) guessing from context, (2) using word parts and mnemonic techniques to remember words, and (3) using vocabulary cards to remember foreign language-first language word pairs. It is supported by Decarrico in Murcia (2001: 290) who also propose three strategies to learn vocabularies. The first is guessing meaning from context; she says that a context is rich enough to adequate clues to guess word’s meaning. The second is mnemonic devices: she proposes keyword technique. When seeing or hearing the target word, the learner is reminded of the keyword. The third is vocabulary notebooks; she suggests a memory aid in independent learning by setting up vocabulary notebooks.

Based on the techniques used for presenting new vocabulary, the experts suggest lots more of techniques that are claimed to be helpful for students to learn vocabulary in an easier way. What the researcher sees as the better way to teach vocabulary is by learning in rich contexts. According to Stahl (2005) in http://www.readingrockets.org, students probably have to see a word more than once to place it firmly in their long-term memories. This does not mean more repetition or drill of the word, but seeing the word in different and multiple contexts. In other words, it is important that vocabulary instruction provide students with opportunities to encounter words repeatedly and in more than one context.
C. Review on Contextual Teaching and Learning

1. The Definition of Contextual Teaching and Learning

There are some definitions of Contextual Teaching and Learning. Contextual teaching and learning is defined as a conception of teaching and learning that helps teachers relate subject matter content to real world situations (United States Department of Education Office of Vocational and Adult Education, 2001). Departemen Pendidikan Nasional (2003: 1) states:

Pendekatan Kontekstual (Contextual Teaching and Learning (CTL)) merupakan konsep belajar yang membantu guru mengaitkan antara materi yang diajarkannya dengan situasi dunia nyata siswa dan mendorong siswa membuat hubungan antara pengetahuan yang dimilikinya dengan penerapannya dalam kehidupan mereka sebagai anggota keluarga dan masyarakat........Proses pembelajaran berlangsung alamiah dalam bentuk kegiatan siswa bekerja dan mengalami, bukan transfer pengetahuan dari guru ke siswa.

Berns and Erickson in Deen and Smith (2006: 14-15) further explain contextual teaching and learning as an innovative instructional process that helps students connect the content they are learning to the life contexts in which that content could be used.

Sears & Hersh in Deen and Smith (2006: 15) add that problem-solving, self-regulated learning, teaching anchored in students’ diverse life-contexts, learning from each other and together, authentic assessment, and the use of a variety of context such as home, community, and work sites, have been identified as practices of contextual teaching and learning.

Johnson (2009: 25) states that the CTL system is an educational process that aims to help students see meaning in the academic material they are studying.
by connecting academic subjects with the context of their personal, social, and cultural circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, using authentic assessment.

From the definitions above, it can be concluded that Contextual Teaching and Learning (CTL) is a method of teaching and learning that helps teachers relate subject matter content to real world situations and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers.

2. The Components of Contextual Teaching and Learning

In Depdiknas (2003: 10) it is stated that CTL as a method has seven components as the basic implementation. The seventh components are Constructivism, Questioning, Inquiry, Learning Community, Modeling, Reflection and Authentic Assessment. Each of the components will be explained as follows:

(1) Constructivism

Constructivism is a process of building and arranging new knowledge based on experience. Knowledge is built by humans step by step in which the result is widening through restricted context. Knowledge is not a set of facts, concepts, or regulation which is ready to be taken and remembered. Human must construct knowledge and give the meaning through real experience.
(2) Questioning

Basically, learning is a process of questioning and answering. Question can be seen as reflection of students’ curiosity, while answering question reflects someone’s ability to think. Through CTL, teacher does not only convey information of learning materials but motivate the students to find by themselves and finally conclude learning materials together by teacher’s coordination and guidance. In a productive learning, questioning activity can be useful for:

a. Getting information of students’ ability in comprehending learning materials.

b. Giving motivation for the students to learn.

c. Stimulating students’ curiosity of something.

d. Focusing the students’ attention in something they want.

e. Guiding the students to find and conclude something.

(3) Inquiry

"Inquiry" is defined as "a seeking for truth, information, or knowledge, seeking information by questioning." Through the process of inquiry, individuals construct much of their understanding of the natural and human-designed worlds. Inquiry implies a "need or want to know" premise. Inquiry is not so much seeking the right answer because often there is none but rather seeking appropriate resolutions to questions and issues. Inquiry is important in the generation and transmission of knowledge. It is also an
essential for education, because the fund of knowledge is constantly increasing.

(4) Learning Community

Learning Community is an activity where the students are asked to work together to solve a problem. Forming Learning Community (LC) is not merely grouping students to work together. There has to be a problem for the teams to solve, and the team members should be willing and ready to share ideas/opinions, answers, and be willing to accept other members’ opinions and (possibly) criticism. As we shall see later, those characteristics are the things that make Learning Community good.

Working in a group, sharing, accepting or rejecting other people’s ideas will lead to deeper understanding and the students really enjoy doing it more than working alone. The other benefit is the development of leadership skills students who are used to working with other people have better skills in communicating with, and understanding, other. Higher self-esteem and positive attitudes will also grow from working with others cooperatively. Students are more open in a learning community, and they grow a positive attitude towards learning and school in general. Working with others also fosters higher self-esteem because they feel that their ideas are shared, appreciated, and discussed.

(5) Modeling

Modeling is learning process by showing something as a sample which can be imitated by each student. Modeling process is not restricted only from the
teacher but the teacher can also ask the students who have competence. Modeling is important aspect in the implementation of Contextual Teaching and Learning, because through modeling the students will be avoided from ambiguous learning.

(6) Reflection

Reflection is a process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose. By collecting information that the students have reflected, and by analyzing and evaluating this information, the students’ and the teacher identify and explore their own practices and underlying beliefs. Every time the learning process is over, the teacher gives a chance for the students to remember what has been learned by their learning experience and then they take a conclusion together.

(7) Authentic Assessment

Assessment has various purposes: formative, for assessing progress and summative for assessing whether instructional goals have been achieved. It has been noted in the literature that young learners may not perform to the best of their ability on formal standardized tests due to the time and pressure constraints and general lack of experience with this mode of assessment. When assessing young learners, the following considerations should be kept in mind:

a. Assessments should be an integral part of the teaching / learning process. Each lesson is an opportunity for assessment.
b. Methods of assessment should recognize that young children need familiar contexts and familiar activities which ‘mirror’ the things they do regularly in class, in order to be able to demonstrate their abilities.

b. Information on all dimensions of learning should be monitored: affective and social as well as linguistic and cognitive.

c. The emphasis of assessment should be on “Can Do”. Finding out what the pupils can do and what they still need help with.

d. Assessments should be appropriate to age level in terms of content and cognitive demands.

e. The teacher should find time to sit with each pupil individually to reflect on learning and allow the pupil to express his/her feelings about his/her learning.

In www.eadventure.co.il, there are some techniques for assessing young learners’ progress and achievements:

a. Self Assessment Activities: these allow pupils to reflect on their learning and express their feelings about their learning.

b. Short Questionnaires which can indicate what pupils like and do not like; what is easy and what they find difficult

c. Short Assessment Activities which focus on core elements which everyone should have mastered.

d. Observation sheets

e. Review of pupils’ workbooks and tasks that they have completed that provide ongoing evidence of learning and achievement.
f. Pictures and storybooks that are used in the classroom can serve as stimuli for questions, answers and communication.

g. Formal assessments: individually administered or class tests.

3. Contextual Teaching and Learning Circles

For CTL to be successful for all students, a school must value and support the method. Newmann and Wehlage (1997) in http://www.cew.wisc.edu describe a system of support for authentic learning that has been adapted to describe supports for CTL.

![Figure 1. Contextual Teaching and Learning Circles](image)

The final purpose in Newmann and Wehlage’s circles of support is to support high quality student learning. To make it happen, everyone in the school must agree on a definition of what students should learn and what strategies support learning. Then, teaching and learning strategies in the classroom, school, or community need considerable support from the school organization. And the last, to help students and educators create high quality teaching and learning
environments require external supports which provide encouragement and resources.

4. Contextual Teaching and Learning in Teaching English to Children

There are challenges teacher faces every day. Contextual teaching and learning is a method which can help them face successfully. Contextual Teaching and Learning is the best way to convey many concepts that are taught in a particular course so that all students can use and retain that information (http://www.texascollaborative.org/WhatIsCTL.htm). In CTL, the individual lessons can be understood as interconnected pieces that build upon each other, a teacher can also communicate effectively with students who wonder about the reason for, the meaning of, and the relevance of what they study. Teacher in CTL can open the minds of a diverse student population so they can learn concepts and techniques that will open doors of opportunity for them throughout their lives.

The traditional methods of classroom teaching do not touch the way the students process information and their motivation for learning. The students have to make these connections by themselves, outside the teaching learning process, became they are unable to make connections between what they are learning and how that knowledge will be used. Using an abstract or lecture method make the students have difficulties in understanding academic concepts as they are commonly taught.

Based on contextual learning theory, the students need to understand the concepts as they relate to the workplace and to the larger society in which they will live and work. Learning occurs only when students process new information
or knowledge in such a way that it makes sense to them in their own inner worlds of memory, experience, and response. Teaching and learning in this method assumes that the mind naturally seeks meaning in context. The context here is in relation to the person’s current environment. Seeking meaning in context can be done by searching for relationships that make sense and appear useful. Students learn best and retain what they have learned when (1) they are interested in the subject matter and (2) concepts are applied to the context of the students’ own lives. (ATEEC Fellows 2000)

Considering this understanding, contextual teaching and learning focuses on the multiple aspects of any learning environment, whether a classroom, a laboratory, a computer lab, a worksite, or a wheat field. It encourages the teachers to choose or design learning environments that include as many different forms of experience as possible in working toward the desired learning outcomes. The experience is in the forms of social, cultural, physical, and psychological. CTL encourages educators to design learning environments that incorporate many forms of experience to achieve the desired outcomes

In contextual learning environment, students discover meaningful relationships between abstract ideas and practical applications in the context of the real world; concepts are internalized through the process of discovering, reinforcing, and relating. Contextual Teaching and Learning (CTL) helps us relate subject matter content to real world situations and motivate students to make connections between knowledge and its applications to their lives as family
members, citizens, and workers and engage in the hard work that learning requires.

Based on [http://www.cew.wisc.edu/teachnet/ctl/](http://www.cew.wisc.edu/teachnet/ctl/) there are six contextual teaching and learning strategies:

a. **Problem-based**

CTL is started with a simulated or real problem. Critical thinking skills are used by the students to address the problem or issue. To solve these problems, students may also draw upon multiple content areas. Useful problems that are relevant to students’ families, school experiences, workplaces, and communities hold greater personal meaning.

b. **Using multiple contexts**

Theories of situated cognition suggest that knowledge can not be separated from the physical and social context in which it develops. How and where a person acquires and creates knowledge is therefore very important. CTL experiences are enriched when students learn skills in multiple contexts (i.e. school, community, workplace, family).

c. **Drawing upon student diversity**

On the whole, our student population is becoming more and more diverse, and with increased diversity comes differences in values, social mores, and perspectives. These differences can be the impetus for learning and can add complexity to the CTL experience. Team collaboration and group learning activities respect students’ diverse histories, broaden perspectives, and build inter-personal skills.
d. **Supporting self-regulated learning**

Ultimately, students must become lifelong learners. Lifelong learners are able to seek out, analyze, and use information with little to no supervision. To do so, students must become more aware of how they process information, employ problem-solving strategies, and use background knowledge. CTL experiences should allow for trial and error; provide time and structure for reflection; and provide adequate support to assist students to move from dependent to independent learning.

e. **Using interdependent learning groups**

Students will be influenced by and will contribute to the knowledge and beliefs of others. Learning groups, or learning communities, are established in workplaces and schools in an effort to share knowledge, focus on goals, and allow all to teach and learn from each other. When learning communities are established in schools, educators act as coaches, facilitators, and mentors.

f. **Employing authentic assessment.**

CTL is intended to build knowledge and skills in meaningful ways by engaging students in real life, or "authentic" contexts. Assessment of learning should align with the methods and purposes of instruction. Authentic assessments show (among other things) that learning has occurred; are blended into the teaching/learning process; and provide students with opportunities and direction for improvement. Authentic
assessment is used to monitor student progress and inform teaching practices.

Today, the teachers use many of these strategies in classrooms. In order to conduct the strategies effectively, all strategies must be present in the teaching/learning experience. Implementation of CTL may not require drastic changes in practice for all educators. It may require enhancement of practice in one characteristic and not another. Continual use and reflection on CTL processes broadens and deepens educators’ knowledge and ability to facilitate learning.

D. Rationale

All languages consist of words. To master a language, students need to master vocabulary. In teaching vocabulary, some teachers use ineffective and uninteresting method that causes difficulties for the students in understanding and using the words in the appropriate context.

In order to accommodate different characteristics of young learners and maintain young learners’ interest, the teacher must use the appropriate method to teach children. The teaching techniques and activities must also be varied. Contextual Teaching and Learning has a concept that can be used to solve the problem of vocabulary mastery of the elementary school’s students. The concept of CTL is to make the students discover meaningful relationships between abstract ideas and practical applications in a real world context. In CTL, students internalize concepts through discovery, reinforcement, and interrelationships. CTL encourages educators to design learning environments that incorporate many
forms of experience to achieve the desired outcomes. If children experience what they learned, the learning process will be more meaningful and make sense. Then, it will be effective if contextual teaching and learning is conducted to improve the students’ vocabulary mastery in elementary school.

**E. Hypothesis**

Based on the theoretical above, the hypothesis can be formulated as follows:

Contextual Teaching and Learning are capable of improving students’ vocabulary mastery of the third grade students of SD Negeri Kalimacan. There is a significant difference between the students who have their own experience and the students who do not have their own experience in reaching vocabulary mastery. The students who have their own experience will be more successful in reaching vocabulary mastery and they can also understand and use the word in appropriate context.

Then, the researcher hypothesizes that applying Contextual Teaching and Learning in the classroom is effective to improve the students’ vocabulary mastery. Contextual Teaching and Learning has a concept that students have active role in teaching and learning process. Through learning in Contextual Teaching and Learning, students’ vocabulary mastery can be improved.
CHAPTER III
RESEARCH METHODOLOGY

This chapter covers the setting and subject of the research, the method of the research, and the steps of conducting the research. Each is discussed in the following section.

A. The Setting and Subject of the Research

This research deals with improving students’ vocabulary mastery using contextual teaching and learning. It was conducted in SD Negeri Kalimacan, which is located in Jalan raya Solo-Purwodadi KM. 15, in the district of Kalimacan, Kalijambe, Sragen. SD Negeri Kalimacan is one of elementary schools that has good quality in the district of Kalijambe.

This research was conducted from January until May 2010. It included pre-observation activities that were conducted for a month (January 2010). Then pre-test and the action of this research were conducted for two months (February 2010 to March 2010). While the analysis of the result of action research was conducted for 2 two months (April 2010 to May 2010). Below is the schedule of the research:

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Wednesday, 17\textsuperscript{th} February 2010</td>
<td>07.15 a.m – 08.00 a.m</td>
<td>Pre – Test</td>
</tr>
<tr>
<td>2.</td>
<td>Thursday, 18\textsuperscript{th} February 2010</td>
<td>07.15 a.m – 08.25 a.m</td>
<td>Cycle 1</td>
</tr>
<tr>
<td>3.</td>
<td>Thursday, 25\textsuperscript{th} February 2010</td>
<td>07.15 a.m – 08.25 a.m</td>
<td>Cycle 1</td>
</tr>
<tr>
<td>4.</td>
<td>Saturday, 27\textsuperscript{th} February 2010</td>
<td>07.15 a.m – 08.00 a.m</td>
<td>Post – Test 1</td>
</tr>
</tbody>
</table>
This research was conducted at the third grade of SD Negeri Kalimacan, Kalijambe, Sragen in academic year 2009/2010. This class consists of 25 students. They are 11 boys and 14 girls. Most of their parents work as farmers. Besides, like the characteristics of other children, the children in this class love to play and talk to each other. The reason in choosing the third grade as the subject of the research was because of their low vocabulary mastery, whereas the third grade is an important step in the learning process at the elementary school.

**B. The Method of the Research**

The research was conducted as a classroom action research. It was conducted in collaboration with the English teacher of SD Negeri Kalimacan, Kalijambe, Sragen in order to improve students’ vocabulary mastery using contextual teaching and learning.

**1. The Definition of Action Research**

There are some definitions of action research proposed by experts. Wallace (1998: 4) states that action research is a way of reflecting on your teaching (or teacher-training, or management of an English department, or whatever it is you do in ELT). It is done by systematically collecting data on your
everyday practice and analysing it in order to come to some decisions about what
your future should be.

Kemmis (in Hopkins, 1993: 44) defines action research as:

“... A form of self reflective enquiry undertaken by participants in social
(including educational) situations in order to improve the rationality and
justice of (a) their own social or educational practices, and, (b) their
understanding of these practice, and (c) the situation ins in which the
practices are carried out. It is most rationally empowering when
undertaken by participants collaboratively, though it is often undertaken
by individual, and sometimes cooperation with ‘outsiders’. In education,
action research has been employed in school based curriculum
development, professional development, school improvement programs,
and systems planning and policy development.

Burns (1999: 30) says that action research is the application of fact
finding to practical problem solving in social situation with view to improve the
quality of action within involving the collaboration and cooperation of
researchers, practitioners and laymen. Bodgan and Biklen (in Burns, 1999: 30)
propose action research as the systematic collection of information that is
designed to bring about social change.

Rapopot in Hopkins (1993: 42) says that action research …aims to
contribute both to the practical concerns of people in an immediate problematic
situation and to the goals of social science by joint collaboration within a mutually
acceptable ethical framework.

Mason and Bramble (1997: 42) say that action research is a research
which is designed to uncover effective ways of dealing with real world problems.
The research is not confined to a particular methodology or paradigm. It may
utilize qualitative or quantitative methodology or a mixture of both. Action research is distinguished more by attention than methodology.

Based on the definitions above, this action research is self reflected inquiry conducted by teacher researcher in the teaching-learning environment, to gather information about the ways a teacher teach and how well their students learn with view to improve the quality of teaching and learning process. This action research will be conducted in order to improve the students’ vocabulary mastery by using contextual teaching and learning, develop teacher’s creativity in teaching vocabulary and improve teacher’s professionalism in teaching English. It is also expected that the research effects positive change of the social and educational situation on the third grade class.

2. The Characteristics of Action Research

Burns (1999: 30) suggests a number of common features which can be considered to characterize action research:

1. Action research is contextual, small scale and localized. It identifies and investigates problems within a specific situation.  
2. It is evaluative and reflective as it aims to bring about change and improvement in practice.  
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.  
4. Changes in practice are based on the collection of information or data which provides the impetus for change.

Bramble and Mason (1997: 43) illustrate several points about action research. The results of the research have direct application to real-world problems. Then, elements of both quantitative and qualitative approaches can be found in such studies. Finally, treatments and methods that are investigated are
flexible and might be changed during the study in response to the results as they are examined.

Somekh (in Burns, 1999: 33-34) lists the features of action research as follows:

1. The research is focused on a social situation;
2. In the situation participants collaborate with each other and with outsiders too decide upon a research focus and collect and analyse data;
3. The process of data collection and analysis leads to the construction of theories and knowledge;
4. The theories and knowledge are tested by feeding them back into changes in practice;
5. To evaluate these changes, further data is collected and analysed, leading to refinement of the theories and knowledge which are in their turn tested in practice, and so on and so forth...;
6. At some point, through publication, these theories and knowledge are opened up to wider scrutiny and made available for others to use as applicable to their situation. This interrupts the cyclical process of research and action, but is useful in bringing the research to a point of resolution, if only temporarily.

The characteristics of action research can be identified as follows: Action research is carried out by practitioners. The results of the research have direct application to real-world problems. Action research provides collaborative investigation by teams of colleagues, practitioners and researchers. The treatments and approach that are investigated are flexible.

Based on the characteristics of action research above, this research was appropriately undertaken as classroom action research in order to bring about educational change and improvement in vocabulary mastery and students’ learning attitude. The use of teaching approach by using contextual teaching and learning in this research is flexible and can be monitored.
3. The Model of Action Research

Kemmis and McTaggart (1998) in Burns (1999: 32) explain that action research proceeds through a dynamic and complementary process which consists of four essential ‘moments’: planning, action, observation, and reflection. These moments are the fundamental steps in a spiraling process.

The spiral model can be illustrated at figure 2 as follows:

Each step is explained as follows:

a. Planning

Develop a plan of critically informed action to improve what is already happening.
b. Action  
Moment of Action is an act to implement the plan.

c. Observation  
Observe the effect of the critically informed action in the context in which it occurs.

d. Reflection  
Reflect these effects as the basis for further planning, subsequent critically informed action and so on, through a succession on stages.

In this research the four steps above is expanded into five steps, namely:

1) Identifying problems and planning the action, 2) Implementing the action, 3) Observing or monitoring the action 4) Reflecting the result of observation, and 5) Revising the plan for the following cycle.

**4. The Procedure of Action Research**

The four steps at the model can be expanded into six steps which are included in the procedure of action research. The procedures are: 1) identifying the problem; 2) planning the action; 3) implementing the action; 4) observing the action; 5) reflecting the action; and 6) revising the plan. Each step will be explained as follows:

**a. Identifying the Problem**

The problems were identified before planning the action. The problems referred to the factors making the low of vocabulary mastery and the passive behavior during the teaching learning process. The problems were identified by using three elements:
1) Using test

The pre-test was given in order to know the students’ competence in comprehending vocabulary mastery.

2) Interview the Teacher

The interview was held in order to know the problems faced by the teacher during teaching learning process.

3) Observation

The observation was held in order to know the students’ vocabulary mastery, the students’ behavior during teaching-learning process and to know the class management.

b. Planning the Action

General plan will be made before implementing the action. The researcher will prepare everything related to the action as follows:

1) Firstly, the researcher gave the students pre test and evaluates the result.

2) Then she prepared the materials and sheets for classroom observation (to know the situation of teaching-learning process when the technique is applied)

3) She made lesson plan and designed the steps in doing the action.

4) She prepared teaching aids (the copies of pattern, text-book, etc)

5) She prepared exercises and post-test (to know whether students’ vocabulary mastery improves or not

6) Then the teacher implemented the lesson plans which had made by the researcher.
7) The researcher gave post test 1 and evaluated the result to decide on the next cycle action.

8) When the teacher had finished applying all the lesson plans, the researcher gave post test 2 (final test) and evaluates the result.

9) Then, she compared the result of the pre test, the post test 1 and the post test 2 (final test) and identified the scores comparison.

c. Implementing the Action

The teacher implemented the action. The teacher used contextual teaching and learning method in teaching vocabulary. She applied the lesson plans which had been made by the researcher. The teacher also used learning media which was provided by the researcher.

d. Observing the Action

The researcher observed all activities during teaching learning process. She also wrote her observation result in a field note. The researcher also took some photographs of the teaching and learning process.

e. Reflecting the Action

The researcher made an evaluation on the observation result to find out the positive results and weakness during the action. The weaknesses were refined in the next cycle, so that finally the effectiveness of using contextual teaching and learning to improve the technique of teaching vocabulary was determined.
f. Revising the Plan

Based on the weaknesses which are found in reflecting process, the researchers revise the plan for the next cycle.

C. The Steps of Conducting Action Research

1. The Technique of Collecting the Data

The data of the research were collected by using some techniques of data collection which include: interview, observation, research diary, and document analysis. Photographs were also taken during the implementation of the research to provide more accurate data. The data which were collected in this study consists of the information obtained during pre-research, the process and the results of action research implementation, and the results of the discussion between teacher and researcher. The application of data collection in this study is summarized in the table below:

<table>
<thead>
<tr>
<th>Steps of the Study</th>
<th>Objectives</th>
<th>Participants</th>
<th>Techniques</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Research</td>
<td>▪ To know the problems faced by the teacher</td>
<td>✓ Teacher ✓ Researcher</td>
<td>▪ Interview ▪ Observation</td>
<td>▪ Result of Interview ▪ Field notes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>▪ To know the students vocabulary mastery</td>
<td>✓ Researcher</td>
<td>▪ Observation ▪ Photographs ▪ Documents</td>
<td>▪ Field notes ▪ Photographs of Teaching Learning process ▪ Lesson plan</td>
</tr>
</tbody>
</table>
As shown in the table above, the techniques of collecting data were interview, observation, photographs, document, and diary. The techniques were conducted as follows:

a. Interview was conducted to the teacher and the students.

Interviews and discussions are face-to-face personal interactions, which generate data about the research issue and allow specific to be discussed from other people perspective. Burns (1999:17)

b. Observation was conducted during the implementation of the research.

Observation is taking regular conscious notice of classroom action and occurrences, which are particularly relevant to the issues or topics being investigated. Burns (1999:80)

c. Photographs were taken during the implementation of the research.

Photograph is a technique for data collection, which combines a range of language classroom tasks and activities effectively where visual aids are an invaluable support in learning. (Burns, 1999:101)

d. Document consists of lesson plan and students’ assessment.

e. Researcher’s fieldnote was noted during the research is undertaken.
2. The Technique of Analyzing the Data

In analyzing the data, the researcher used quantitative and qualitative method. Pre-research observation report, interviews, field notes, photographs, lesson plan, and the students’ worksheets were analyzed by using qualitative method. In qualitative method, the writer used constant comparative method. Strauss and Glasser in Moleong (2004: 288-289) say that in general, the data analysis process includes data reduction, data classified, data synthesis, and ended by action hypothesis. They are as follows:

1. Data Reduction
   a) Unit identification. First, the smallest unit that is found in the data is identified. It must have close relationship with the research problems.
   b) Having got the unit, the next step is making codification. It means that we have to code every unit in order to know where the data come from.

2. Categorization
   a) Categorization arrangement. It is aimed at choosing every unit that has the same characteristics.
   b) Every category must be labeled.

3. Synthesis
   a) To synthesis means that to look for the relationship between one category to the others.
   b) Then related one category to the others must be given a label again.

4. Stating “Action Hypothesis”

   Formulate proportional statements that come from the data.
The qualitative data were analyzed by constant comparative method. The researcher read pre-research observation report and field notes. While reading the data, researcher gave sign on the data which was answered on the research questions and other findings emerged during the research. The data analysis involved re-reading the field notes combining with the data of interview and reviewing the photographs.

While for quantitative method, the researcher compared the mean score of the pre-test and post-test. The test scores results were analyzed to provide additional data to show the accurate data of students’ vocabulary mastery improvement. The scores are calculated with the following formula:

$$\bar{X} = \frac{\sum X}{N} \quad \bar{Y} = \frac{\sum Y}{N}$$

In which:

- $\sum X$ = The sum of students’ score before the action
- $\sum Y$ = The sum of students’ score after the action
- $\bar{X}$ = Means of students’ score before the action
- $\bar{Y}$ = Means of students’ score after the action
- $N$ = Number of student

Finally, by analyzing the observation and the test results, the researcher can test the hypothesis that Contextual Teaching and Learning can improve the students’ vocabulary mastery.
CHAPTER IV
THE RESULT OF THE STUDY

The result of research implementation is presented in chapter IV which consists of research finding, discussion, and hypothesis testing.

A. Research Finding

The implementation of the research was conducted in collaboration with the English teacher of SDN Kalimacan, that is, Miss Apriliana Dewi Sapta Rini (DW). Before conducting the research, teacher (DW) and the researcher (LS) shared a common knowledge about action research. Teacher (DW) seemed enthusiastic and she agreed to work together with LS. The action research was conducted collaboratively. The researcher was the observer who observed the action and teacher (DW) was the practitioner. They also discussed the research implementation result during the teaching learning process in the reflection phase.

The implementation of teaching vocabulary using Contextual Teaching and Learning through classroom action research consisted of two cycles. Each cycle consisted of two meetings for presenting the material. Each meeting took 70 minutes. For the first cycle, the researcher used Contextual Teaching and Learning to teach vocabulary with a topic “Animals”. For the second cycle, the topic was “Fruits”. Every cycle consisted of a series of steps: identifying the problem, planning the action, implementing the action, observing and monitoring
the action, reflecting and evaluating the result of the observation, and revising the plan.

Before implementing the action in cycle one, the researcher had conducted a pre-test to know students’ prior knowledge. This was aimed to measure students’ knowledge of the topic before the treatment and to make a comparison with the post-test to know whether or not the student’s vocabulary improved. After finishing the action, the researcher conducted a post-test to measure students’ improvement after having the treatment. The topics of pre-test and post-test were animals and fruits. Each test consists of 10 oral test (pronunciation), 10 multiple choice type (understanding meanings), and 10 arranging letters test (spelling).

1. The First Cycle

   a. Identifying the Problem

      Before the researcher implemented the research, she conducted a pre-research. In conducting the pre research, she did observation. She also interviewed the students and the teacher. Based on the result of pre-observation, it was found that the class was very noisy, the students loved to chat and play, they were silent when the teacher explained the lesson but when the teacher sat in her chair the students were busy with their own activity. A lot of students permitted to go to the bathroom but actually they did not go to the bathroom. When the researcher checked them, they only wanted to get out of the class. The teacher seemed to have difficulty in managing the class. The researcher took notes that the teacher did not consider the students’ characteristics. In the
teaching and learning process, the teacher only discussed the task in LKS. Teaching and learning process became uninteresting because there was no learning media used. Based on the interview done with the teacher, the students had problems in grasping the meaning of vocabulary. Although they had got the materials in the previous lesson, they had forgotten what they had learnt. It was also proven by the researcher observation. When the teacher asked some questions, only few students gave the answer. The students also had problems in pronouncing the words. It was connected with their inability in spelling the words. The students had difficulty in pronouncing and spelling the words because the written English word is different from the pronunciation. Based on the interview done with the students, they said that the teacher only taught what was served in LKS. The students did not learn the vocabulary by experiencing the lesson. As a result, they easily got bored and forgot the vocabulary they had learnt. That is why the students’ vocabulary mastery was low. It could also be seen from the result of pre test (57,76).

In pre-research, the researcher identified that the students’ vocabulary mastery should be improved by implementing a method that could overcome the problems. Therefore, the researcher designed teaching vocabulary using contextual teaching and learning.

b. Planning the Action

Considering the fact that the students’ vocabulary was low, the researcher would implement an action that is suitable and interesting for the students. The researcher would implement contextual teaching and learning, a
method which relate subject matter content to real world situations and motivate students to make connections between knowledge and its applications in their lives as family members, citizens, and workers and to get engaged in the hard work that learning requires. The researcher believed that contextual teaching and learning is appropriate method to improve the students’ vocabulary mastery.

The researcher has to prepare the lesson plan as teacher’s guide in teaching before implementing the action. The researcher also has to prepare the materials and students’ worksheet consists of some tasks and other thing related to the action. During the lesson, all of the instruments are needed in order to achieve the objective and to organize the lesson well. There are three section in lesson plan, opening, main activities, and closing. Cycle one consisted of two meetings. Each meeting took 70 minutes.

The researcher planned different activities for each meeting. There were two topics discussed, “animals” and “fruits”. The objective of the lesson is to introduce new vocabulary to the students related to the topic. The action plan would be implemented by the English teacher (DW). The researcher (RP) observed the whole teaching and learning process in the classroom.

c. Implementing the Action

The action plan was implemented by DW. In the first cycle, she introduced vocabulary dealing with animals and fruits. In implementing the action, the researcher used the lesson plan that had been prepared before. The action consisted of three sections: opening, main activity, and closing. Each of the section is described as follows:
a). The First Meeting (Thursday, 18th February 2010)

1. Opening

The lesson started at 07.15 a.m. the researcher (LS) and the English teacher (DW) entered the class. The teacher asked one of the students to lead the prayer. The teacher greeted the students and checked the students’ attendance. The teacher did not directly tell the students the topic of the lesson. She stuck a big sheet containing the names of animals on the blackboard. The names of animals was written in order until contained a hidden word. The topic of the lesson can be found on the hidden word between the names of animals on the big sheet.

2. Main Activity

The teacher (DW) asked some questions related to animals, for example: “Coba kalian sebutkan nama-nama hewan yang kalian tahu?” Then the students mentioned the names of animals they knew. Some of them mentioned it in English and the rest in bahasa Indonesia.

The teacher tried to attract the students by giving six pictures of animals, the students had to stick the pictures on their names on the blackboard. There were the names of animals which are familiar to the students like elephant and monkey, but there were also the names of animals that were strange to the students like camel and dolphin. After all the pictures had been stucked on the big sheet by the students, the teacher discussed the pictures on the big sheet together. The teacher corrected the students’ answers and gave the model of pronunciation. The teacher drilled the students to tell the names of animals
whose pictures were on the blackboard.

The teacher asked the students to make groups of five. The teacher gave a worksheet for each group. Guided by the teacher, each group found the animals in the field in front of their school yards. The students looked happy and exited. The teacher asked the groups to observe the animals (took notes what they eat, where they live, and their physical appearance). Some groups had difficulties in doing the task so the teacher helped them. The teacher and the groups came back to the class and discussed the result of their group work. She asked each group to present their observation result.

3. Closing

The teacher reviewed the lesson of that day by asking some questions to the students. The teacher gave a chance for the students to recall what had learned by their learning experience and then they took a conclusion together. The teacher asked to the students whether they had questions or not. But no students asked question. When the time given was over, the teacher asked the students whether they were happy or not in the lesson. The students answered “Yes”. Then the teacher said goodbye and closed the lesson.

b). The Second Meeting (Thursday, 25th February 2010)

1. Opening

The second meeting was conducted on Thursday, 25th February 2010. the topic differed from the topic in previous lesson. The teacher started the lesson by greeting and checking students’ attendance. Then she reviewed the lesson of the last meeting. She asked about what they did in the last meeting.
The teacher did not tell the topic of the lesson directly. She told the students the topic of the lesson by conducting a game called “silent post”. The teacher told the first students and then the students sent it to others and the last person said that out loud (the teacher mentioned the names fruits, the topic of the lesson).

2. Main Activity

The teacher asked some questions, for example: “Buah apa saja yang pernah kamu makan?” The students mentioned the names of fruits that they know. The teacher asked the students to make groups of five. The teacher prepared a table in front of the class and put some pictures of fruits above it. The teacher distributed worksheet for each group. Each group had to fill the missing letter to complete the names of fruits. The students came forward to take the fruits and matched the pictures with the names. Everyone wanted to take part in this activity. The activity became so attractive. But some groups had difficulty in filling the letters. The teacher corrected and checked the students’ answer. The teacher asked each group to show a picture of fruits she mentioned. Every group was enthusiastic in showing the pictures, some of them raised their hands as high as he could. The teacher drilled the students the names of fruits.

The teacher gave pair work activity named “Information Gap” The students in one table were given different sheets. The students in the left side were given sheet “A” while the students in the right side were given sheet “B”. The students had to fill in the number for each fruit. The teacher asked the students to check their result with their partners. The teacher asked the students
to colour the pictures in front of them according to the colour of fruit in real world context. The students looked happy in colouring the pictures of fruits, sometimes they asked the colour of some fruits to the teacher.

3. Closing

Before closing the lesson, the teacher reviewed the lesson of that day by asking some questions to the students. The teacher summed up the lesson together with the students. She also asked the students whether they were happy or not in today’s lesson. The students answer “Yes”. The teacher said goodbye and closed the lesson.

c). The Third Meeting (Saturday, 28th February 2010)

In the third meeting, the researcher and the teacher conducted the first post-test. The first post-test was conducted to know the students’ learning achievement after the treatment.

d. Observing the Action

Observing or monitoring is an important aspect in a classroom action research. The data resulted from observing or monitoring would be the basis in deciding further action. Observation is done to know whether contextual teaching and learning could be implemented in teaching English to improve students’ vocabulary mastery. Observing or monitoring was done during the implementation of the action. When the students were doing the activity, the researcher observed the students’ behaviors to know the advantages and weaknesses of the method being applied.
When the teacher (DW) implemented teaching vocabulary using contextual teaching and learning, the process was observed and the result can be explained as follows:

a). The first meeting

In the first meeting, the students seemed interested when the teacher showed the pictures and asked them to stick the pictures and matched it with the names of animals. A lot of students raised their hands. Everyone wanted to take part in that activity. However, some students still looked ashamed and reluctant when the teacher asked them, they answered in low voice to the teachers’ question. But in general, the students paid more attention to the lesson. When the teacher asked them to pronounce the names of animals in English, many students made mispronunciation. The teacher corrected them and gave the correct pronunciation.

Then, the teacher divided the students into five groups. She divided the students based on their students number. It was unfamiliar for them to work in group because they never worked in group before. In group work activity, the situation was not exactly like what the researcher hoped. Some students dominated the group and there was a group who did not know what to do. The teacher helped them and guided them. She also reminded them to work in team. When the researcher looked at the students’ work sheet, their spelling of the names of animals was poor.

Based on the observation of the learning process in the first cycle, the researcher found out that the implementation of contextual teaching and
learning could motivate the students to be more active and paid more attention in joining the lesson. It could be seen from the students’ activity in learning new vocabulary. When the students found difficulties in finding the meaning of new words, they were not reluctant to ask the teacher. The students could also learn to work in team. In general, the class could be well managed although sometimes some students still dominated the group.

b). The second meeting

In the second meeting, the teaching learning process ran more smoothly than the previous meeting. The students was more familiar with the group work activity. They also made a discussion as could be seen in their cooperation in finding out the missing letter of the English names of fruits. When one student didn’t know the English word, he/she was helped by the other students of their group. There was one group who did not finish filling in the missing letter so that they could not took the pictures in front of the class. The teacher helped them. The teacher discussed the result of their work activity. She gave the correct answer and write it on the blackboard.

In pair work activity, the students checked what they had in group work activity. The students in one table will be given different sheets. They were not allowed to look at the other friends’ sheet. After they finished the task, they checked the result with their partners.

The students looked so happy and excited when the teacher asked them to colour the pictures of fruits from pair work activity. The students had to colour the pictures according to the colour of fruit in real world context. They
were not reluctant to ask the teacher the colour for each fruit. everytime they wanted to ask to the teacher, they had to mention the names of fruits in English.

c). The third meeting

In the third meeting, the first post-test was conducted to know the students’ achievement in learning the vocabulary after the treatment was implemented. The result of the the first post-test showed improvement of students’ mean score. The mean score increased from 57.76 in pre-test to 65.56 in post-test.

e. Reflecting the Action

Based on the result of the observation, the researcher did the reflection of the action. The researcher wanted to know whether the action was successful or not by doing the reflection. The researcher would also be able to find several positive results and weaknesses. When the researcher found the weaknesses, she can find a way to solve it.

There were things which the researcher noted down as the positive results. The teaching learning activities during the implementation of the contextual teaching and learning were generally well organized. The researcher noticed that the students were very excited in doing some activities, for example: field trip and colouring. From the implementation of the method, there were some positive results that the researcher noted down. They are: 1) learning by experiencing gave the students motivation, 2) the students learned more vocabulary than they should, 3) group work gave them a chance to help each other, 4) learning outside the classroom attracted their attention. Those points
showed a positive change of students’ behavior in joining the lesson. It was reflected from their active role in identifying the things around them. The students had enough courage to ask questions.

Besides, there were also several things which were considered to be weaknesses. Some students dominated the group and there were a group who did not know what to do. For example: when the teacher supervised group two, only one or two students did their task. The teacher had told the researcher at the pre-observation that group work is not familiar to the students. They had never applied group activity in English class before. Another group, group five were not able to complete the task successfully. When the researcher asked the teacher, the teacher said that group five consisted of poor vocabulary mastery students. It means that the researcher had to arrange a new plan to solve the problem.

The result of the test shows that the mean score of pre-test is 57.76 and the mean score of post-test is 65.56. It means that the students’ vocabulary increased though it was not significant. Even though in general the researcher found the students’ improvement in vocabulary, the students’ ability in spelling was poor compared with pronouncing and understanding the meaning. In the result of post-test I, the students made a lot of mistakes in doing spelling test. Based on the research reflection above, it can be concluded that the result of cycle one was not satisfactory because the result of learning vocabulary is not satisfactory yet.
f. Revising the Plan

Based on the results of the reflection above, it could be seen that the action showed both the positive results and weaknesses. So, the researcher thought that it was necessary to make the next planning and to conduct the next cycle in order to solve the problems and the weaknesses that appeared in the first cycle. In the next cycle, the researcher revised the plans and prepared two meetings. In this cycle, the researcher and the teacher collaboratively made a teaching and learning plan.

In cycle 2, the researcher and the teacher planned to make more group activities, it was hoped that the students would be more familiar with group work activity and there was no student who dominated in doing task in a group. The researcher divided the groups based on their test scores. Based on the previous cycle, groups were divided based on the students number and as a result, the distribution of the students was not balanced. There were groups that consisted of all smart students while the other consisted of all low mastery vocabulary students. The researcher and the teacher also agreed to make more activities in spelling. Based on the test scores results, students had more difficulties in spelling. The teacher and the researcher would give hangman games to the students.

2. The Second Cycle

a. Identifying the Problem

Based on the result of cycle one, there were some problems which were found by the researcher. One of the problems was that some students dominated
the group in doing task because they were not familiar with group work activity. The group activity was not balanced because the students were divided based on the students’ number. There were groups that consisted of all smart students while the other groups consisted of all poor vocabulary mastery students. Besides, from the result of students score, it was identified that students’ spelling was still poor although their vocabulary mastery in general increased.

b. Planning the Action

Before conducting the second cycle, the researcher prepared lesson plans and materials which were related to the topic. The implementation of teaching vocabulary using contextual teaching and learning would be held in two meetings. The topic of this cycle were animals and fruits. the objective of the lesson is to introduce new vocabulary to the students related to the topic.

The researcher made some changes to overcome the weaknesses of previous lesson. The changes are: (1) the researcher and the teacher planned to make more group activities, (2) the researcher divided the groups based on their test scores, (3) the researcher and the teacher planned to make more activities in spelling.

C. Implementing the Action

In this cycle, the English teacher (DW) implemented the action plan and to improve the result, the researcher (LS) observed the teaching and learning process in the classroom. She prepared the teaching materials and added more group activities and spelling activities. The second cycle was conducted in two meetings. Each meeting took 70 minutes.
a). The first meeting (Thursday, 4th March 2010)

1. Opening

The researcher (LS) and the English teacher (DW) entered the classroom. DW started the lesson by greeting the students and checking the students’ attendance. The teacher reviewed the previous lesson and reminded the students about their first meeting about animals.

2. Main Activity

The teacher distributed pictures of animals to the children and the teacher got ready with the laptop and speaker. Then the teacher divided the students into five groups. She divided the students based on their scores in pretest and post test. The teacher would make a group activity. She would use the students’ knowledge of sounds of animals in a real world context in guessing the names of animals.

Before the students listened to the sounds of animals, the teacher gave them worksheet for each group. The worksheet consisted of the pictures of animals and below the pictures there were jumbled letters of the names of animals. the procedures of this activity were the students listened the sound of animal first, then they gave the number in the picture, and finally they had to find the jumbled letters of the names of animals and arranged them above the picture of that animal.

The students laughed when they hear the sound of monkey, some students even imitated the sound and acted like a monkey. The teacher reminded them to do their job. The students looked serious in completing the activities.
They discussed with their group. Every group could complete their job successfully. The teacher discussed the result of their group work by giving the correct names of animals in the blackboard. The teacher drilled the students to pronounce each name of animals on the worksheet.

The teacher asked all of students to make a big circle. She also asked one member of each group to come forward. She sticked a picture of animal in the back of one member of each group. The member of group allowed to ask the other members of group yes/no question about the description of animals. When the member of group could guess the names of animals correctly the other groups had to imitate the sound of that animal but when he/she failed, his/her members of group had to imitate the sound of that animal. This activity was so attractive that the students were encouraged to speak up and gave questions to their friends. Some students also laughed because they knew the animal on their friends’ back. When the group activity finished, the students were also asked by the teacher to write their feeling of the lesson today in a sheet of a paper.

3. Closing

Before closing the lesson, the teacher reviewed the lesson of that day by asking some questions to the students. The teacher summed up the lesson together with the students. She also asked the students whether they were happy or not in today’s lesson. The students answered “Yes”. The teacher said goodbye and closed the lesson.
b). The second meeting (Thursday, 11\textsuperscript{th} March 2010)

1. Opening

The teacher and the researcher went to the class when the electric bell rang. She greeted and checked students’ attendance. The teacher reviewed the previous lesson and reminded the students of the lesson in second meeting about fruits.

2. Main Activity

The teacher asked the names of fruits they had learnt before. The students mentioned the names of fruits they knew. The teacher gave a model of offering some fruits and accepting or refusing the offer. “would you like artinya \textit{apa kamu mau}....?” The teacher asked the students to work in pair and did the role play. Students in one table came forward and picked two pictures of fruits they like. Each pair had to perform offering some fruits (by showing the pictures of fruits) and accepting or refusing the offer. When they offered the fruits, they showed the pictures of that fruits to their partner.

The teacher divided the class into five groups like the previous lesson. The teacher gave an envelope for each group which contained the pictures of a fruit and that fruit’s description. Each group came forward and did the “\textit{Hangman Games}”. The group also gave common clues of the fruit when the other group gave the right letters. The other groups could ask the group about the description of this fruit, but the group had to answer yes/ no without more explanation. The other groups guessed what fruit that was. The group that could guess more names of fruits was the winner.
3. Closing

The teacher reviewed the lesson of that day by asking some questions to the students. The teacher praised what the students did. Then she asked the students’ feeling of that day lesson. When the time given was over, she said goodbye and left the classroom.

C. The third meeting (Friday, 12th March 2010)

In the sixth meeting, the second post test was conducted to know the students’ achievement in learning vocabulary after the action of cycle 1 was revised.

d. Observing the Action

While the english teacher (DW) was implementing the action, the researcher (LS) observed all activities. The result is presented as follows:

a). The first meeting

In the first meeting, the teaching learning process became more effective than before. The class was managed well. The students’ paid their attention to the teaching and learning process. They followed the teaching and learning process enthusiastically. As seen from their response to the teachers’ questions, their active role in teaching activities and their readiness in the class before the bell rang.

They seemed familiar with group activity than before. When one group did not know the english vocabulary the other member of the group help him. There was no group that could not finish the task given by the teacher. The group division was balanced. Every group consisted of smart students and low
vocabulary mastery students. The students also looked so happy in imitating the animals’ sounds. Because they are used to hearing the animals sound in their daily life, they loved to guess the animals by listening to the animals’ sounds. When they made a big circle and a student was asked by another student, they could answer the description of animals in correct way. For example, one student asked about tiger, “binatang ini kakinya empat?” another students answer, “Yes”. The students’ spelling activity also ran well. Because the group division was balanced. There was no serious problem for each group in doing spelling activity. The members of each group helped to each other.

b). The second meeting

In the second meeting, the teaching and learning process ran well. For the first time the students did the role play. It was not difficult for the teacher to make the students understand what they would do in role play activity. The teacher asked two students to be models of the role play for other students. The students were enthusiastic when they had to choose two fruits they liked and showed the pictures when they did the role play. Everyone had their own favourite fruits and they loved to show it to the other friends.

In the meeting, the students also did the group work activity. They were very interested when the teacher asked them to sit in groups. The students looked more enthusiastic when they got an envelope from the teacher. The envelope contained a picture of fruit and its description. Each group had different color of ribbon. Some students said, “wuih groupku ungu ki...”, “groupku kuning...”. They also seemed happy in doing hangman games. When each group
came up make some lines, another group guessed the letter of the names of fruit the group brought. Everyone wanted to take part in this activity. Almost all students raised their hands after the group made some lines. They were not reluctant to ask the group and guessed the names of fruits. They seemed familiar with the games. Every one in group also discussed together and wanted to be the group who could guess more names of fruits. The students in one group substituted each other to represent their group answer.

c). The third meeting

In the fifth meeting, the second post-test was conducted. The result of the second post-test showed the improvement of students’ mean score. The mean score increased from 65.56 in the first post-test to 78.16 in the second post-test.

e. Reflecting the Action

The action in cycle 2 made great improvement result. The teaching and learning process were better than cycle 1. The students enjoyed every single activity and became more enthusiastic than before. They paid more attention to the lesson, answered teachers’ questions, and took part in learning activities (both in groups, individually and in pairs). The class became more attractive and fun.

Based on the result of the observation in cycle two, it can be concluded that contextual teaching and learning can improve students’ vocabulary mastery of elementary school students. The improvement could be seen in the increasing
students’ participation in learning English and also the increasing mean score. Those improvements are as follows:

1) The improvement of students’ participation in attending the lesson. The students participate well in following all the procedures of the teaching learning process. They loved to take part in every single activity held in teaching and learning process. They could make a discussion with their group. They are also good in pair and individual activity. The better participation from the students is also indicated by their willingness in asking and answering questions.

2) The improvement of learning situation. The students learn in an enjoyable situation. They find that contextual teaching and learning is not boring. They could collaborate well with other students. Contextual teaching and learning is not always held by sitting in the chair and listening teachers’ explanation for a long time, but the students have wider space to learn and this method creates a non-threatening situation which automatically made them consider that English is not a difficult subject.

3) The improvement of the students’ spelling. Since the poorest components of vocabulary in the result of post test 1 is spelling, the researcher and the teacher gave more spelling activities. As the result, the students could practice to write the English word and had a courage to speak up in English.

4) The improvement of students’ score. One of the indicators that the action is successful is the improvement of the students’ mean-score. From the comparison between the mean score of the pre-test and post-test, it can be
identified that the implementation of contextual teaching and learning could improve students’ vocabulary mastery. The mean score of the pre-test was 57.76 while the post-test was 78.16.

B. Discussion

This part presents the discussion of the research implementation.

1. Observation

This research was observed by the researcher and implemented by the English teacher. In this process, the researcher found that vocabulary problems occurred in English teaching and learning. The indicators of the vocabulary problems can be identified as follows: (1) the students had difficulty in spelling the English word; (2) the students had difficulty in pronouncing the English word; (3) and the students had difficulty in grasping and understanding the meaning;

In the situation of the class, the researcher also noted some problems. The problems were: (1) during the teaching and learning process the students were busy with their own activity; (2) when the teacher gave explanations the students tended to talk to each other, the content of they were talking was not related to teaching and learning English; (3) many students asked for permit to the teacher to go to the bathroom, they actually did not go to the bathroom when the researcher checked them; (4) when the teacher asked the students, they could not answer the question; (5) and the students did not do the homeworks.

There were some factors that caused those problems, namely: (1) the teacher did not understand the characteristics of children.; (2) there were no media
used in teaching and learning process.; (3) the teacher did not use effective and exciting teaching technique for the students; (4) the teacher did not use appropriate method in teaching and learning process.

To solve those vocabulary problems, the researcher and the teacher used contextual teaching and learning (CTL). CTL is a concept of teaching and learning that helps teachers relate subject matter content to real world situations. CTL motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers. The students’ activities that were written in field notes shows that CTL is appropriate method to improve students’ vocabulary mastery.

In this research, all of the teaching and learning activities contained seven components of CTL. For example: when the teacher asked the students to guess the names of fruits or animals, modelling occurred when the teacher gave the example of guessing the mysterious fruits. The process of inquiry occurred in way and trick to describe which done by the students. The process of questioning occurs when the students observed the pictures, asked, gave his/her opinion, and guessed. Learning community occurred in group activity. The constructivism occurred when the students did the action. Reflection occurred when the teacher gave the students a chance for the students to remember what has been learned, and authentic assessment occurred when the students expressed their feelings about their learning.

In the cycle 1, the researcher found the students’ progress in learning vocabulary. They took participation during the lesson. The students’ activeness in
asking the question about the new vocabulary of things they had founded. In the first cycle, the researcher used field trip, colouring, finding pictures, and matching pictures. The activities were done in groups, in pairs and individually. The activities were appropriate with the CTL concept. Andiantopatak in http://en.wikipedia.org gives example of contextual teaching and learning activities, such as games and pair work activities. In http://www.cew.wisc.edu, it is stated that activities such as team teaching, cooperative learning, integrated learning, work-based learning, service learning, problem-based learning, and others support CTL and are already occurring in many classrooms and schools.

By experiencing the learning process, the students in this research still remembered the vocabulary taught in the last meeting. They could grasp the meaning of the vocabulary and able to pronounce the vocabulary in correct way. However, the students still had difficulty in spelling the word. Some students also dominated the group activity.

Based on the reflection of the first cycle, the researcher decided to plan the second cycle. She planned the classroom activities involving more group activities and more spelling activities. The problems of dominant students were solved by making groups based on their scores in pre-test and the first post-test. The teacher and researcher also pointed the leader for each group. The leader was responsible in dividing job for every member of the group. The teacher and researcher designed some interesting activity such as games and role play. The activities made the students more active in teaching and learning process.
By conducting cycle 2, the students’ vocabulary improved significantly. There was an improvement in students’ motivation. This could be seen in their active role in classroom. They also already entered the classroom before the teacher came to the class. The group activity worked as what the researcher and teacher’s hoped. There was no more dominant students. They worked together as a team. Their spelling ability also improved which could be identified from their score result in the second post-test.

2. Students’ Diaries

Beside the teacher notes, the researcher also identified the students’ diaries. The researcher investigated the students’ feeling, perception and opinion by using students’ diary. In this research, the students wrote two diaries, the first diary made in cycle 1 and the second diary was made in cycle 2.

Many of the students wrote about their ideas and their feelings about the teaching and learning process that they have followed. For example:

“Kedatangan Miss Lucy pada hari ke satu sangat meriah, belajar bersama di lapangan. Saya senang sekali ada Miss Lucy di kelasku.”

“Minggu kemarin saya diajari Miss Lucy menempel dan juga mewarnai, hatiku terasa senang”

“Waktu kedatangan Miss Lucy diadakan games seru menempelkan hewan, buah-buahan, saya sangat senang”.

“Saat minggu kemarin Miss Lucy datang saya bahagia. Saat pelajaran tadi aku bahagia karena ada Miss Lucy dan Miss Dewi. Aku suka pelajaran bahasa inggris tadi”.

From those examples, the researcher found that the students enjoyed the teaching and learning process. For the students, teaching vocabulary using contextual teaching and learning made them interested in the English class. Those expressions and feelings indicated that the result of teaching and learning process was good. The students felt the good effect of the implementation of teaching vocabulary using contextual teaching and learning. Based on the students’ diaries, there was improvement in the students’ interest, motivation, span of attention and concentration. As the result, the students’ vocabulary mastery improved.

3. Test

By analyzing the result of the test, it can be seen that the implementation of contextual teaching and learning can improve students’ vocabulary mastery. It can be identified by comparing the mean score of pre-test and post-tests scores in the begining and the end of the research. The students’ mean score of the pre-test is 57,76 and the mean score of post-test 1 is 65,56. The students’ mean score of the final post-test is 78,16 shows that the students’ mean score improves significantly in the cycle 2. the researcher can conclude that the implementation of teaching vocabulary using contextual teaching and learning can improve the students’ vocabulary mastery of the third grade of SD Negeri Kalimacan, Kalijambe, Sragen.
C. Hypothesis Testing

The discussion above shows that the action hypothesis was accepted. Teaching students using contextual teaching and learning can improve students’ vocabulary mastery. Analyzing the data collected has supported the hypothesis. The observation revealed the students’ behavior and ability when joining the English class. They become enthusiastic than before. They responded to the class activity well. They were very active, not only in paying attention but also answering teacher’s question correctly. This is also supported by the result of tests. In the cycle 1 the mean score of the students is 67.76 and in the cycle 2 is 78.16.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

The research has made some findings. It had been found that before the action the students’ vocabulary mastery was low. As identified from the result of pre-observation and pre-test. The pre-research showed that the teacher did not use appropriate method in presenting the materials. She taught the students by translating the vocabulary. This method did not give an opportunity for the students to show their ability and potential. There was also no media used in teaching and learning process. It made the students easily get bored and pay poor attention to the lesson.

From the research, teaching vocabulary using contextual teaching and learning can improve the students’ vocabulary mastery and change the students’ behavior. The improvement after CTL is applied in the teaching and learning process could be seen in the increasing students’ participation in learning English. Those improvements are as follows:

1. The improvement of students’ participation in attending the lesson. The students participate well in following all the procedures of the teaching learning process. They love to take part in every single activity held in teaching and learning process. They are able to make a discussion with their group. They are also good in pair and individual activity. The better
participation from the students is also indicated by their willingness in asking and answering questions.

2. The improvement of learning situation. The students learn in an enjoyable situation. They find that contextual teaching and learning is not boring. They could collaborate well with other students. Contextual teaching and learning is not always held by sitting in the chair and listening teachers’ explanation for a long time, but the students have wider space to learn and this method creates a non-threatening situation which automatically made them consider that English is not a difficult subject.

3. The improvement of the students’ spelling. Since the poorest component of vocabulary in the result of the first post test is spelling, the researcher and the teacher gave more spelling activities. As the result, the students could practice to write the English word and had courage to speak up in English.

4. The improvement of students’ score. One of the indicators that the action is successful is the improvement of the students’ mean-score.

Before using CTL, the students tend to be passive. When the teacher asked some questions, nobody wanted to answer the questions. But after CTL was applied in the class, almost all of the students raised their hands as a sign for willing to answer the questions. The students were interested and motivated in learning English. Since CTL was done in group work activity, there was no problem of shy students. The students did not feel reluctant to ask to their own friends. They worked together as a team and there was also no domination of some students. The students were more enthusiastic and active in joining the
lesson. Besides, their achievement also improved, as shown by the mean score of post-test (78.16) an increase of the students’ achievement from pre-test (57.76). Based on the research finding above, the researcher conclude that teaching vocabulary using CTL can improve the students’ vocabulary.

B. Implication

It is important to implement appropriate method in teaching vocabulary for children. The use of contextual teaching and learning in teaching children vocabulary is effective in improving their vocabulary mastery. The effect of the implementation of contextual teaching and learning is that the students become active learners. When the students experience what they are learning then the learning process become make sense to them.

Based on the research finding above, teaching vocabulary using contextual teaching and learning is efficient if it is done through appropriate teaching technique. The teaching technique to teach the vocabulary should be based on the component of CTL and the condition of the students. The teaching and learning process will get better result if the teacher uses the real object. For example: in this research the researcher and the teacher choose field trip technique to make the students meet the real objects of animals. Teaching and learning process in CTL is not always done in the classroom. It can be done outside of the classroom, computer laboratory, worksites, even in the field.

Then, chosen activity in which the students can interact with the other students. CTL can not be separated from learning community. The concepts of
CTL, the students will learn better when they get the knowledge from their friends through group work, discussion and correction to each other. The roles of the teacher in CTL are as facilitator and motivator. She/he guides teaching and learning process in groups. The students have responsible in monitoring and developing their own learning. For example: from the beginning until the end of this research the researcher and the teacher choose many group work activities.

C. Suggestion

Based on the research findings, the researcher would like to propose some suggestions to improve the students’ vocabulary mastery:

1. To the teachers

   English teachers should choose certain methods that lead the students to become active learner. The students learn best when they experience what they are learning. By experiencing what they are learning, the students will become active learners not only waiting for teachers’ transfer of knowledge. The teaching method also has to encourage the students’ interest toward the lesson that they learnt. When the students get interest in learning English it will develop a good atmosphere in the class, so that the students learn easily and comfortably in their class.

2. To the Institutions

   The institutions should motivate their teachers to always learn about how to teach well. Being a teacher should not make someone stop learning. To support this, schools or other educational institutions should conduct
educational trainings more often. The trainings should be able to train English teachers to be more creative in conducting instructional processes.

The institutions also have to provide the appropriate facilities that support the teaching and learning process. One of the problems that make the teacher does not have opportunity to express their brand new ideas and show their best ability is because the lack of facilities.

3. For other researchers

This research studies the implementation of CTL in improving the students’ vocabulary mastery. It is hoped that the result of the study can be used as additional reference for further research in different context that will give contribution in teaching English for children.
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