

**TEACHING ENGLISH VOCABULARY BY USING CONTEXT-BASE  
LEARNING AT THE FIRST SEMESTER STUDENTS ENGLISH  
STUDY PROGRAM OF IAIN PALOPO**



**IAIN PALOPO**

**A THESIS**

**Submitted to the English Language Studies Program of S1  
Tarbiyah State Islamic Institute of Palopo in Partial  
Fulfillment of the Requirement for Degree of Sarjana  
Pendidikan (S,Pd.) in English Education**

**IAIN PALOPO** By  
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**Reg. Num. 12.16.3.0091**

**ENGLISH STUDY PROGRAM OF TARBIYAH  
STATE ISLAMIC INSTITUTE  
(IAIN) PALOPO**

**2017**



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**IAIN PALOPO**  
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- 1. Dr. Abdul Pirol, M.Ag**
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**ENGLISH STUDY PROGRAM OF TARBİYAH  
STATE ISLAMIC INSTITUTE**

**(IAIN) PALOPO  
2017**



**IAIN PALOPO**

## NOTA DINAS PEMBIMBING

Perihal : Skripsi

Palopo, 22<sup>th</sup> June 2017

Lamp. : -

Kepada

Yth. Ketua Jurusan Ilmu Keguruan IAIN Palopo.

Di-

Palopo

*Assalamu Alaikum Wr. Wb.*

Setelah melakukan bimbingan skripsi mahasiswa tersebut dibawah ini:

Nama : Hudia

Nim : 12.16.3.0091

Program Studi : Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul Skripsi : “Teaching english Vocabulary by using Context-Based Learning at the first Semester Students English Study Program”

Menyatakan bahwa skripsi tersebut layak diujikan demikian untuk proses selanjunya.

*Wassalamu Alaikum Wr. Wb.*

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## NOTA DINAS PEMBIMBING

Perihal : Skripsi

Palopo, 22<sup>th</sup> June 2017

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*Wassalamu Alaikum Wr. Wb.*

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## PRONOUNCEMENT

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Declares that this thesis I wrote to fulfil of requirement for the degree of Sarjana Pendidikan (S1) in Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo Studies' titled, "*Teaching English Vocabulary by Using Context-Based Learning at the first semester students English Study Program*" is truly my original work. It does not incorporate any materials previously written or published by another person expect those indicated in quotations and bibliography. Due to this fact, I am only person responsible for this thesis if there is objection and claim from another.

Palopo, December 9<sup>st</sup> 2016

**IAIN PALOPO** The Researcher

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## CONSULTANT APPROVAL

Thesis Entitle : **Teaching English Vocabulary by Using Context-based Learning at the First Semester Students English Study Program**

Researcher By:

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Faculty : Tarbiyah dan Ilmu Keguruan  
Study Program : English

Has been corrected and approved to be examined.

Palopo, 6<sup>th</sup> Juli 2017

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Finally, the researcher prays to God, May Allah swt. give reward to all people who have helped the researcher. The researcher also hopes this thesis can be useful and gives positive contribution for readers and other researchers.

Palopo, June 19<sup>th</sup> 2017

**The Researcher**

**HUDIA**  
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# CHAPTER I

## INTRODUCTION

### *A. Background*

Vocabulary as one aspect of language component which is considered playing is central role as a tool communication and as a basic tool of communication in the language skill, English text book, television English news and many other foreign language sources.<sup>1</sup>

Vocabulary is an important thing in learning English. It is a based thing for it. Learning vocabulary helps the students to understand English, which is as a new language for them. For elementary students, learning vocabulary means that they have to understand the meaning of words. Moreover there are many activities in learning English such as making a sentence, answering the question, making a dialog, etc. It cannot be done without learning vocabulary before. Certainly. They will find difficulties in learning English.<sup>2</sup>

Improving the student's vocabulary is one of the goals in teaching English as a foreign language, therefore through easy way to remember fast in their long term

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<sup>1</sup>Rinnawati, *Teaching Vocabulary Trough Reading Folktales to the Eight Year Students of PMDS Putra Palopo*, (Palopo: STAIN Palopo, 2011), P. 1.

<sup>2</sup>Hernawati, *Teaching Vocabulary Truogh Reading Narrative Text at Eigh Year Students of SMP PMDS Putra Palopo*, (Palopo: SMP PMDS Putra Palopo, 2013), P. 1.

memory. The teacher must be more innovative, creative, and has important role to make their lesson interesting.<sup>3</sup>

The successful of teacher in teaching vocabulary to the students not only by using a good method, but also the teacher must give many attention and motivation in improving the students' vocabulary.

**Context-based learning**, CBL, refers to the use of real-life and fictitious examples in teaching environments in order to learn through the actual, practical experience with a subject rather than just its mere theoretical parts. In the UK, CBL is often referred to as *the Salter's' approach*.<sup>4</sup> Due to the efforts of the Salter's Company in creating teaching material in the field of chemistry. It can be generalized as: "The most important single factor influencing is the active engagement of the learner with the material. Obtain this-and teach by whatever methods retain this engagement."<sup>5</sup>

Context-based learning is a pedagogical methodology that, in all its disparate forms, center on the belief that both the social *context* of knowing are pivotal to the acquisition and processing of knowledge. The approach is based on the firm conviction that learning is a social activity that is badly served by most classroom situations due to an inherent misrepresentation of how the mind acquires, processes,

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<sup>3</sup>Hasmi, *Develipong Vocabulary Trough Produce Package at the Eigh Year Students of SMPN 8 Palopo*, (Palopo: Thesis STAIN Palopo, 2007), P. 1.

<sup>4</sup>Campbell, B., Lazonby, J., Nicholson, P., Ramsden, J. and Waddington, D. (1994) Science: the Salters' Approach; a case study of the process of large-scale curriculum development, *Science Education*, 78 (5), 415-

<sup>5</sup>Yam, H; Department of Physics, The Chinese University of Hong Kong;  
[http://www.hk-phy.org/contextual/approach/tem/brief\\_e.html](http://www.hk-phy.org/contextual/approach/tem/brief_e.html)

and produces knowledge. Learning is a communal activity centered on the interaction between persons with substantial interests and standard classroom structures that do not respond to this may well inhibit the success of learning.

Based on the problem above, the researcher intends in doing a research entitled: *“Teaching English Vocabulary by Using Context-Based Learning at the First Semester Students English Study Program of IAIN Palopo”*

### **B. Problem Statement**

Based on background above the researcher formulates research as follows:

1. What is the appropriate way in teaching vocabulary through learning based on context at the first semester students of English Study Program of IAIN Palopo?
2. How is the students' attitude toward Context-Based Learning at the first semester students of English study program of IAIN Palopo?

### **C. Objective of Research**

Relevant to the research question that set above, the research states the specific objectives of the research such as:

1. To find out the appropriate way in teaching vocabulary through learning based on the context at the first semester student English Education Study Program Of IAIN Palopo
2. To find out the students English Education Study Program of IAIN Palopo.

#### **D. Significance of the Research**

The significance of the research is expected to be useful information to learners of English as foreign language in general and which should improve their ability especially, in vocabulary. The result of this research can be useful:

1. Teacher: it is expected to be useful information for the English teacher in teaching their students to improve the students' vocabulary.
2. Students: it is expected to motivate students in improving their vocabulary.

#### **E. Definition of Term**

Based on the title is teaching vocabulary by using context-based learning at the first semester students English education study program of IAIN Palopo the researcher gives definition as follow:

1. Teaching is the activities of education or instruction or teaching; activities that impart knowledge or skill.
2. Vocabulary is an all the words that a person knows or uses, all the words in a language, list of words with their meanings especially in a book for learning a foreign language.<sup>6</sup>
3. Context based learning (CBL) is a popular method of teaching and it was no surprise to see that a symposium with three sessions was dedicated to this approach at the recent International Conference on Chemical Education meeting

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<sup>6</sup>Oxford University Press, Oxford Learner's Pocket Dictionary, (New York: Oxford university press, 2003), p. 482.

(ICCE). This symposium was organized by Peter Mahaffy and Ika Parchmann, both of whom have done tremendous work in the area of context based learning.

**F. *Scope of the Research***

The scope of the research is restricted to the teaching vocabulary through the context-based learning at the first semester students English education study program of IAIN Palopo. It emphasize of noun and verb because the research consider about the students level of language.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous Study*

There are some studies related to this research as follows:

1. Astana Solana in her thesis which is written under the title “ Improving student’s Vocabulary in Translating Reading Text at the Eight Year Students’ of SMPN 8 Palopo.” The result of the study shows that the students’ vocabulary improving by translating reading text.<sup>6</sup>
2. Hermawati in her thesis, which is written under thru title “Using Mother Tongue in Teaching Vocabulary to the First Year Students of MTS Perris Wrote”. The result of the study shows that Using Mother Tongue can Improve the Students’ Vocabulary achievement because they feel enjoyable to follow the learning process and they are not fear or worry to follow the material so that can receive it and understand easily. The use of Mother Tongue is effective in teaching vocabulary. It can be seen from the post test result.<sup>7</sup>
3. Christina, in her research entitle “The Role of Context Conversation Analysis” this paper discusses whether and how cultural context can be used in studies using conversation analysis (CA) and ethno methodology (EM). She starts write inspecting CA and EM principles regarding the use of (Cultural) context. There is risk of treating

<sup>6</sup>Astiana Silana, *Improving Student’s Vocabulary In Translating Reading Text at the Eight Year Students’ of SMPN 8 Palopo* (STAIN Palopo, 2009), p. 59.

<sup>7</sup>Hermawati, *Using Mother Tongue In Teaching Vocabulary To The First Yea Students’ of MTS Pergis Wotu*, (STAIN Palopo, 2009), p. 48.

participants as ‘puppets’ of socio-cultural forces, and contextual features should only be taken into account if of observably relevant for specific interaction. However, she argue that she a is overly cautious in attending to cultural particular in part because identifying universal conversational ‘rules’ has become its end-goal.<sup>8</sup>

### **B. *Some Pattern Ideas***

In this chapter, the writer will explain some concepts and theory of vocabulary such as: Concept of vocabulary, Definition of vocabulary, Types of vocabulary, and the substance of context-based learning such as: Context-based learning and context.

#### 1. Concept of Vocabulary

Vocabulary as an essential component of all uses of language will be impossible to learn a language without it. Vocabulary is one of the components of language and that no language exists without words. Words are sign or symbol for ideas. They are the means by which people exchange their through. The more words learn, the more ideas we will have, so we can communicate the ideas more effectively.

Vocabulary is an important role in a language. People who are learning English should learn vocabulary first. People who have enough vocabularies English learners can be easy to produce many ideas to speak. It is impossible to learn English and master the language without mastering and understanding and mastering enough vocabularies, because by having enough vocabularies we can communicate with other people successfully.<sup>9</sup>

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<sup>8</sup> Christina, *The Role of context in conversation analysis: Reviving an interest in ethno-methods (Journal International)* Accessed on 13<sup>th</sup> October 2016.

Vocabulary determines how well learners speak, listen, read and write. When people have more vocabularies, they will be easy to understand native speakers, English movies and English news. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

According Collier, to good is that vocabulary can be divided into four kinds, they are:

a. Active Vocabulary

Active vocabulary is the content and function words of language that are learned to toughly that they become a part of the child's understanding speaking, reading and writing vocabulary.

b. Passive Vocabulary

Passive vocabulary is words that are rarely used in person speaking or writing but he rarely understand in reading and listening, memorizing vocabulary.

c. Potential Vocabulary

Potential vocabulary is word that the individual does not know but he can interpret from their context of because of his background of the knowledge.

d. Basic Vocabulary

Basic vocabulary is the word and idioms considered essential for minimal used of language.<sup>10</sup>

2. Definition of Vocabulary

Vocabulary is one of language elements that need to be acquired by English learners. This opinion indicates that vocabulary has the same level as phonology and grammatical in supporting the English learners to master a Language skill. The

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<sup>9</sup>Darna, *Improving Students' Vocabulary Trough Translating Fairy Tale at the Eleventh Year Students of MAN Palopo*, (Palopo: MAN Palopo, 2013),p.6.

<sup>10</sup>Ibid.p.7.

mastery of the vocabulary (productive) is usually related to speaking and writing, because when someone speaks or writes he or she produces vocabularies. While, the mastery of receptive vocabulary is usually related to reading and listening.<sup>11</sup>

Vocabulary as the content and function words of language which are learned thoroughly that they become a part of a child's understanding. Speaking and later reading and writing vocabulary. The words have meaning when heard or seen even though not produced by individual itself.<sup>12</sup>

Vocabulary is all the words that a person knows or uses, all the words in a language, list of words with their meaning especially in a book for learning a foreign language.<sup>13</sup>

Harmer states the vocabulary is seen as incidental to the main purpose of language teaching, namely the acquisition of grammatical knowledge about the language. Vocabulary is necessary to give students something to hang on to when learning of structure but is frequently not a focus for learning itself.<sup>14</sup>

According to Martin Manser in this dictionary Oxford learner's pocket dictionary, that; vocabulary is all the word that a person knows or uses: all the word

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<sup>11</sup>Muhammad Syahrullah, *Developing the English Vocabulary of the Second Years Students of MTs. Batusitanduk Through English Song* (STAIN Palopo, 2007), p.8.

<sup>12</sup>Ibid.p.9.

<sup>13</sup>Oxford University Press, *oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2003), p.482.

<sup>14</sup>Harmer, *Practice of English Language* (New York: Longman, 1992), p. 154.

in a language: list of words with their meanings especially in a book for learning a foreign language.<sup>15</sup>

According Jack C. Richard and Willi A. Renandya in the book methodology in language teaching state that vocabulary or word also called a based word or a word family is denned as including the base from (expel: makes, made, making, maven and makers). Since meaning of these different forms of the word is closely related, it is assumed that title extra effort is needed to learn.<sup>16</sup>

While Hornby states there vocabulary is:

- a. Total number of words ( either rules for combination them)
- b. Range of words known to, or use by a person in a trade, profession, etc.
- c. Book containing in list words, list of words used in a book, etc. Usually with definition or translation.<sup>17</sup>

As we know that, before the students know to speak and write that teacher must introduce kinds of vocabulary to know many things in their environment so one general thing such as kind of animal, adjective for people, places, translating fairytale, etc.

From the definition above, we can see that vocabulary is one of the components of language and no language exist without word. Without vocabulary we

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<sup>15</sup>Martin Manser, *Oxford Learner's Dictionary*, (New York: Oxford University Press 1980),p.482.

<sup>16</sup>Jack C. Richard and Will A. Renandya, *Methodology In Teaching* (USA:CambridgeUniversity press, 2002),p.258.

<sup>17</sup>Hornby *Oxford Advanced Learner's Dictionary of Current English*(London, Oxford University press, 1974), p.978.

cannot communicate each other, so we have to learn and memorize many of vocabulary in order we can speak English well.

### 3. Types of Vocabulary

There are four main types of vocabulary. These are reading, writing, listening and speaking vocabulary. A vocabulary means both a list of words and the range of words know by any one person. A person's vocabulary develops with age and learning.

A reading vocabulary is a passive one. This mean it is the words understood by the reader when he or she is reading a piece of written text. The person is able to recognize the form of the letter and how they correspond to one another, and how their sum is understood. This also includes understanding a word's spelling, meaning and the exact meaning in its context.

Listening is also a passive type of vocabulary. The listener is able to link the words being spoken to their meaning. This level of understanding is aided by word context, intonation and if there is visual contact with the speakers, by gestures and facial expressions. Listening is like reading, an interpretational form of vocabulary.

Writing is the active vocabulary equivalent to reading. With reading it forms the core skills needed for someone to be literate. The writer demonstrates his or her knowledge of a word in terms of its meaning and how to spell it and use it correctly.

Speaking is one of the types of vocabulary that demonstrates a person's knowledge of words. It is an active demonstration that can also rely on other elements such as facial expressions, intonation, pitch and gestures to help others understand its

meaning. Knowledge of a word is demonstrated by its good usage and pronunciation.<sup>18</sup>

#### 4. Some Technique of Teaching Vocabulary

There are some technique in teaching vocabulary, according to Harmer said that there are three techniques or activities which are designed to teach and practice words or vocabulary, they are:

##### a. Presentation

Not all vocabulary can be learned through interaction and discovery techniques, even if such techniques are possible: However, there are not always the most cost effective. There are many occasioning when some form of presentation and or explanation is the best way to bring new words into the classroom, we will look at some example: Realia, Pictures, Mimic, Action, and gesture, contract, etc.

##### b. Discovery

Student will be using their bilingual dictionaries; though some of them may know these words through the simple matching task to more complex understanding of connotation and context.

##### c. Practice

Using new words which are known in real communication so it will not be forgotten easily

#### 5. How to improve Vocabulary

a. Use vocabulary learning method to focus quickly on the vocabulary you need to study.

b. Do not make random lists of new words. Try to group words in themes. This will help you memorize new words more quickly.

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<sup>18</sup> Wikipedia, *The Types of Vocabulary*, at online accessed on 12<sup>th</sup>September 2016.

- c. If you have the time, and even if you think you do not have the time, try to add context. Writing a few example sentences using new vocabulary will help you remember the words in context.
- d. Keep a vocabulary notepad at hand whenever you are reading in English.<sup>19</sup>
6. Context – Based Learning

Context-based learning (CBL) provides an alternative to the more traditional lecture approach to teaching. CBL, previously called problem-based learning but changed due to the negative connotations of the word ‘problem’ and the importance of utilizing context when teaching health care, is a learning concept that originated in Canada in the 1960s at McMasters University and was used initially to prepare medical students for practice (Alexander, McDaniel, & Baldwin, 2005; Dochy, Segers, Van den Bossche, & Gijbels, 2003).

The process of CBL involves students being provided with a scenario, and undertaking a student-led process of hypothesizing, which ultimately results in the development of the students’ own learning needs. The identified learning needs are explored by the student group, who use current research and resources to consolidate a position and present this to their peers (Figure 1). As a teaching tool CBL utilizes a group approach to learning – the process of working together creates discourse and leads students towards a solution focus.

**Context Based Learning**

<sup>19</sup>Wikipedia, *The*  
what-are-the-diffe

**Scenario**

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2016.



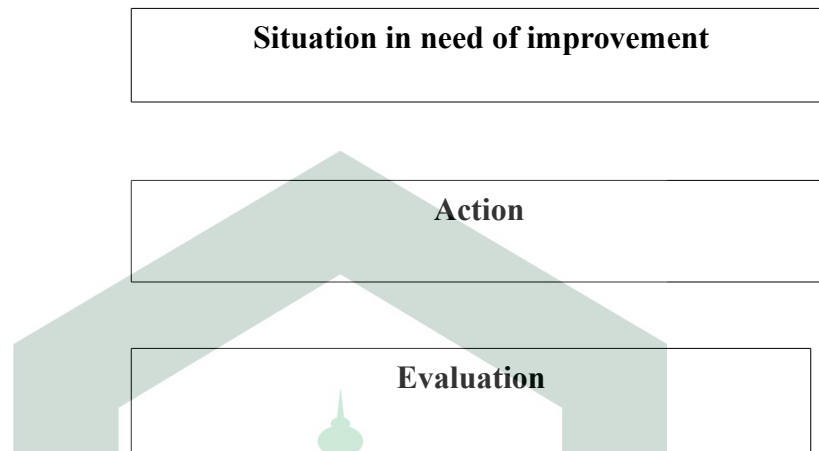


Figure 1: The CBL Process

CBL as an inductive method of teaching and learning includes trial and error in the classroom, and group discussion is seen as a powerful enhancer of teach (Prince & Felder, 2007). The role for educators who use CBL is to facilitate learning (Schultz-Ross & Kline, 1999) and to assist students to be creative, critical thinkers in an open environment. According to Alexander et al. (2005), the main barrier to implementing CBL is the educator's hesitance to change practice from a content-driven process to a student-led process. The nature of CBL facilitation is probably the most difficult aspect of CBL to grasp as there is a change of roles from educator to facilitator. The facilitator role is to guide, question and challenge; the concept of 'not being in control' is a challenge for some educators. CBL is cooperative learning and a group process. Time needs to be taken to allow for brainstorming and evaluation of

group processes. Facilitators must be able to deal with issues as they come up and share their subject/non-subject expertise.

Planning CBL in the classroom setting requires educators to develop learning packages, ensuring that all content and learning outcomes are covered in the curriculum. In the development of learning packages educators consider instructional design; this includes mapping the content, selecting the media, developing the learning package, and ensuring openness to enquiry. As CBL scenarios are developed as an integral part of the learning package, it is important educators work through the CBL scenario, are clear about what background information is required, and ensure learning outcomes will be facilitated in a way that meets the need of the programmer and the student.

### **Teaching /Learning as Team**

Providing scenarios that address the complexity of clinical situations creating cognitive dissonance, which is the feeling of uncomfortable tension resulting from holding two conflicting thoughts in the mind at the same time that promotes critical thought and discussion (Prince & Felder, 2007). Facilitating those discussions, exploring world views, ethical positioning, and resolving potential team conflict in clinical setting were powerful strategies. The process of CBL built students' confidence in the development of the role of the registered nurse as a member of the multidisciplinary team.

CBL promoted a sense of team work and allowed a shift in students' thinking about the strengths and skills of the group. Students began to see each other as a resource and felt safe in sharing their views. Comments from students include the following:

*“Good to work within group – promoting sense of teamwork and drawing on their strengths beginning to see others as a resource”*

*“Enjoyable – gave me a sense of team working process”*

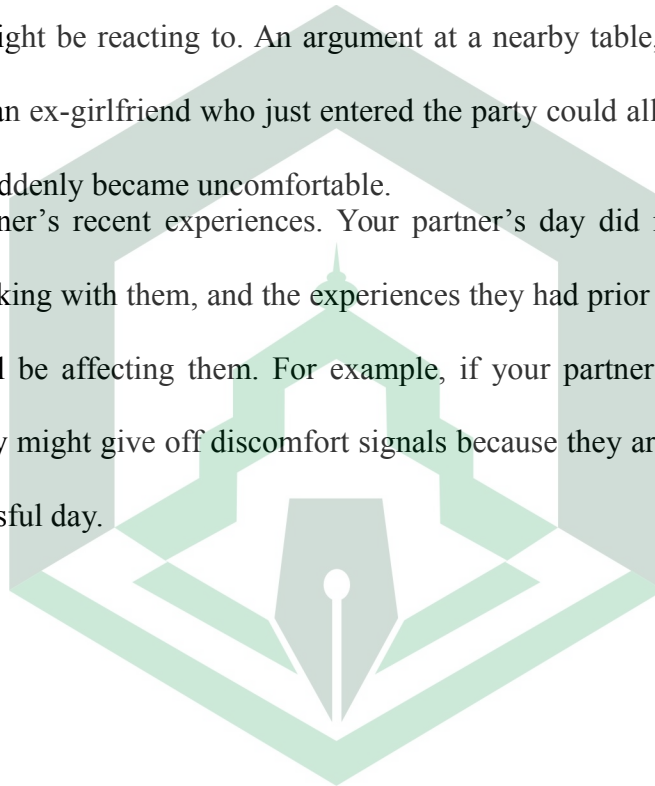
*“It worked well and felt safe. I felt part of the group and it was okay that I was working in a different geographical area to the other members. I felt that we learnt from each other rather than being excluded because of their shared history”*

Some students also commented on negotiating workload and positive group dynamics during CBL sessions. Overall, the majority enjoyed the interaction and sharing of knowledge. As students demonstrated creative and critical thinking, educators became just another resource for students “rather than being a purveyor of information”.

#### 7. Definition of Context

Context is any information that can be used to characterize the situation of an entity element for description of this context information fall five categories: determines the relevancy of context elements in specific situation. And the location and time primarily drive the creation of relations between entities and enable the exchange of context information among entities. It has some many kinds about conversation there are:

- a. The conversation itself. Did something in the conversation cause your partner to become more or less comfortable? For instance, perhaps there is something about that question that made them uncomfortable.
- b. The environment the conversation takes place in. conversations don't occur in a vacuum (unless you are an astronaut.) look around the room to see what your partner might be reacting to. An argument at a nearby table, an overtly crowded room, or an ex-girlfriend who just entered the party could all be reason why your partner suddenly became uncomfortable.
- c. Your partner's recent experiences. Your partner's day did not begin when you started talking with them, and the experiences they had prior to your conversation might still be affecting them. For example, if your partner had a rough day at work, they might give off discomfort signals because they are still thinking about their stressful day.



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### CHAPTER III

#### RESEARCH METHOD

This study research in this case Classroom Action Research (CAR) design since would be the most appropriate research design which would be related to solve the classroom problems. Classroom action research was one type of research was one of the type investigation that had characteristic reflective participative, collaborative, and spiral the purpose to repair and to increase the system, method, process, substance, competence, and situation. Classroom action research was one type of research that had reflective character with did certain action in classroom to repair and to increase the teaching and learning process.

Action research was the name given to an increasingly popular movement in education research. It was a form of self-reflective enquiry that was not being used in school-based curriculum development. Professional development and school improvement schemes. An action research could be defined as an enquiry which would accomplish in order to understand point to evaluate and to change, in order to improve education practice. In short, classroom action research would be necessary done by the teacher to improve and the quality teaching and learning practice at classroom. In this study the teacher conducted collaboration classroom action research which means that in conducting the study the teacher involved a collaborator to assist in handling this teacher.<sup>21</sup>

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<sup>21</sup>Arikunto, Suharsimi. 2009. *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.

The teacher believes that finding of this study will more objective and trustworthy if this will down with the collaborator.

#### **A. Research Participant**

##### 1. English Teacher

English teacher was researcher in this research, where the English teacher apply conversation base on context in teaching vocabulary in the class.

##### 2. Students

The position of students in this research as subject of the research, the researcher hopes after researching the students could improve their vocabulary.

##### 3. Partner and collaborators

The position of collaborator in research as observer, the collaborator help the researcher observed the students, so the researcher could be able to knew the students condition in learning process and gave suggestion for the problem in each cycle.

#### **B. Research Design**

This teacher use Classroom action research (CAR) where there were four stages in the procedure namely: planning, action, observation and reflecting. The research conduct of IAIN Palopo.

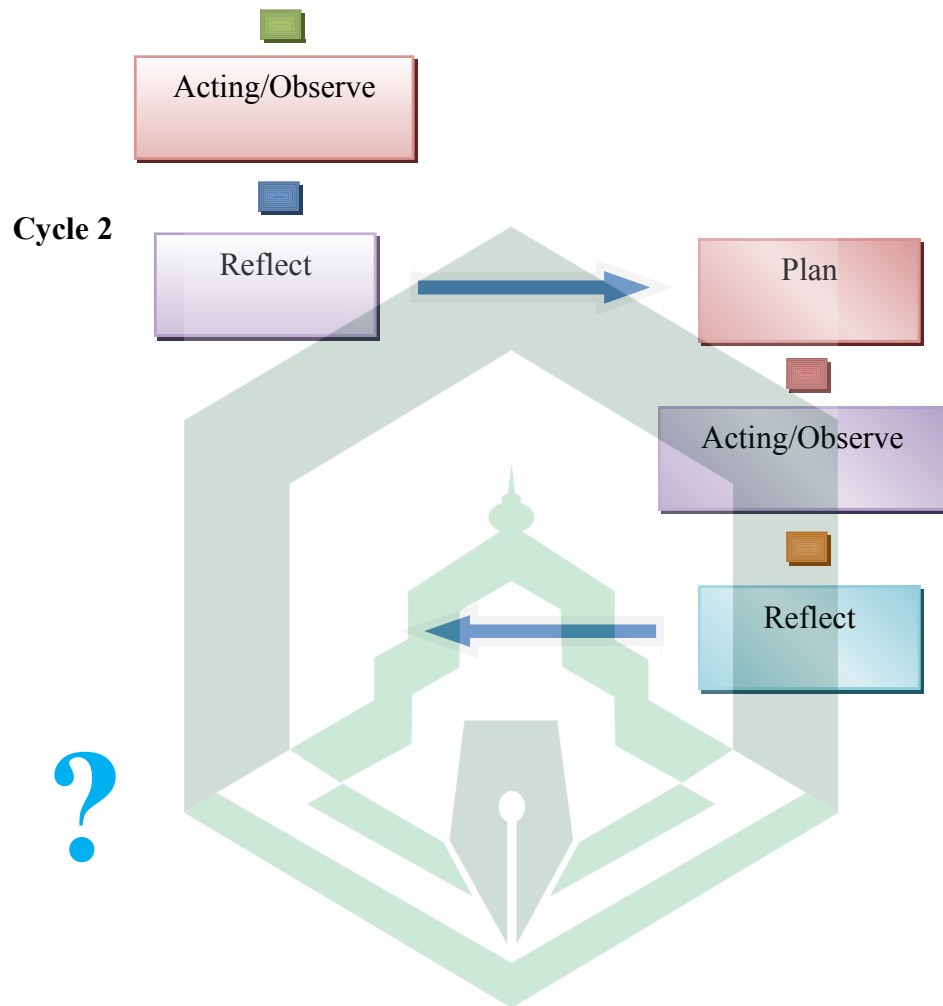
#### **C. Procedure of Research**

This research use Classroom Action Research (CAR) where the activity would hold around two cycles:

#### **The cycle Scheme of Class Room Action Research by Kempis.**

##### **Cycle 1**

Plan



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### Cycle 1

The first cycle consists of planning, acting, observation and reflecting,

#### 1) Planning

In this phase, the research:

- a. Made lesson plan
- b. Prepared teaching material
- c. Prepared teaching medium

#### 2) Acting

In this phase, the researcher conducted four meeting by teaching vocabulary

through telling individually. In each meeting, the acting will do as follows:

- a. The teacher introduction of technique in beginning the lesson
- b. Explained about teaching material
- c. Asked the students on matters relating to the material being taught
- d. Gave examples of the material being taught and provides an opportunity to retell

the story examples

- e. Asked student difficulties in learning
- f. Summarized a material

#### 3) Observing

In this phase, during the teaching and learning process the observer observed:

- a. Students' attention toward instructions given by the teacher
- b. Teacher participation in discussion process
- c. Students wrote and talked about the past time
- d. Reflecting

After acting and observing, the researcher and the partner reflected by giving an evaluation to see whether the teaching and learning process by individual had improved the students speaking achievement. The reflection will discussed by the researcher and the partner. If there were still less things in the cycle I, the research will be continued to the cycle II.

### Cycle 2

In this cycle, the researcher did the next activities based on the cycle I reflection. This cycle also consist of planning, acting, observation and reflecting.



1) Planning

In this phase, the researcher:

- a. Made lesson plan
- b. Prepared teaching material
- c. Prepared teaching medium
- d. Prepared research instrument, those are observation sheet and test

2) Acting

In this phase, the researcher conducted one meeting by teaching vocabulary

through divided two groups. In each meeting, the acting was done as follows:

- a. Divided the students in Pairs.
- b. The research introduction of technique in beginning the lesson
- c. Teaching the lesson
- d. After teaching the lesson, the students were given exercises
- e. During this time, each teammate helped each other to do the exercises
- f. After exercising, the teacher gave score for each group by seeing their work
- g. The teacher re-explained the lesson

a) Observing

In this phase, during the teaching and learning processed the observer

observed:

- a. Students' attention toward instructions given by the researcher
- b. Students' participation in discussion process
- c. The students do cooperative interaction in discussion process
- d. Students wrote the vocabulary given by the researcher

b) Reflecting

After acting and observing, the observer reflected by giving an evaluation to see whether the teaching and learning process divided two groups had improved the student's achievement. The reflection was done to know the result during action process, to analyze, understand and make conclusion.

#### **D. The Concept of Classroom Action Research**

##### **1. Definition of Classroom Action Research**

Dr. Karwono, M.Pd Definition of Classroom Action Research (CAR) has developed since in the Second World War, this time CAR is growing with

the rapid in developed countries such as Britain, America, Australia, and Canada. Education research experts recently put considerable attention to the CAR. According to Stephen Kemmis as quoted D. Hopkins in his book entitled *A Teacher's Guide to Classroom Research*, stated the action research is: a form of self-reflective inquiry undertaken by participants in a social (including education) situation in order to improve the rationality and of (a) their own social or educational practices justice (b) their understanding of these practice, and (c) the situation in which practices are carried out.

Briefly CAR is a form of assessment that is reflective of the perpetrators action, to increase the stability of rational-action them in carrying out tasks, to deepen understanding of the actions taken, and improve where learning practices implemented.

## ***2. Type of Classroom Action Research***

There are four types of CAR, namely:

- a) CAR diagnostic,
- b) CAR participants
- c) CAR empirical
- d) Experimental CAR (Chain, 1990)

For more details, here presented in brief about the four types to

CAR. They are:

- a) CAR Diagnostic: is mean by CAR diagnostic research is designed to guide researchers toward an action. In this case researchers to diagnosis and into situation that are in the background research. As an example is when

researchers attempt to deal with disputes, quarrels, conflicts between students who have performed at a school or classroom.

- b) CAR participants: a study participant was described as CAR if the person who will carry out study presented should be directly involved in the research process from the beginning until the results of the research are reported. Thus, since research planning researchers always involved, subsequent researcher to monitor, criticize, and collect data, then analyze the data and ended with the reported results their research. CAR Participation can also be done at school as well as examples in item an above. Only, here the researcher claimed involvement directly and continuously since the beginning to the end of the study.
- c) Empirical CAR :is mean by empirical CAR is when researchers attempt to perform any act or action and opened what it does and what happens during the action. In principle, the researcher is pleased with the record keeping and collection researcher experience in their daily work.<sup>22</sup>
- d) Experimental CAR, which is categorized as experimental of CAR held by seeking to apply the various techniques or strategies to effectively and efficiently in an activity and learning. In relation to activity of teaching and learning, it is possible there more than one strategies or technique that is set to active an instructional goal. Whith the implementation of CAR is expected that researcher can determine which method is most effective in order to achieve the goal of teaching.

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<sup>22</sup>Dr .iskandar, M.pd, *PenelitianTindakanKelas*,GP. Press, Ciputat, 2009, p. 27-28

### E. *Subject of Research*

This research would be carried in at IAIN Palopo. The subject would took from the first great especially Marketing Department in academic 2016/2017. The total numbers of students were 24.

### F. *Working Indicators*

Determining the criteria of success in action research was very important to knew, how success the using conversation base on context to applied in the class. The criteria 'success is also important to measure whether the conversation base on context was effective to improve students' vocabulary.'<sup>23</sup>

### G. *Technique Data Analysis*

The data which collecting in very observation in each cycle is analyze descriptively through percentage technique. And the result of understanding vocabulary: students score of using context-based learning was counted by using the formula, as follow:

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

The formula:

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

Where:

$$X = \text{mean score}$$

$$\sum x = \text{Total score}$$

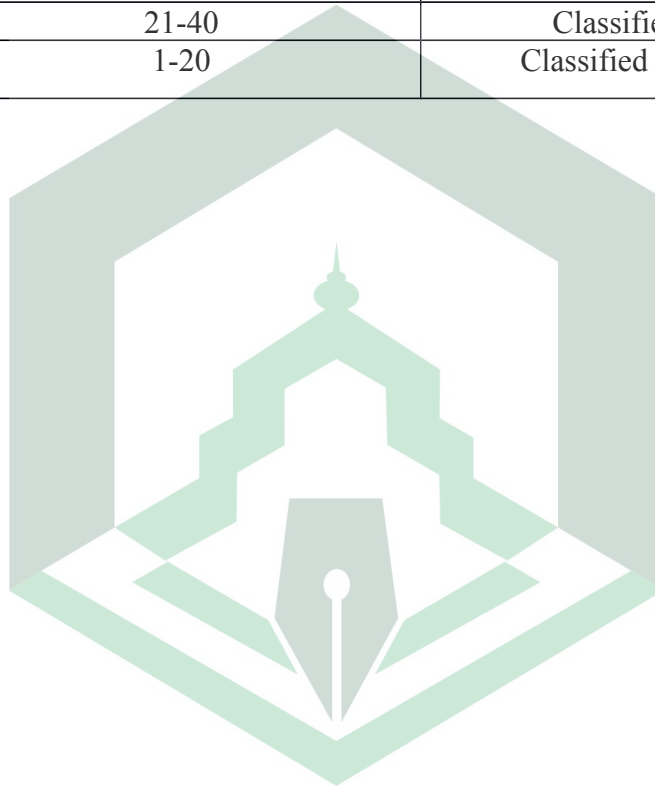
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<sup>23</sup>Sinta, *Improving Students' vocabulary through picture of advertisement*, (Palopo: STAINPalopo, 2014), p. 38.

$N$  = Total respondents

Score of the test classified into criteria as follows:

No	Score	Criteria
1	81-100	Classified as very good
2	61-80	Classified as good
3	41-60	Classified as fair
4	21-40	Classified as poor
5	1-20	Classified as very poor



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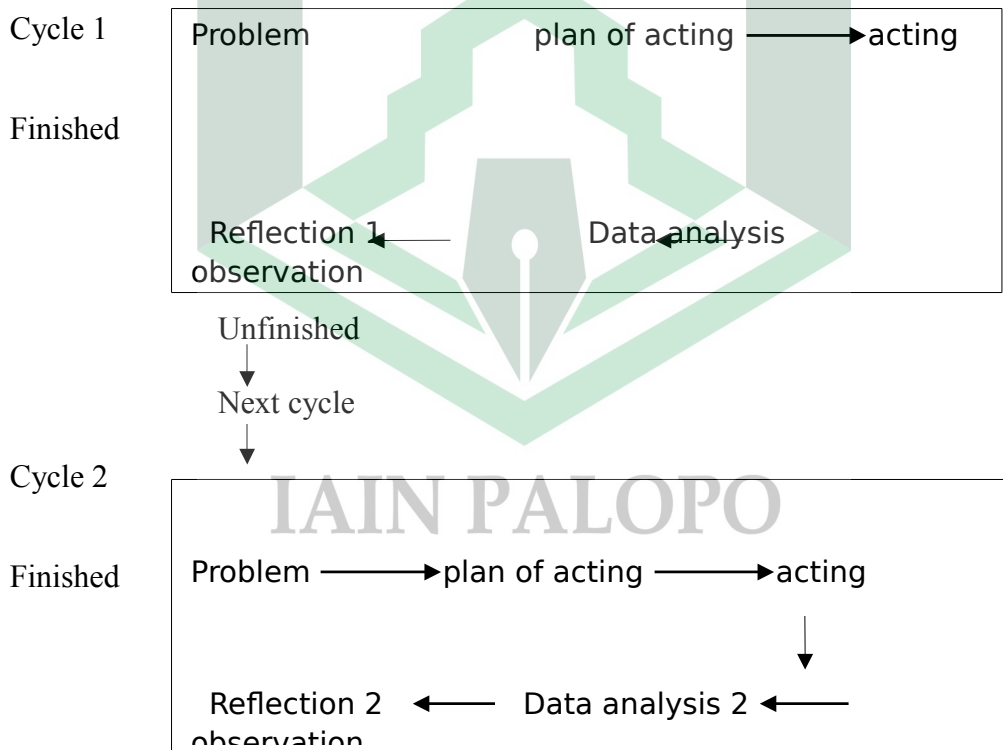
## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter describes about the findings and discussions result of the research show the realities and comparing between theory and application in educational institution.

#### *A. Findings*

The findings of the researcher explain the cycle of the learning and teaching process of this current research. In this case, there were two cycles; it can be seen in general through the following chart:



## *Cycle 1*

### **1. Planning**

In planning section, the researcher or teacher prepared all tools that needed to carry out the action research in the classroom, such as picture collections', paper to wrote, students' test, observation sheet by vocabulary, field note sheet, interview about the topic, recorder and camera digital. In this section, the preparations which were prepared by the researcher before acting in the cycle I are:

1. Researcher or teacher designed lesson plan (RPP) which teacher's describes step and step to solving the student's problems of English learned in classroom management.
2. Researcher or teacher prepared all facilities needed in doing learning teaching process through context based learning, such as made groups, paper and drawing a topic, student's test, observation sheet, recorder and camera.
3. Researcher or teacher applied teaching student's using context based learning according to lesson plans.
4. Researcher or teacher determined the success indicators of this using context based learning in the form of classroom action research.
5. Researcher or teacher took 24 students to be the simple in order the English teaching context based learning method got useful significance for the English teacher and the students.

### **2. Acting**

**Figure 1**



### **The researcher introduces context based learning to students**

In the action started on 10<sup>th</sup> of December 2016 at the first lesson at 11.00 am WITA at the first semester of IAIN Palopo, for the first meeting in the cycle I. The researcher opened the class by greeting all the students and asked their condition. After that the researcher did warming up before the main subject by remind them about their lesson last meeting. The researcher asked the students to open their “dasar-dasar penguasaan bahasa Inggris” book page 23 (adjective II) and read the vocabularies inside together, then the researcher gave more explanation through the text conversation book and wrote the material to improve in vocabulary by using context based learning and gave guidance to the



students how to spoke appropriately. After that, the researcher gave the topic and the students conversation before discuss and wrote the material by descriptions about the topic.

Then the researcher gave the students a few minute to think about the topic and then asked them to elaborate the topic they have discussed previously in individually, like the picture 1 , the clue was as follows:

**Picture 1**



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## THE LIBRARY



a. **The elements of the topic**

1. The kinds
2. The color
3. The amount

b. **Questioner**

1. What is that?
2. What color it is?
3. What in the front of?



Figure 2  
MEETING ACTIVITIES

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The researcher started the class by greeting in the students and asked their condition like figure 2. Next, the researcher recalled their mind related to the last meeting subject. I asked whether there had been ready for presenting their work of someone or something. After that, he called the students in turn to do their vocabulary and they were scored by researcher. Because of the time was not enough for all of students to do presentation so, the rest of them continued to present in the afternoon. At that time he found that there were only several students who were able to spoke and describe that topic. Planed to fix in the cycle II. Before class closed, he asked the students questions to be answer orally and collected again to the researcher.

**Figure 3**

### Cycle I test



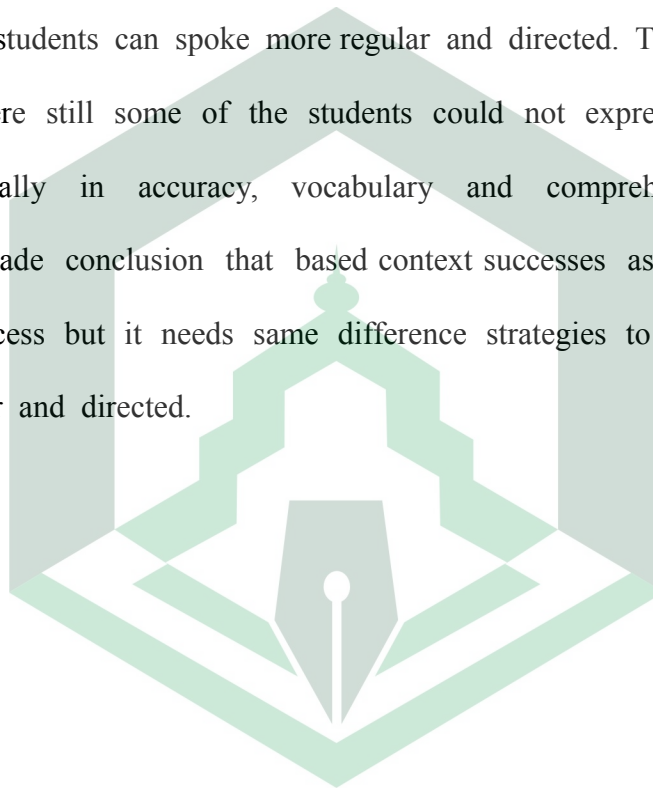
### 3. Observation

Based on the observation done by the researcher and the researcher through questionnaire and interview, they found vocabulary was appropriate media in learn English actually in vocabulary. The condition of the class was little bit noisy when the researcher gave explanation. From observation sheet that filled by researcher as observatory found that.

- A. Students seem enthusiastic in learning vocabulary by using based context learning is (good).
- B. The use of based context learning help students to improve their confidence input and their ability in English vocabulary (enough).
- C. The students seem more confidence to English vocabulary after learning by using based context (enough).

- D. The students be more motivated to speak longer after using based context (enough).
- E. The students wish to have more change to practice their English after using based context (good).

All of the point above was success after using based context technique because the students can spoke more regular and directed. The researcher found that there were still some of the students could not express their vocabulary well, especially in accuracy, vocabulary and comprehensibility. So the researcher made conclusion that based context successes as media of English teaching process but it needs same difference strategies to made the students spoke regular and directed.



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**Table 4.1**

**The raw students' vocabulary score in cycle 1**

Respondents	The component of vocabulary			Total (x)
	Accuracy	vocabulary	comprehensibility	

<b>001</b>	15	15	12	42
<b>002</b>	15	10	10	35
<b>003</b>	15	12	12	39
<b>004</b>	18	12	12	42
<b>005</b>	20	15	15	50
<b>006</b>	13	15	12	40
<b>007</b>	20	15	15	50
<b>008</b>	20	15	15	50
<b>009</b>	22	15	15	50
<b>010</b>	12	12	10	34
<b>011</b>	21	15	15	51
<b>012</b>	18	12	12	42
<b>013</b>	15	12	12	39
<b>014</b>	17	15	12	44
<b>015</b>	22	15	15	52
<b>016</b>	22	20	15	75
<b>017</b>	22	18	15	55
<b>018</b>	20	18	15	53
<b>019</b>	18	15	12	45
<b>020</b>	23	20	15	58
<b>021</b>	25	20	15	60
<b>022</b>	22	20	15	57
<b>023</b>	13	15	10	38
<b>024</b>	13	13	10	38

<b>Total</b>	440	322	316	1.069
<b>Mean Score</b>	18,33	13,83	13,17	44,54

- Mean score of Accuracy:

$$X = \frac{\sum x}{N} = \frac{440}{24} = 18,33$$

- Mean score of vocabulary

$$X = \frac{\sum x}{N} = \frac{322}{24} = 13,83$$

- Mean score of comprehensibility

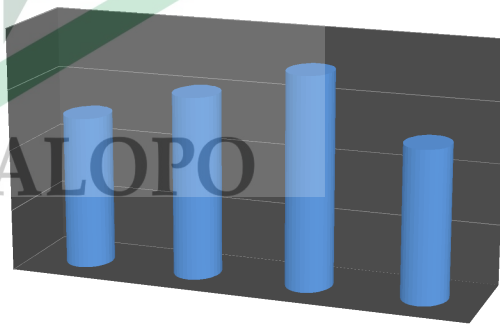
$$X = \frac{\sum x}{N} = \frac{316}{24} = 13,17$$

- The mean score of all components in cycle 1

$$X = \frac{\sum x}{N} = \frac{1.069}{24} = 44,54$$

**Table 4.2**

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The table 4.4 shows that the highest score was 60 and lowest was 34, and only one student got score 60 and one student got score 34.

- a. The result of observation students activities during the teaching and learning process, it can be seen in the table bellow;

**Table 4.3**  
**The result of observation on student's activities in cycle 1**

no	Respondents	Not active	Less active	Active	Very active
1	001				
2	002				
3	003				
4	004				
5	005				
6	006				
7	007				
8	008				
9	009				
10	010				
11	011				
12	012				
13	013				
14	014				
15	015				
16	016				

17	017					
18	018					
19	019					
20	020					
21	021					
22	022					
23	023					
24	024					
	<b>Total</b>					

**Table 4.4**  
**Students activities in cycle 1**



#### 4. Reflection

There are some weaknesses in the cycle 1 namely; most of the students were still not familiar. Some of the students were not active. only 7 students active, 5 students very active, 6 students less active, and 6 students not active.

That the students were active in the class only 50% and 50% were not really active. The evaluation means score was only 44, 54. In the discussion, there were only score students active in giving respondent to talk about the topic that the researcher given.

## *Cycle 2*

### **1. Planning**

In planning section, the research prepared all tools that needed carry out the action research class, such as vocabulary book, paper to wrote, students' test, observation sheet by vocabulary, field note sheet, interview about the topic, recorder and camera digital. In this section, the preparations which were prepared by the researcher before acting in the cycle II are:

1. Researcher designed lesson plan (RPP) which describes teachers step and step in solving the students' problem of vocabulary in classroom management. Then the researcher gave some games by vocabularies before began their lessons to refresh all of students and made a happy to English learned in the classroom.
2. Researcher prepared all facilities needed in learning and teaching process through context based learning, such as paper to writes, students test, observation sheet, field note sheet, interview the topic, recorder and camera.
3. Researcher applied teaching students using according to lesson plans.

4. Researcher determined the success indicators of this using context based learning in the form of classroom action research.
5. Researcher took 24 students to be the simple in order the English teaching context based learning method got useful value and significance in learning for the English teacher and the students.

## 2. Acting

**Figure 4**  
**The students active to describe a topic**



In this action started 10<sup>nd</sup> of December 2016 at the first semester of IAIN Palopo. The research gave more explanation like in figure 4 than the cycle I, the researcher context based learning about the topic to after the researcher and writes about the topic, the students' stand up in front of friends to spoke and described what they have and other gives some questions. After

that, the researcher evaluated students to spoke what they have describe and through about the topic. Then he gave them a few minutes to review what they have topic before and then the other group asked them to students the reason about the topic that they have vocabulary by individually. The differences between cycle I and cycle II, in cycle I the researcher gave some basic explanations and more guidance's what does not would they spoke and confidence describe. And in cycle II he focused in high level namely: spoke running well, most confidence, the up voice, and more active to improve vocabulary by context based learning.

the researcher gave another topic to the students to discuss each other. Then he gave the students a few minute to think about the topic and then asked them to spoke what they think on the topic and spoke running well in individually like the picture 2 , the clue was as follows':



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**Picture 2**



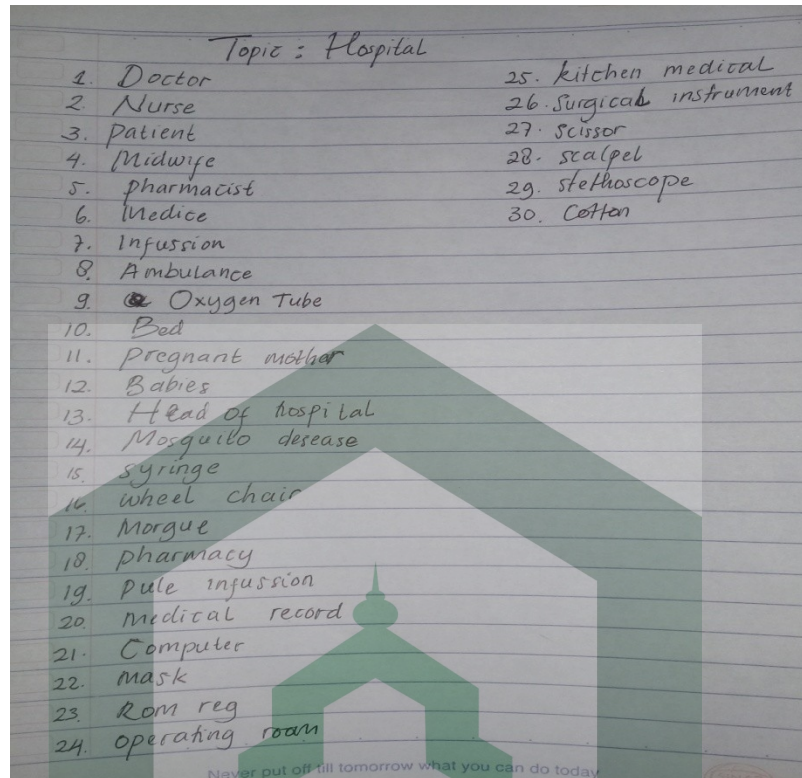
### The elements of the topic

1. The kinds
2. The colors
3. The amount
4. The titles area
5. The functions

#### A. Questioner

1. What is the topic?
2. Where is the Jaling area?
3. Could you show me the way to...?
4. Where is the post office, please?

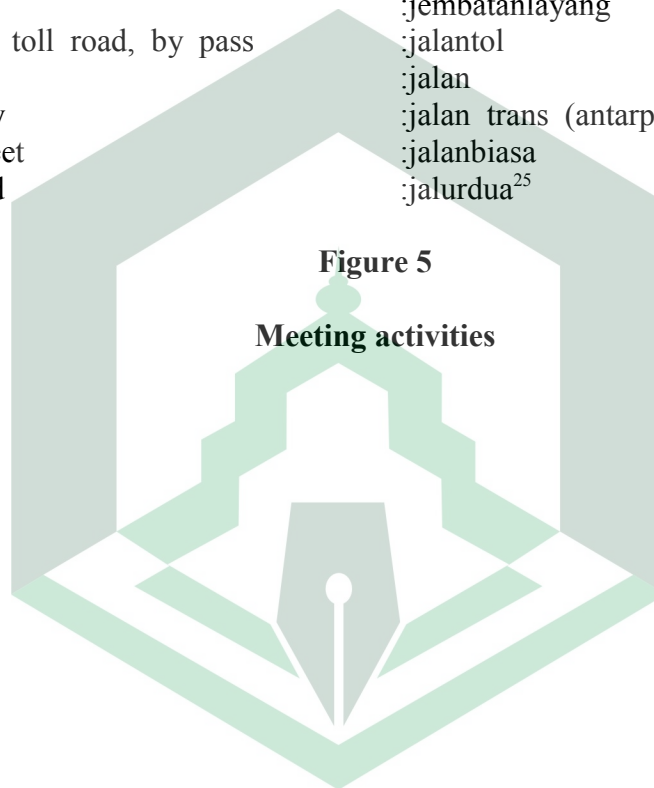
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### B. Vocabularies

- |   |                         |
|---|-------------------------|
| 1. Cross road/interaction/four junction | :perempatan             |
| 2. Three junction                       | :pertigaan              |
| 3. Traffic circle rotary, roundabout    | :bundaran               |
| 4. Traffic lights                       | :lampulalulintas        |
| 5. Traffic bump                         | :polisitidur            |
| 6. Traffic signs                        | :rambu – rambualulintas |
| 7. Upward road                          | :jalammenanjak          |
| 8. Down ward road                       | :jalanmenurun           |
| 9. Turn right                           | :belokankekanan         |
| 10. Turn left                           | :belokankekiri          |
| 11. Narrow road                         | :jalanmenyempit         |
| 12. Bumpy road                          | :jalantidak rata        |
| 13. Wavy road                           | :jalanbergelombang      |
| 14. Zig-zag/snake road                  | :jalanberliku           |
| 15. Green belt                          | :jalurhijau             |
| 16. U- turn                             | :belokan U              |
| 17. One way street                      | :jalansatuarah          |
| 18. Slow traffic line                   | :jalurlambat            |
| 19. Alley/ block                        | :gang                   |
| 20. Pedestrian / zebra crossing         | :penyebrangan           |

21. Bridge	:jembatan
22. Bend	:tikungan/bengkok <sup>24</sup>
23. Pavement / sidewalk	:trottoar
24. Go on / ahead	:lurus
25. Traffic jam	:kemacetanlalulintas
26. Upward road	:jalanmenanjak
27. Down ward road	:jalanmenurun
28. Tunnel	:terowongan
29. Flyover	:jembatanlayang
30. Turnpike, toll road, by pass	:jalantol
31. Way	:jalan
32. High way	:jalan trans (antarpropinsi)
33. Road street	:jalanbiasa
34. Boulevard	:jalurdua <sup>25</sup>



**Figure 5**

**Meeting activities**

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<sup>24</sup>Drs. Purwantowijoyo & Diana Pratiwi, S.S, *Advanced Poked Dictionary English-Indonesia, Indonesia-English* (Graha Media Press). p 57.

<sup>25</sup>Mahesa institute team, *Basic Speaking 1* (Mahesa Institute Publishing).p 31.





The researcher started the class by greeting in the students and asked their condition and are students not be sound and all of keep smile like figure 5. Next, then the researcher recalled their mind about last meeting subject, and their students had been ready to gives some questions by research and asked whether there had been ready for presenting their describing someone or something. After that, the researcher called the students in turn to do their vocabulary in front of their friends. Because of the time was not enough for all of students to present so their students was little disappointed, and rest of them continues in the afternoon. At the moment, the researcher found that there were only several students who are able to describe that the map the

research was success to use context based learning. But before class closed, the researcher gave games to improve and test their vocabulary, expect their happy and refresh.

**Figure 6**

**Cycle II test**



### **3. Observation**

Based on the observation done by the researcher, the researcher through questionnaire and interview, they found context based learning was appropriate media in learn English actually in vocabulary. The condition of the class was little bit noisy when the researcher gave explanation. From observation sheet that filled by researcher as observatory found that.

A. Students seem enthusiastic in learning vocabulary by using context based learning is (good).

- B. The use of context based learning help students to improve their confidence input and their ability in English vocabulary (good).
- C. The students seem more confidence English vocabulary after learning by using context based learning (good).
- D. The students be more motivated to speak longer after using based context learning (good).
- E. The students wish to have more change to practice their English after using based context learning (good).

All of the point above was success after using context based learning technique because the students can speak more regular and directed. The researcher found that there were still some of the students could not express their vocabulary well, especially in accuracy, vocabulary and comprehensibility. So the researcher made conclusion that context based learning successes as media of English teaching process but it needs same difference strategies to made the students spoke regular and directed.

**Table 4.5**

**The raw score of students' vocabulary in cycle 2**

Respondents	The aspect of vocabulary			Total (x)
	Accuracy	vocabulary	Comprehensibility	
001	28	20	20	68
002	22	18	12	52
003	25	15	15	55
004	27	25	20	72

<b>005</b>	<b>23</b>	<b>20</b>	<b>15</b>	<b>58</b>
<b>006</b>	<b>21</b>	<b>15</b>	<b>15</b>	<b>51</b>
<b>007</b>	<b>26</b>	<b>15</b>	<b>15</b>	<b>56</b>
<b>008</b>	<b>28</b>	<b>28</b>	<b>20</b>	<b>76</b>
<b>009</b>	<b>28</b>	<b>22</b>	<b>12</b>	<b>62</b>
<b>010</b>	<b>21</b>	<b>20</b>	<b>15</b>	<b>56</b>
<b>011</b>	<b>27</b>	<b>23</b>	<b>15</b>	<b>65</b>
<b>012</b>	<b>24</b>	<b>15</b>	<b>15</b>	<b>54</b>
<b>013</b>	<b>19</b>	<b>13</b>	<b>13</b>	<b>54</b>
<b>014</b>	<b>28</b>	<b>20</b>	<b>28</b>	<b>76</b>
<b>015</b>	<b>20</b>	<b>16</b>	<b>13</b>	<b>49</b>
<b>016</b>	<b>19</b>	<b>13</b>	<b>12</b>	<b>44</b>
<b>017</b>	<b>28</b>	<b>13</b>	<b>22</b>	<b>63</b>
<b>018</b>	<b>27</b>	<b>28</b>	<b>20</b>	<b>75</b>
<b>019</b>	<b>28</b>	<b>20</b>	<b>28</b>	<b>76</b>
<b>020</b>	<b>25</b>	<b>18</b>	<b>15</b>	<b>58</b>
<b>021</b>	<b>27</b>	<b>28</b>	<b>20</b>	<b>75</b>
<b>022</b>	<b>28</b>	<b>20</b>	<b>28</b>	<b>76</b>
<b>023</b>	<b>27</b>	<b>20</b>	<b>28</b>	<b>75</b>
<b>024</b>	<b>27</b>	<b>20</b>	<b>28</b>	<b>75</b>
<b>TOTAL</b>	<b>603</b>	<b>465</b>	<b>444</b>	<b>1.52</b>
				<b>1</b>
<b>Mean Score</b>	<b>25,125</b>	<b>19,38</b>	<b>18,5</b>	<b>63,38</b>

**A. Mean score of Accuracy :**

$$X = \frac{\sum X}{N} = \frac{603}{24} = 25,125$$

**B. Mean score of vocabulary:**

$$X = \frac{\sum X}{N} = \frac{465}{24} = 19,38$$

**C. Mean score of comprehensibility:**

$$X = \frac{\sum X}{N} = \frac{444}{24} = 18,5$$

**D. The mean score of all components in cycle 2**

$$X = \frac{\sum X}{N} = \frac{1.521}{24} = 63,38$$

Table 4.6

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The table 4.8 shows that the highest score was 76 and the lowest was 44. And only four students got score 76 and one student also got score 44 in the table follow:

**Table 4.7**

**The result of observation to students' activities in cycle 2**

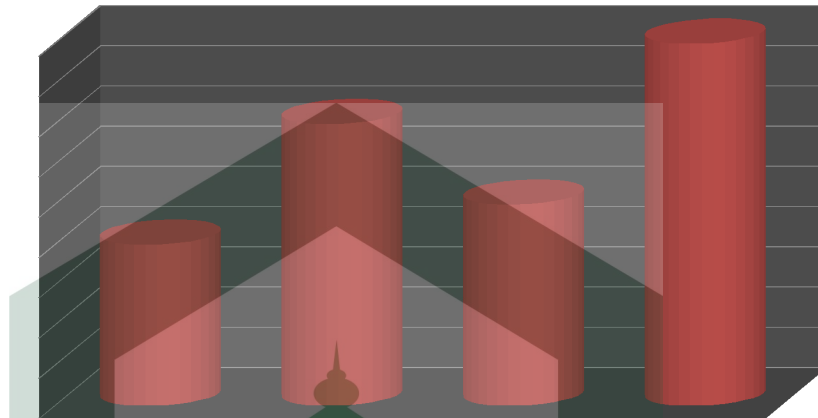
No	Respondents	Not active	Less active	Active	Very active
1	001				
2	002				
3	003				
4	004				
5	005				
6	006				
7	007				
8	008				
9	009				
10	010				
11	011				

12	012				
13	013				
14	014				
15	015				
16	016				
17	017				
18	018				
19	019				
20	020				
21	021				
22	022				
23	023				
24	024				
	<b>Total</b>	<b>2</b>	<b>7</b>	<b>5</b>	<b>9</b>



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Table 4.8



#### 4. Reflection

Some successful points in Cycle 2 namely: most of the students were familiar with the using based context learning technique in vocabulary. More of the students' active to learning activities, 5 students' active, 9 students' very active, 7 students' less active, and 2 student not active. It is mean 90% active in learning process and 10% is not really active. The condition of the class was not noisy. The ideal mean score have achieved: 63, 38. In the discussion, some students' active in giving responds to spoke and describe by wrote about the picture that the researcher given.



### ***B. Discussions***

- 1) In cycle I, the students was not getting well in front of friends and was little to responds went they study. They are always looked a note and was spoke not confidences even, they was nerves. Besides that, the students' was not prepared to studied English well, for example : not have English dictionary and went out not permission.

**The teachers' evaluated to determine the students' vocabulary in the**

**first cycle as follow:**

- a. The students who got very poor scores because their spoke was not well, the pronunciation is not correctly and not confidence, even they was difficulty to spoke and had score 34-39.
  - b. The students who got poor scores because their spoke was not the significances of achievements and not confidence, and had score 40-46.
  - c. The students who got good scores because their vocabulary but not confidences to spoke in front of class, and had score 47-58.
  - d. The students who got very good because their look confidences and can spoke well and they had score 54-60.
- 2) In cycle II, the students' can spoke English well in front of audiences, does not shy, nerves and confused. The students' never looked a note, always confidences and actives to learned. Beside that the students' does not came late, the class was not noise and students' always brought English dictionary.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents about conclusions and some suggestions related to the findings and the discussion of the research.

#### *A Conclusions*

After conducting, the researcher concludes that context based learning at the first semester of IAIN Palopo could be conducted effectively as follows :

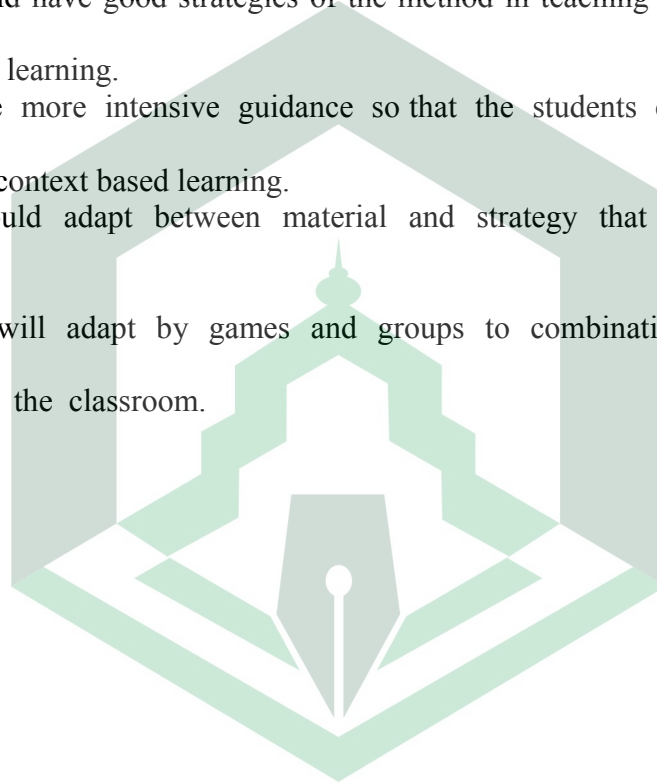
- 1 The researcher appropriated some patterned idea and vocabulary and then the researcher determining some topic.
- 2 The researcher information to students' about the context of topic and the last activity the researcher description about context between main idea of the sentences.

Based on the observation, it can be concluded that the students' attitude and the condition while teaching English lessons especially by using context based learning, they were enjoyed and active. They have been self confidence it meant the appreciated and liked the method, and that one of affective ways can be applied in learning process in the classroom. Besides by using context based learning in teaching English vocabulary, it improve their vocabulary skill

#### *B Suggestions*

Based on the result of the data analysis and conclusion, the researcher make some suggestion as follow:

- 1 Teacher should prepare lesson plan to students in teaching by context based learning.
- 2 Teacher should apply teaching vocabulary through context based learning as one of the best way in teaching English.
- 3 Teacher should have good strategies of the method in teaching vocabulary by using context based learning.
- 4 Teacher gave more intensive guidance so that the students can know how about procedure of context based learning.
- 5 Teacher should adapt between material and strategy that they apply in the classroom.
- 6 The teacher will adapt by games and groups to combination English learned and apply in the classroom.



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