IMPROVING STUDENTS' VOCABULARY SKILL THROUGH CONTEXTUAL TEACHING AND LEARNING (CTL) METHOD AT THE EIGHTH YEAR STUDENTS OF SMPN 8 PALOPO

A THESIS

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

BY

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014/2015**

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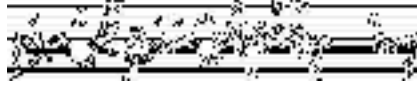
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Thesis untitled   : Improving Students' Vocabulary Skill Through Contextual Teaching and Learning (CTL) Method at the Eighth Year Studens of SMPN 8 Palopo.

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ABSTRACT

Rita Sahara, 2015. ***Improving Students' Vocabulary Skill Through Contextual Teaching and Learning (CTL) Method at the Eighth Year Students of SMP Neg. 8 Palopo.* Thesis, English Study Program Education Department of State College for Islamic Studies (STAIN) Palopo.**.

Key Words : Teaching, Vocabulary, Contextual Teaching and Learning Method.

This thesis about Improving students' vocabulary skill through contextual teaching and learning (CTL) at the eighth year students of SMPN 8 Palopo. The problem statements of this research were "The effectiveness and students perception of using Contextual Teaching and Learning (CTL) to improve students' vocabulary. The objectives of the research were to find out the whether the use of contextual teaching and learning (CTL) can improve students' vocabulary and to find out the perception of students in teaching vocabulary through CTL at the eighth year students of SMPN 8 Palopo.

This research applied a pre-experimental method with pre-test and post-test design. It was intended to express or describe sytematically based on the data that had been collected from pre-experimental research. The target population of this research was all of the eighth year students at SMPN 8 Palopo, in 2014/2015 academic year.

The sample was taken from the population by using purposive sampling. This sample was taken from the lower class and the number of sample were 25 students. The instrument of the research were vocabulary test and questionnaire. Vocabulary test was given to know how far the students understand the material that has been given and questionnaire to know the students perception.

The result of the research, there were pretest and posttest. The result of analysis was t_o > t-table (t_o 17.823 > 2.064) it means that there was significant difference between before and after giving treatment through CTL method in improving students' vocabulary. Based on the result of analysis we can conclude that CTL method is effective to improve students' vocabulary skill at the eighth year students of SMPN 8 Palopo.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

There were some researchers about the improving vocabulary ;

1. Isnaeni Astuti, in her research under the title of the application of picture description activities in contextual teaching and learning method to improve the students activities on fifth grade of SDN Giling in the academic year in 2012/ 2013. She stated that teaching picture description activities through contextual teaching and learning (CTL) can help students improve their activities and can stimulated the students interest in learning process at the fifth grade of SDN Giling in the academic year in 2012/ 2013.[1]

2. Eka Safitri, in her research under the title Teaching Vocabulary Through Gesture (The Case Study of the Fourth Year Students of Madrasah Ibtidaiah PMND Putra Palopo in Academic 2010/2011). She stated that teaching vocabulary through gesture can be an effective strategy as an alternative technique in teaching vocabulary and can improve the students' achievement in comprehending vocabulary at the Fourth Year Students of Madrasah Ibtidaiah PMDS Putra Palopo in Academic Year 2010/2011.[2]

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[1] Isnaeni Astuti. *The Application of Picture Dscription Activities in Contextual Teaching and Learning Method to Improve the Students Activities.* Thesis S.1,(Salatiga : STAIN Salatiga 2013)

[2] Eka Safitri, "*Teaching Vocabulary through Gesture at the ourth year students of Madrasah Ibtidaiah PMDS putra Palopo"* Thesis S.1,(Palopo: STAIN Palopo,2011)

Based on previous researchers above, the researcher want to conduct a Pre-Experimental Research in teaching vocabulary, especially to know the students' vocabulary skill and the students' interest toward contextual teaching and learning.

B. *Vocabulary*

1. Concept of Vocabulary

Vocabulary is an important thing in learning language, it would be impossible to learn vocabulary without words. It can be presented, explained in all kinds of activities, but it must be learned by the individual. Vocabulary is one of the components of language. More words we know more ideas we can explore.

There are many concepts about vocabulary, some of them:

a. Vocabulary is the stock of words used by a people or by a particular class or person.

b. Vocabulary is a list or collection of the words of a language, book, author, branch of science or the like, usually in alphabetical order and defined.

c. Vocabulary is the sum or scope of one's expressive technique, as in the arts.[3]

According to Hornby that vocabulary is :

a. Total number of words (either used for combination them) make up the language.

b. Range of words know to, or used by a person in trade.

c. Book contains a list words used in a book etc-usually with definition or translation.[4]

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[3] Makmur, *Improving Students' Vocabulary through Jumping Words at MAN Palopo,* 2008, p.4

2. Definition of Vocabulary

In oxford, vocabulary is all the words that a person knows or uses, all the words in language, list of words with their meanings especially in a book for learning a foreign language.[5]

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. The acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use thestructures and functions we may have learned for comprehensible communication.[6]

Vocabulary is knowledge of words. However, vocabulary is more complex than this definition suggest. First, word come in two forms, Oral and Print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use reading and writing. Second, word knowledge also comes in two forms, Receptive and Productive. Receptive vocabulary includes words that we recognize when we hear or see them.

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[4] Hornby, *Oxford Advanced Learners Dictionary of Current English*, (Tokyo: Oxford UniversityPress, 1974), p. 978

[5] *Oxford Learner's pocket Dictionary,* (4th edition ; New York : Oxford University, 2008) p.495

[6] David Nunan. *Languange Teaching Methodology*. (London. Prentice Hall, 1991) p. 117

Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary and may include many words to which we assign some meaning. Even if, we do not know their full defenitions and connotations or ever use them ourselves as we speak and write.[7]

According to Jack C Richard and Willy A Willy Renandya explain that vocabulary is a core component is language proficiency and provides much of the basic for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around that such as listening to native speaker, using the language is different context, reading or watching television.[8]

Vocabulary is one of components that very important to mastering English language skills besides speaking, reading, writing, and listening. More vocabulary memorized more quick to mastering English.[9]

According to the defenitions above the researcher concludes that vocabulary is one of the important aspects in language that should be learned and taught as basic to know the other skills in a language, and also with vocabulary we can easier to communicate.

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[7] Fran Lehr, *vocabulary*, online, www,pre.org. Accessed on 15 th February, 2014.

[8] Jack C Richard and Willy A Willy Renandya, "*Methodology In Language Teaching",* (First Edition ; South Africa: Cambridge University Press, 2002) p.255

[9] Ajie Bahleuwi. *Instant Vocabulary*, Pare : Kaysamedia, 2007, p. 1

3. Vocabulary Selection

The teaching vocabulary is an important of language and it must be done carefully. The English teacher should know which words are important to learn because many words will not be useful to the students.

Vocabulary must not only be known, it must be readily available for use. The fluency development strand of a course aims at helping learners make the best use of what they already know. It is important to see fluency as being related to each of the four skills of listening, speaking, reading and writing with fluency needed to be developed independently in each of these skills. Fluency development activities should involve only known language items (there should be no unknown vocabulary of grammatical features should be massage-focused, should involve substantial) quantities of input and output and should involve some preasure.[10]

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that is does not over helm other essential part of the course. The best way to avoid this is for the teacher and course the designer to have a set of guiding principles that can be applied in a variety of teaching and learning situations. The participles they are :

a. Focus on the most useful vocabulary first.

Some words can be used in a wide variety of circumstances. Others have much more limited use. For example, the word help can be used to ask for help, to

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[10] David Nunan, *"Practical English Language Teaching",* p.134

describe how people work with others, to describe how knowledge, tools, and materials can make vocabulary give learners to best return for the learning effort.

b. Focus of the vocabulary in the most appropriate way.

Here we look at the four most impotent vocabulary learning strategies of using words part, guessing word context, using word cards and using dictionaries. We will see that teachers need to clearly distinguish the way they treat high frequency words from the way they treat low frequency words.

c. Give attention to occur in all four strands of a course.

It should get deliberate attention through teaching and study and should be met and used in communicating message in listening, speaking, reading and writing. High frequency vocabulary should also be frequency accessible for receptive and productive use.

d. Encourage learners to reflect on and take responsibility for learning.

There is an important principle that lies behind choosing and learning and that's that learners need to realize that they must be responsible for their own learning. Taking this responsibility requires (1) knowledge of what to do learn and the range of options for learning vocabulary, (2) skill in choosing the best options, and (3) the ability to monitor and evaluate progress with those options.[11]

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[11] Fitri Zulyani, *Improving vocabulary through English Songs to the Fifth Grades Studens at SDN 234 Temmalebba*, Thesis S.1,(Palopo:STAIN Palopo, 2011),p.11.

4. How To Teach Vocabulary

Teaching vocabulary is clearly more than just presenting new words. This may, of course, have it's place but there are other issues, too. For example: students see a lot of words in the course of the week. Some of them are used straight away, others are not. So we teach some words (which we need for structure practice, for example) and not teach other (which occur incidentally in reading texts, for example)

In teaching vocabulary there are many skill can be used to teach, namely :

a. Vocabulary

The teacher select some words given then preliminary discussion so put them into a suitable context, then teach them to the students as if the teacher were presenting them a class. Our aim is to teach these words for active control, so the teacher will have to work out natural ways be to elicit the new words from the student and make use it.

b. Remedial vocabulary teaching

After the teacher teach vocabulary and give the test, then the teacher think how would explain in English the difference between some of these pairs. Think of examples, two or three for each word, contextualizing them, finally work out ways to check that students can distinguish the meaning of the words can use them correctly.

c. Selection vocabulary

Make a group of three or four, each group should take a different unit if the course book and isolate it. Then selecting the vocabulary with (a) which lexis will need to be pre-taught for active use, (b) which lexis could be pre-taught for passive

control the problems, or cause students to panic, (d) which words students can be encouraged to guess from context (e) the words you could help students guess at by asking carefully graded questions, directing them to the correct meaning, (f) the words which are uncommon or just too difficult to teach at this stage, that you may translate, if asked to explain them, but would not bother to teach.

d. Using a dictionary

The teacher chose the different reading passage from the course book and look up in the dictionary that the student use. The words they are likely to look up themselves. Cross check to see if a suitable word or meaning is given in both halves dictionary. The teacher prepare explanations and further examples to help students to learn the most important of these words.

e. A game to play

A game can be made more difficult by putting longer phrases, e.g. 'in a suitcase' nor turn the TV or making them specific, e.g. '*the suitcase or the man who was walking.*[12]

According to Michael Graves, there are four components of an affective vocabulary program:

1. Wide or extensive independent reading to expand word knowledge

2. Instruction in specific words to enhance comprehension of texts containing those words

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[12] Jane Willis, "*Teaching English Through English,* (England: Longman, 1981), p. 121

3.   Instruction in independent word- learning strategies, and

4.   Word consciousness and word play activities to motivate and enhance learning[13]

5.   Presentation of Vocabulary

Not all vocabulary can be learnt through interaction and discovery techniques. Even, if such techniques are possible, however, they are not always the most of effective. But the good method is need also to teach vocabulary such as Contextual Teaching and Learning that has seventh components and through the components we can create good situation in learning process. Therefore, look at some examples of presentation of vocabulary namely :

a.   Realia

The use of real objects makes the meaning of certain words be easily to explain, but the real objects used are restricted to those that can be taken to the classroom.

b.   Picture

Pictures here includes wall pictures, blackboard drawing charts, flashcards, etc. pictures can be used to explained in the meanings of vocabulary times, the meanings of sentences, and to create a situation or context.

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[13] Donna Young, "Vocabulary is Important", http://www.donnayoung.org/forms/help/vocabulary.htm accessed on April, 12th 2013

c. Mime, Action and Gesture

Sometimes, realia and pictures are impossible to be used to explain the meaning of words and grammar. Actions, in particular are probably better explained by mime. For instance, word "sit" is easily explained if the teacher pretends to sit, gesture is useful for explaining words like to, from, etc.

d. Contrast

Contrast is used because sometimes a visual element (e.g. realia, pictures, etc.) may not be sufficient to explain meaning.

e. Enumeration

We can use this to present the meaning, for example we can say "clothes" and explain this by enumerating or listing various items. The same is true of "vegetable" or "furniture".

f. Explanation

Sometimes, explaining certain words is helpful and important, especially at elementary level. The explanation must contain the information about when the word is use the word "mate" is unsatisfactory if it is said that the word "friend" without any explanation.

g. Translation: Translation can be used with caution, because students want to hear and use the target language, not their own however translating the target language into the native one does save the time to explain.[14]

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[14]Jeremy Harmer, *"The Practice Of English Language Teaching",* (First Edition; New York : longman Publishing,1991) ,p. 161

In this research, the researcher used picture, translation, and gesture. Because these can support to motivate students in other to they can get the meaning of the lessons in using CTL method.

6. Types Of Vocabulary

In general, we know the vocabulary can be divides into two groups, passive vocabulary and active vocabulary. Passive vocabulary contains all the words that you understand when you read and listen, but which we do not use (or cannot remember) in our writing and speaking. Active vocabulary is all the words that you understand, plus all the words that we can use by ourselves.

In learning vocabulary there are four types of vocabulary, those are :

a. Active speaking vocabulary is words that the speakers are able to use in speaking.

b. Passive listening vocabulary, words that the listener recognize but can not necessary produce when speaking.

c. Passive reading vocabulary refers to words that a reader recognizes but would not necessarily be able to produce.

d. Active writing vocabulary, words that a writer is able to use in writing.[15]

Collier writes that there are two words list, one of function words and contain words that containing a basic 2000 word English vocabulary.[16]

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[15] Marwah. *Teaching Vocabulary Through Circle game at the Seventh Year of SMPN 9 Palopo*. (Thesis Palopo: STAIN Palopo, 2013),p.19

[16] Collier. *The Key To English Vocabulary*, London. Macmillan, 1961,p.6

a. Function Words

By 'Function words' we mean a word that does not belong to one of the four major part of speech in English (noun, verb, adjective, and adverb). Their purpose is not only to express meaning but to relate other words to each other. These are the words you must know in order to speak or understand English with any fluency at all. Not only are they among the most frequent in the language, but they are also indispensable in forming sentences.

Among the function words are articles, auxiliary verbs, conjunctions, preposition, pronoun, noun-determines, substitute nouns, intensifiers, and other specialized expressions. They also include numerals, day of the week, and month of the year. Many of the words can be used in more than one way.

b. Contain Words

We might call the rest of the words in English "content words". These words name and describe the infinitive number of things, persons, events, and processes that speakers of English want to talk about some of them (water, man, eat, drink, house).

Content words can be divided into three general classes:

1. Word naming things, idea, entities

2. Word naming actions

3. Word use to describe the qualities of those things or actions.

According to Rudy Hariyono that in English Grammar there are eight types of word as element of sentence, namely: noun, adjective, verb, pronoun, adverb,

preposition conjunction, and interjection.[17] In this case, the researcher only discusses about noun and verb.

a. Noun

Noun is a word which function for naming. This word type can used to indicate names of people, animals, plants, days, places, ideas, an object or things that nominalized and etc.

1. Based on the form, noun can be divided into two kinds, as follow:

a). Concrete noun is noun to indicate all real object, so that can felt by the five human senses.

Examples :

- Table

- Chair

- Pen

- Marker

b). Abstract noun is noun that can not seen, touched and felt by the five human senses.

Examples :

- Love

- Knowledge

- Friendship

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[17] Doni Hariyanto, Rudy Hariyono, *English Grammar for General Application*, (Cet.1;Surabaya: Gitamedia Press,2003),p.28

2. Based on kinds of noun, noun can be divided into four kinds. As follow:

a) Common noun is noun that commonly used.

Examples :

- Book

- Teacher

- River

- Table

b) Proper noun is noun that show the name of people, place etcetera special for just it. Proper noun always use capital letter.

Examples :

- Anti

- Indonesia

- Palopo

- Cokroaminoto University

c) Collective noun is noun that show a group or corps that assumed as one unit or gathering a number of its member.

Examples :

- a posse of policeman

- a band of musicians

- a troupe of dancers

- a flock of birds.

d)   Material noun is noun that show raw material or noun that from mining and other materials basic.

Examples :

- Gold

- Water

- Silver

3.   Based on can or can account classified in to two kinds, as follow:

a) Countable noun

Example:

- Book

- Student

- Car

b) Uncountable noun

Example:

- Coffe

- Milk

- Oil

4. Based on the total of it.

a). Singular Noun.

Example :

- House , Teacher, and Girl

b). Plural Noun.

Example :

- a book = two books

- a city   = five cities. [18]

b . Verb

The verb is word that show the name of actions which done by subject, but also to show situations.

There are many kinds of verbs, these are:

1)   Auxiliary verb is a verb that used to help other verb to complete the sentence and also have function of grammar.

Example:

- To be (am,is,are)

- Do,does,did

- Modals (can, must, may)

2)   Regular verb is verb that can change according to tenses and the changed is regular.

Example:

- Hate - hated – hated

- Pass – passed - passed

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[18] Rusdiana Junaid, Rustan Santaria, and Sri Damayanti. *Fundamental English Dasar-dasar Penguasaan Bahasa Inggris*. Malang : Intimedia. 2014, p.1-5

3) Irregular verb is verb that can change according to tenses and the changed is not regular.

Example:

- Pay - paid - paid

- See – saw - seen

4) Transitive verb is a verb needs an object as a complement.

Example:

- He struck the board

- A dog bites the man

5) Intransitive verb is a verb did not needs an object.

Example:

- The sun shines

- The water boils

- The cat slept

6) Copulative verb or linking verb.

Example:

- She looks serious

- The detectives looked puzzled

- This is she.[19]

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[19] Fuad Mas'ud. *Essential of English Grammar-a Practical Guide Yogyakarta. 2005, p. 86-89.*

C. Contextual Teaching and Learning (CTL)

1. Contextual Teaching and Learning

Philosophy of CTL is rooted from John Dewey progressivism, that the students will better learning if what they have learnt related to what they have already know and teaching learning process will be productive if the students are active in the process of teaching learning. According to contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them in their own frames or reference (their own inner worlds of memory, experience, and response).[20]

Contextual Teaching and Learning is a learning system that is based on the philosophy that students are able to absorb the lessons if they get a sense of the academic material they receive, and they get the meaning in school assignments if they can associate the new information with knowledge and experience already they had before.[21]

CTL as conception of teaching and learning that helps teachers relate subject matter or content to real world situations; and motivates students to make connections between knowledge and its applications to their lives. It is a focus on the context of what we teach from the students' point of view. CTL also emphasizes on learning by

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[20] http://fauziahnur91.blogspot.com/2013/06/method-of-teaching.html. accessed on September 12, 2014.

[21] Elaine B. Johnson, PH.D. *Contextual Teaching and Learning : Menjadikan Kegiatan Belajar Mengasikkan dan Bermakna*. Bandung : MLC, 2009, p.14

doing. The students will learn better if they also get involved in the class activities. In contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them. CTL emphasizes the leaning process through "constructing" not memorizing and teaching is not only a process of transferring knowledge to the students.[22]

Contextual learning that known as Contextual Teaching and Learning, has been familiar among teachers and not a little that apply it in learning process with optimal results.[23]

2.Definition of Contextual Teaching and Learning.

There are some definitions of Contextual Teaching and Learning:

Contextual teaching and learning is a conception of teaching and learning that helps teachers to relate subject matter content to the real world situations and motivates students to make relation between knowledges and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires.[24]

. Contextual Teaching and Learning is a learning strategy that emphasizes the involvement students in totally process to be able find the materials that they have

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[22] Berns, R.G. and Erickson, P.m., 2001. *Contextual Teaching and Learning* : Preparing students for the New Economy, from http://www.cord.org/uploadedfiles/NCCTE_Highlight05-ContextualTeachingLearning.pdf. Accessed on Maret, 9th 2014

[23] Drs. Syamsu. *Strategi Pembelajaran*. Palopo; STAIN Palopo. 2011, p.59

[24] Akhmad Sudrajat. *Pembelajaran Kontekstual (CTL) Tentang Pendidikan*. Online, accessed on Maret23th 2014.

studied and relate it to the real life situations that encourage students to be able apply it in their lives.[25]

CTL is a teaching and learning that use an approach which help the teachers to integrate the value of lesson to the reality. This study motivate the students to integrate the knowledge that they got in the classroom and implementation to the students life.

Isnaeni Astuti explains that the theory or cognitive also has influenced the philosophy of CTL. Student will learn so well if they actively involve in the classroom activities and have a chance to inquire it by themselves. Students will show their learning achievement through real things that they can accomplish. Learning is regarded as an effort or intellectual activity for developing their idea through introspection.[26]

In addition, Johnson states that: CTL is an educational process that aims to help student see meaning in the academic subject with the context of their daily lives, that is, 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, and

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[25] Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. http://www.anneahira.com/strategi-pembelajaran.htm. Accessed on 10th Maret 2014

[26] Isnaeni Astuti. *The Application of Picture Dscription Activities in Contextual Teaching and Learning Method to Improve the Students Activities*. Thesis S.1, (Salatiga: STAIN Salatiga 2013), p.29

collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessments.[27]

Contextual Learning is based on a constructivist theory of teaching and learning. [28] Learning takes place when teachers are able to present information in a way that students are able to construct meaning based on their own experiences.

Furthermore, Breveton Jhon asserted that the process of contextual teaching and learning happens in a situation where the teaching or learning itself closely relate to the learner real experience.[29]

CTL is instruction and learning that is meaningful. Typically that means instruction is situated in context but for more advanced students meaningful learning can also be abstract and d-contextualized.[30]

From the definitions above, it can be concluded that Contextual Teaching and Learning (CTL) is conception of teaching and learning that helps the students to get better understanding about their knowledges that related to the context of real life.

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[27] Op.cit, p.88

[28] Hull, D (1993). *Opening Minds, Opening Doors*: The Rebirth of American Education. http://en.wikipedia.org/wiki/Contextual_learning. Accessed on Maret, 20th 2014.

[29] Iskandar Halking. *"Contextual Teaching and Learning (CTL) A Strategy in Teaching Narrative Text of the Seventh Years Students at SMPN 1 Suli"*, Thesis S.1,(Palopo:STAIN Palopo,2009), p. 13

[30] The Department of Mathematics Education University of Georgia, 2001 http;//jwilson.ceo.uga.edu/ctl/ctl/intro/ctl_is.html. Accessed on February, 10th 2014.

3. Components of Contextual Teaching and Learning

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.[31] Each of the components will be explained as follows:

a. 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.

b. 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:

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[31] Nurhadi, Yasin, B.,Senduk, A.G. 2004. *Pembelajaran Kontekstual dan Penerapannya dalam KBK*. Malang: UM Press. http://teachingenglish4all.wordpress.com/2010/11/08/contextual-teaching-and-learning-ctl/. Accessed on February 10th 2014.

1. Getting information of students' ability in comprehending learning materials.

2. Giving motivation for the students to learn.

3. Stimulating students' curiosity of something.

4. Focusing the students' attention in something they want.

5. Guiding the students to find and conclude something.

c. Inquiry

One of the key word related to Contextual teaching and learning (CTL) is the higher order thinking. Since higher order thinking designates both creative thinking and critical thinking, in applying CTL, the students must make use of their creative and critical thinking in collecting data, understanding an issue or a concept, and solving a problem.

d. 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.

e. 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. A good teacher is a good model.

f. 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.

g. Authentic Assesment

Assessment has various purposes: formative, for assessing progress an 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 to 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.

4. **The Characteristics of Contextual Teaching and Learning**

Johnson describes the characteristics of Contextual Teaching and Learning. There are eight main components in the Contextual Teaching and Learning, they are;

1. Making Meaningful Connection

The center of contextual teaching and learning is the connection that leads to meaning. When young people can connect the content of an academic subject such as mathematics, science, or history with their own experience, they discover meaning, and the meaning gives them a reason for learning.

2. Doing Significance Work

Connecting work with school gives students an immediate, practical reason to learn, say, science, marketing, or mathematics. It gives them not only a real-world academic subjects, but also opportunities to grow personally.

3. Self-regulated Learning

Self-regulated learning is a learning process that engages students in independent action involving sometimes one person, usually a group. This independent action is designed to connect the academic knowledge with the context of the students' daily lives in ways that achieve a meaningful purpose. This purpose may yield a tangible or intangible result.

4. Collaborating

Collaboration is an essential component of the CTL system. Schools collaborate with business and community partners, middle schools and high schools work together, and teachers collaborate with parents and colleagues.

5. Critical and Creative Thinking

Critical thinking is a clear, organized process used in such mental activities as problem solving, decision making, persuading, analyzing assumptions, and scientific inquiry. Critical thinking is the ability to reason in an organized way. It is the ability to systematically evaluate the quality of one's own reasoning and that of others. Creative thinking is the mental activity that nurtures originality and insight.

6. Nurturing the Individual

The interplay of various CTL components produces students' success. Balancing these components requires extraordinary versatility. The nature of CTL system demands that teacher mentor, become personally invested in, each one of their students. CTL teachers nurture the individual students' efforts to develop as a whole person.

Two aspects which affect nurturing the individual:

a. Teaching and the Learning Environment

All children are capable of reaching high academic standards and all children are entitled to reach these standards. Only if the instructors know each child's interests and talents, can they help students not only overcome supposed limitation, but also exceed even their own expectations.

b. The Influence of Relationships

CTL asks teachers to nurture every student, in part because relationships weave a context for personal growth. CTL teachers cultivate numerous relationships of various kinds. They form partnership with business leader, and they create ties with managers of community service agencies to develop service-learning opportunities. They establish strong relationships with parents, and they collaborate with colleagues and administrators to design new courses and programs.

7. Reaching High Standards

The heart of educational matter for parents is their child's academic success. The heart of the matter for the contextual teaching and learning system is helping all

students reach high academic standards. Traditional education, which delivers great quantities of material to be learned mainly through rote memorization and lectures, has failed, and continues to fail, the "neglected majority". All students, however, particularly the neglected majority, benefit from the contextual teaching and learning system. CTL succeeds in part because of its steady focus on high academic standards.

8. Using Authentic Assessment

Authentic assessment focuses on objectives which involves hands-on learning, requires making connections and collaborating, and inculcates higher order thinking. Because authentic assessment tasks use these three strategies, they allow students to display mastery of objectives and depth of understanding, while the same time increasing their knowledge and discovering ways to improve. Authentic assessment invites the students to use academic knowledge in real-world context for a significance purpose.[32]

5. Principles of Contextual Teaching and Learning

1. The principle of interdependence.

By working together, students are assisted in finding the problem, prepare the plan, and finding solution. Working together will help them to know that by listen each other will lead to success.

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[32] Elaine B. Johnson, PH.D. *Contextual Teaching and Learning : Menjadikan Kegiatan Belajar Mengasikkan dan Bermakna*. Bandung : MLC, 2009, p. 65-66

2. Principle of Differentiation

If differentiation lost, then our thoughts and feelings will be same. For example, the music will be one tone, the artists will be paint the same subject, the poet will be make the same illustration. Similarity would make life flat and barren.

3. The principle of self-setting

"Context" is taken from the Latin word meaning contexere "weaves together". The word "context" refers to "the whole situation, background, or environment" associated with the self that exists together.[33]

6. **The Advantages and Disadvantages of CTL Method**

In teaching vocabulary, especially in using contextual teaching and learning we can find some advantages and disadvantages as follows:

a. Advantages :

1. Contextual Teaching and Learning approach make the hold meaning, self regulated learning, doing significant work, by Contextual Teaching and Learning (CTL) method the student have collaboration, the student is critical and creative thinking, reaching high standards, and has authentic assessment.[34]

2. Learning becomes more meaningful and real. It means that students are required to grasp the relationship between the experience of studying in school and the real life.

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[33] Ibid, p.69

[34] Noorsrg, http://indolearn.blogspot.com/2011/04/blog-post.html. Accessed on Maret, 6th 2014.

3.   Learning becomes more productive because contextual teaching and learning method as constructivism, in which the students are led to find their own knowledges through the foundation of constructivism philosophy that students are expected to learn through "experience" instead of "memorizing"

b.   Disadvantages :

1.   Teacher has to see each of students in the classroom expressly to understand that child's emotional state, learning style, English vocabulary skills, cultural and racial context, and financial circumstance.

2.   Teacher is no longer serves as a center of information. The task is to manage the classroom teacher as a team that work together to discover new knowledges and skills for students. Thus, the teacher's role is not as instructor but the teacher is supervising students.

3.   Teacher needs extra attention and guide the students in learning process.[35]

Based on the explanation above, the researcher concludes that in teaching approach especially by using contextual teaching and learning approach has some advantages that will be easier for the students to study a lesson.

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[35] Entreprenrs.blogspot.com/2011/05/contextual-teaching-and-learning-ctl.html. Accessed on 12 February 2015.

7. The Correlation of Vocabulary and Contextual Teaching and Learning

Lusiana explains that 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 young learners. 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. The concept of CTL makes the students discover meaningful relationships between abstract ideas and practical applications in a real world context. In CTL, students analyze concepts through discovery, reinforcement, and interrelationships. If students experience what they learned, the learning process will be more meaningful and make sense.[36]

John Dewey said that students will learn better if what they learns are related to what they have known, and also the learning proccess will be productive if students are involved in learning proccess in school. [37]

It means that vocabulary has correlation with contextual teaching and learning to makes students have better understanding of words by their experiences.

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[36] lusiana dewi k. *Improving Students' Vocabulary Mastery Using Contextual Teaching and Learning* (a classroom action research). Surakarta: University of English Department Teacher Training and Education 2010, p.36

[37] http://fauziahnur91.blogspot.com/2013/06/method-of-teaching.html. accessed on September 12, 2014.

D. *Conceptual Framework*

Vocabulary is an important part of language. In teaching vocabulary there are many ways that can be used. But in this case the researcher uses CTL in teaching vocabulary.

Based on the statement above, the researcher focuses on the effectiveness of CTL in teaching vocabulary. The conceptual framework underlying in this research was given in the following diagram :
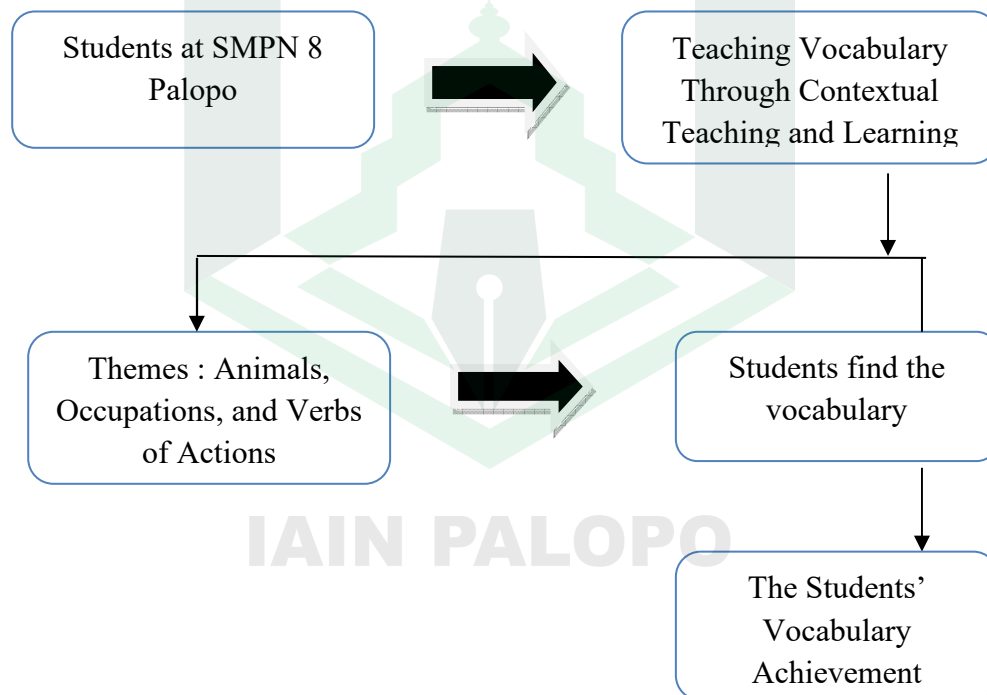
In the diagram above was classified in the following :

There are some ways to develope students' vocabulary such as using CTL. In teaching vocabulary, the teacher have made students interested in learning process. In connection with the importance of vocabulary expansion to the students, as English teacher should look for some effective way in teaching vocabulary. One of way for effective teaching vocabulary is considered to be useful if students-teacher create a good situation and cooperation. With use Contextual Teaching and learning (CTL) in learning process make students connect with the real situation, also make students motivated to be active in learning process. The students learn vocabulary through CTL can improving students' vocabulary.

E. *Hypothesis*

In this research. the researcher proposed the following hypothesis "applying Contextual Teaching and Learning in the classroom is effective to improve the students' vocabulary at the eighth year students of SMPN 8 Palopo".

Ha   : CTL is effective to improve the students' vocabulary

Ho   : CTL is not effective to improve students' vocabulary

Criteria of hypothesis acceptability :

If   : $t_0 \geq t_t$ = Reject null hypothesis

If   : $t_0 \leq t_t$ = Received null hypothesis. [38]

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[38] M. Subana, et.al.,*Statistik pendidikan*. (Cet. 1; Bandung: CV PustakaSetia, 2000), p. 172

CHAPTER I

INTRODUCTION

A. Background

English is taught as local content subject. The importance of English as the key to the international communication and commerce make it compulsory subject for students from the Junior High School up to the Senior High School. In English, there are four Skills. They are writing, reading, speaking, and listening. The four skills are depends on the vocabulary.

Vocabulary is central of language teaching and learning. Through vocabulary we can express ideas, emotions, and desires effectively and efficiently. So by learning vocabularies students can be easier to communicate each others.

Teaching vocabulary to young learners is not an easy job. The young learners sometimes face some problems in learning English as foreign language. Consequently the teacher should be creative and become a good model in teaching English for their student. Teaching young learner is different from teaching adults. We must have extra power to teach them, because the young learners have certain characteristic and need certain treatment.

Based on the pre-observation research, when the researcher asked the teacher at the eighth year of SMP Neg. 8 Palopo. It found that there were many students low in English. The problems were the students lack of vocabulary, it is difficult for them to understand the subject matter, and lazy to memorize.

Basically, there are many method and ways to upgrade the vocabulary of students which are applied by English teachers in the classroom and the teachers have to think how to make students easier to understand and enjoy the materials. However, the researcher wants to find another way to upgrading the students' vocabulary namely Contextual Teaching and Learning (CTL) method. Through Contextual Teaching and Learning method, describes that the students will be easy to understand and interested to learn vocabulary.

In this study, the researcher is interested in teaching vocabulary by using contextual teaching and learning as the method because it can make students be easier to learn the vocabulary and motivate them in learning process, and also contextual teaching and learning has the seventh components, they are: constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment that can help teacher relate subject to the real world situations. CTL method is one of appropriate ways to create a good atmosphere and to make teaching-learning process are enjoyable and make sense.

This method is reasonable to be applied at the students of junior high school especially in SMP Negeri 8 Palopo because many students less understand and mastered of vocabulary. The researcher believes that the problems are influenced by many factors such as no motivation, shy to speak, seldom to practice or students don't know what they want to say. But in this cases through contextual teaching and learning method, the students are involved in learning class activity, so the learning proccess will be meaningful for them.

Teaching vocabulary through Contextual teaching and learning (CTL). The students are hoped to know some vocabularies and find the learning materials directly (not given by the teacher) by their experiences.

Based on the background above, the researcher interested in carrying out a pre experimental research on the tittle of *"Improving Students' Vocabulary skill Through Contextual Teaching Learning (CTL) Method at the Eighth Year Students of SMPN 8 Palopo in Academic Year 2014/2015)"*.

B. Problem Statements

Based on the background above, the researcher formulates a research question as follow:

1. Does the use of contextual teaching and learning (CTL) method effective in improving vocabulary at the eighth year students of SMPN 8 Palopo?

2. How is the students' responses toward Contextual teaching and learning method at the eighth year students of SMPN 8 Palopo?

C. Objectives of the Research

Based on the problem statement, the objectives of the research is :

1. To find out whether the use of contextual teaching and learning (CTL) method can improve students' vocabulary at the eighth year students of SMPN 8 Palopo.

2. To find out the responses of students in teaching vocabulary through CTL method at the eighth year students of SMPN 8 Palopo.

D. Significances of the Research

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 Junior High 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.

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 SMPN 8 Palopo.

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

E. Scope of the Research

This research was limited on the discussion about "Improving students' vocabulary skill by using Contextual Teaching and Learning (CTL) Method at the eighth year of SMPN 8 Palopo" by applying the seventh components of Contextual Teaching and Learning; Constructivism, Questioning, Inquiry, Learning Community, Modeling, Reflection, and Authentic Assesment. It was emphasized on the thematic

vocabulary such as : noun and verb (animals, occupations, and verbs of action) that suitable for students by using game, picture, and gesture.

F. *Definition of Terms*

To get general understanding about the title, the researcher will explain as follows;

1. Vocabulary is all the words with their meanings and all the words in a language.

2. Contextual teaching and learning is emphasized on the students' involvement in learning process in order to be able to understand the materials and connect it with the real situation.
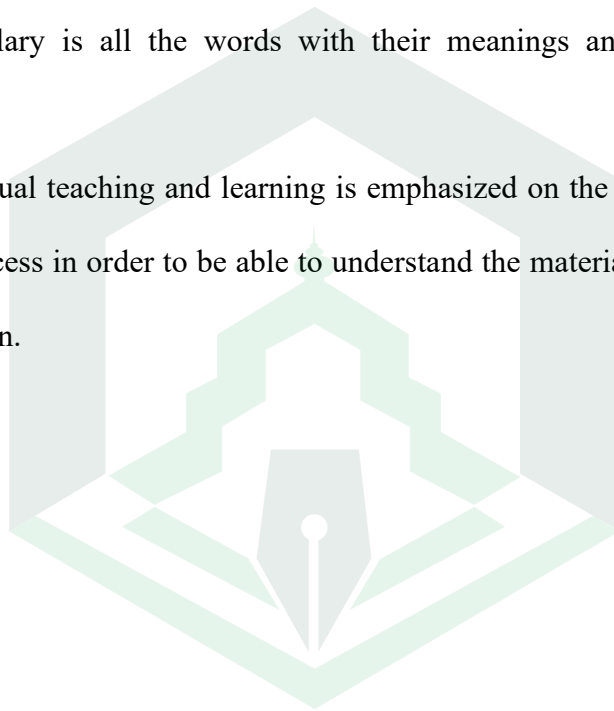
IAIN PALOPO

CHAPTER III

METHOD OF THE RESEARCH

A. Method and Design of Research

1. Method of Research

In this research, the researcher applied a pre-experimental research method. It aims to know whether or not "the students' vocabulary improve through contextual teaching and learning at the eighth year students of SMPN 8 Palopo".

2. Research Design

This research used pre-test and post-test design. The researcher gave pre-test to know the students' ability to master vocabularies before giving CTL model. Furthermore, the students was given post-test to know their ability in mastering vocabularies after applied Contextual Teaching and Learning method.

The research design conducted as follows :

Pre-test	Treatment	Post-test
0_1	X	0_2

Notes: 0_1 : Pre-test

X : Treatment

0_2 : Post-test[1]

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[1] Suharsimi Arikunto, *Prosedur Penelitian,* (Cet. XII, Jakarta, PT. Rineka Cipta, 2002), p. 77.

B. *Variable of the Research*

This research consist of two variables, namely :

a. Dependent variable was students' vocabulary skill.

b. Independent variable was the implementation of Contextual Teaching and Learning.

C. *Population and Sample*

1. Population

The population of the research was taken from all of the eighth class students of SMPN 8 Palopo in 2014/2015 academic year. They were divided into nine classes and the total number of populations were 270 students.

2. Sample

The sample of the research, the researcher used purposive sampling technique from one class. The researcher took the students from the lower class. It means that, the researcher took 25 students in that class. The researcher intended to help students to increase their knowledge especially in vocabulary.

D. *Instruments of the Research*

1. Test

The instrument of the research was vocabulary test which consist of three points. They were about (kinds of animals, occupations, and verbs of action). Each point there are ten items. Each points has 10 score if the students can answer it well. So, the total of scores are 30. If the students answer 15 vocabularies, so the students' scores are 15.

2. Questionnaire

Questionnaire was a technique in collecting data aims to find the students'
perception about vocabulary skill by using contextual teaching and learning. The
questionnaires were provided in likert scale which modified in five   alternative
answers that consists of strongly agree, agree, uncertain, disagree, and strongly
disagree.

The researcher used alternative choices as follows :

1.   Strongly agree (5)

2.   Agree (4)

3.   Uncertain (3)

4.   Disagree (2)

5.   Strongly disagree (1) [2]

E. *Procedures of Collecting Data*

The procedure of collecting data in this research, the researcher used some steps
below :

1. Giving pre-test

The pre-test was given to the students to know their previous vocabulary skill
before giving treatment. In this case, the researcher gave vocabulary test and they
had 30 minutes to read text and answered the questions. The themes was "*animals,
occupations, and verb of actions"* and had thirty questions.

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[2] Prof. Dr. Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D,* (Bandung: Alfabeta,
2010). P. 94

2. Treatment

After giving pre-test, the treatment gave in four meetings. The steps are as follows :

a. The first meeting :

1. The researcher explained the material to the students. It is about vocabulary that related to animals' descriptions.

2. The researcher asked the students to mention what they know and write it on the whiteboard.

3. The researcher gave example of animals' descriptions about their lives, foods, abilities, havings, and colours.

4. The researcher divided students in groups and gave the students test of animals' vocabulary in pictures' sheet about descriptions.

5. The researcher asked the students to present their descriptions.

6. After that the researcher gave the spelling games of animals' names.

7. The researcher gave name of animals for example in groups there is four students and the researcher said FROG, the first student said F and the second students said R and the next students said O and G.

8. The researcher gave reflection about the materials and taught pronunciation.

b. The second meeting :

1. The researcher asked the students to repeat the words that they had learned.

2. The researcher explained to the students about occupations with the functions. For examples ; Barber (cutting hair), Chef (cook in the kitchen).

3. The researcher asked the students parents' jobs and their ambitions in the future.

4. The researcher attracted the students' interest by giving guessing words, the researcher gave clues and then the students guess the word.

5. The researcher divided the students into groups and gave worksheet.

6. The researcher checked the students answer and gave learning activity in guessing words.

7. Learning activity was (each groups prepared word of occupation with the clues for example ; CHEF and the clues were cook and kitchen, by the clues the other groups have to answer the word.

8. The last, researcher gave reflection and taught pronunciation.

c. The third meeting :

1. The researcher asked the students to repeat the words that they have learned and explain about the material verbs of actions.

2. The researcher asked the students what verbs that they have known.

3. The researcher explained about gestures and gave example of verb in gesture.

4. The researcher divided into groups, after that each groups have to find the the meanings of the verbs in Indonesian in worksheet, then the students gave chance to remember all of the words in limited time.

5. The researcher asked one of each groups to come in front of class to practice the words by gesture. Then, the other students guess in English, for example: "laugh", so the the students have to practice gesture of laugh and if the word were "monkey and laugh", so the students practice gestures of monkey and laugh.

6. The researcher gave reflection and taugth pronunciation.

d. The fourth meeting

1.   The researcher reviewed all of the materials that given before about animals, occupations, and verbs of actions.

2. The researcher gave some questions to the students and then gave the students chance for asking about the materials that had been given.

3. The researcher gave games to the students.

4. The students divided into groups and gave pictures' sheet to each groups, then asked them to find the letters that had available, then collected them to be a word.

5. After that, the students sticked them out in the right pictures.

6. The researcher corrected the students anwers together.

7. Taught pronunciation.

3. Post-test

After gave posttest, the researcher explained about contextual teaching and learning (CTL) method that had applied in their class as long as learning processed in class before giving questionnaires.

This test was given to the students after they had done the treatment. This test was the same with the pre-test to know whether the students had different result after and before giving treatments.

F. Technique of the Data Analysis

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

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

$$\textbf{Score} = \frac{\textit{value of students correct answer}}{\textit{total number of value}} \ \textbf{x}$$

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

- Scores 96 – 100 classified as Excellent

- Scores 86 – 95 classified as very good

- Scores 76 – 85 classified as good

- Scores 66 – 75 classified as average

- Scores 56 – 65 classified as fair

- Scores 36 – 55 classified as Poor

- Scores 0 – 35 as classified very poor[3]

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

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

Where: P = percentage

F = the cumulative frequency of subjects

N = total number of subjects

4. In determining the mean score, standard deviation, test of significance and standard significance. The researcher calculated it by using SPSS 21 and used table distribution to choose the score of t_{count} (t_0).

5. To know whether the pre-test and post-test were significantly different and also to know acceptability of hypothesis, the researcher used the criteria of hypothesis acceptability as follows:

If : $t_0 \geq t_t$ = Reject null hypothesis

If : $t_0 < t_t$ = Received null hypothesis[4]

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[3] Suharsimi Arikunto. *Prosedur Penelitian : Suatu Pendekatan Praktis,* (Jakarta: Rineka Cipta, 1998), p. 185

[4] M. Subana, et.al.,*Statistik pendidikan*. (Cet. 1; Bandung: CV PustakaSetia, 2000), p. 172

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter includes two sections. The first is findings and the second is discussions.

A. Findings

The findings of this research are shown to describe the result of the data that are analyzed statistically. It consists of the students' score in pre-test and post-test, classification percentage of students score in pre-test and post test, the mean score and standard deviation of the student's pre-test and posttest, and analysis data of questionnaires.

1. The analysis students' vocabulary score in pre-test

a. Pre-test

In this section, the researcher shows the complete score of the students vocabulary in pre test. The researcher had presented them into tables and calculated the scores by using SPSS 21. For more clearly, at first the researcher shows the students' correct answer score in pre-test. It is tabulated by following table:

Table 4.1

The Students' Correct Answer in the Pre-test

No	Respondent	Students' Correct Answer
1	R1	13
2	R2	11
3	R3	12
4	R4	9
5	R5	17
6	R6	12
7	R7	8
8	R8	7
9	R9	16
10	R10	6
11	R11	14
12	R12	8
13	R13	16
14	R14	15
15	R15	9
16	R16	5
17	R17	9
18	R18	15
19	R19	9
20	R20	12
21	R21	10
22	R22	13
23	R23	16
24	R24	10
25	R25	17

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

Table 4.2

The mean score of students' vocabulary in pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	25	5,00	17,00	11,5600	,71199	3,55996
Valid N (listwise)	25					

Chart I

The Mean Score of the Students in Pre-test
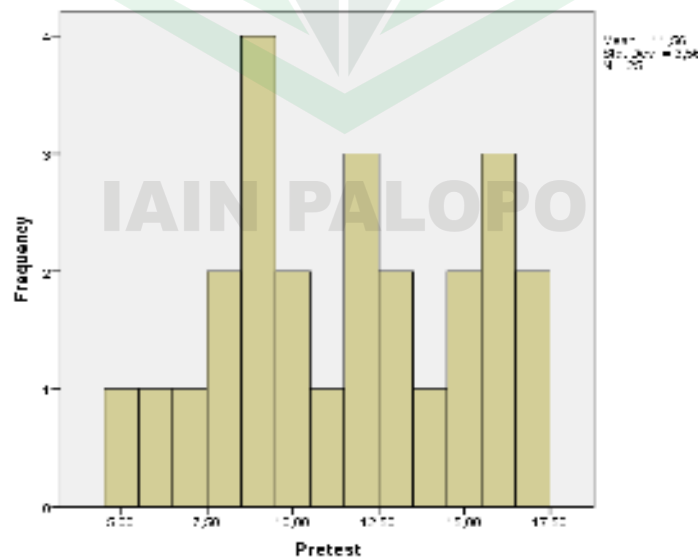
From the table and the chart 4.2, it shows that the highest score of students were 17 and the lowest were 5. Besides, it also indicates that the mean score of the students in pre-test were 11,56 and the standard deviation error were 0,71199.

b. The scoring classification and rate percentage of the students

Table 4.3

Scoring of the Students' Vocabulary Test in the Pre-test

No	Respondent	Students' Correct Answer	Scoring of the Students
1	R1	13	43
2	R2	11	36
3	R3	12	40
4	R4	9	30
5	R5	17	56
6	R6	12	40
7	R7	8	26
8	R8	7	23
9	R9	16	53
10	R10	6	20
11	R11	14	46
12	R12	8	26
13	R13	16	53
14	R14	15	50
15	R15	9	30
16	R16	5	16
17	R17	9	30
18	R18	15	50
19	R19	9	30
20	R20	12	40
21	R21	10	33
22	R22	13	43
23	R23	16	53
24	R24	10	33
25	R25	17	56

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

Table 4.4

Rate Percentage of Students' Scoring in Pre-test

No.	Classification	Score	Frequency	Percentage
1	Excellent	96 – 100	-	-
2	Very good	86 – 95	-	-
3	Good	76 – 84	-	-
4	Average	66 – 75	-	-
5	Fair	56 – 65	2	8 %
6	Poor	36 – 55	12	48 %
7	Very poor	0 – 35	11	44 %
Total			25	100 %

Based on the table classification above and the mean score of the respondents, the researcher found that there was none of students (0%) classified excellent, very good, good and average, there was 2 respondent (8%) classified as fair, 12 respondents (48%) classified as poor, and there was 11 respondents (44%) classified as very poor. It means that the students' vocabulary skill still low.

2. The Analysis Students' Vocabulary Score in Post-test

a. The Mean Score of the Students in Post-test

In this section, the researcher shows the students' correct answer in post-test, the mean score and standard deviation of students, and the rate percentage of students' vocabulary score in post-test. The researcher had presented them in the tables and calculated the scores by using SPSS 21. For more clearly, at first the researcher shows the students' correct answer score in post-test. It is tabulated by following:
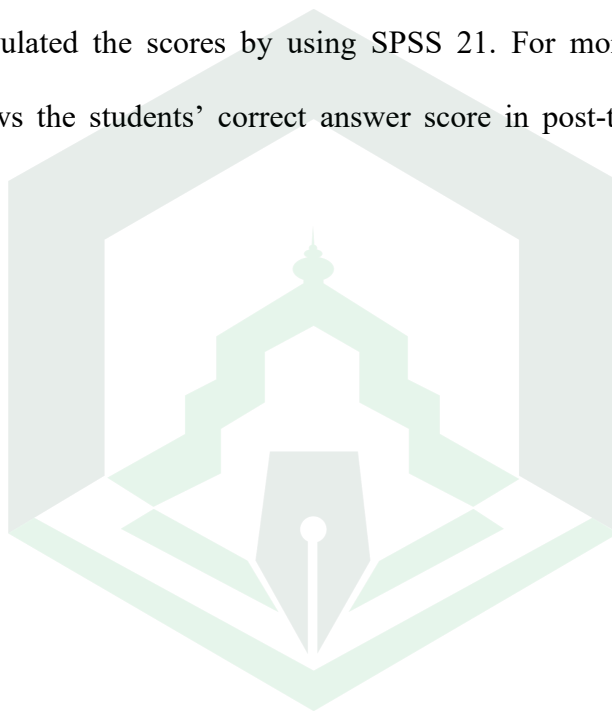
Table 4.5

The Students' Correct Answer in Post-test

No	Respondent	Students' Correct Answer
1	R1	25
2	R2	24
3	R3	22
4	R4	22
5	R5	27
6	R6	24
7	R7	25
8	R8	19
9	R9	26
10	R10	20
11	R11	23
12	R12	19
13	R13	26
14	R14	18
15	R15	24
16	R16	21
17	R17	19
18	R18	25
19	R19	25
20	R20	20
21	R21	19
22	R22	24
23	R23	25
24	R24	26
25	R25	25

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

Table 4.6

The Mean Score of Students' in Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Posttest	25	18,00	27,00	22,9200	,55353	2,76767
Valid N (listwise)	25					

Chart II

The Mean Score of the Students in Post-test
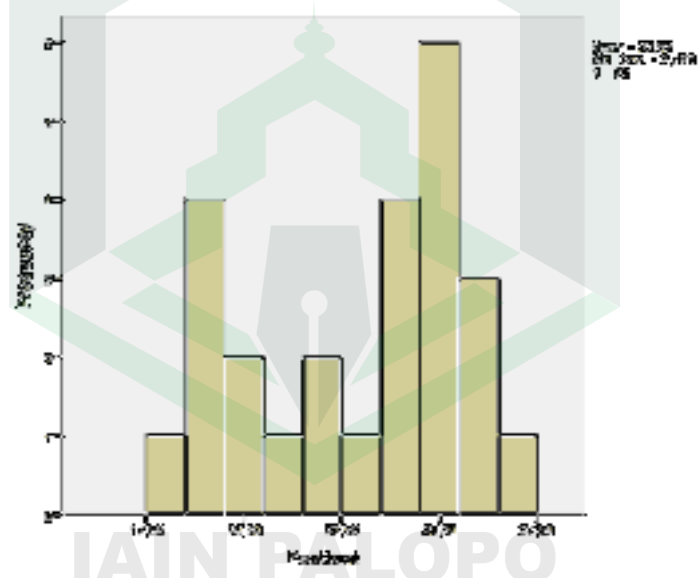
From the table and the chart 4.6, it shows that the highest score of students were 27 and the lowest were 18. Besides, it also indicates that the mean score of the students in post-test were 22,92 and the standard deviation error was 0,55353.

b. The scoring classification and rate percentage of the students.

Table 4.7

Scoring of the Students' Vocabulary Test in the Post-test

No	Respondent	Students' Correct Answer	Scoring of the Students
1	R1	25	83
2	R2	24	80
3	R3	22	73
4	R4	22	73
5	R5	27	90
6	R6	24	80
7	R7	25	83
8	R8	19	63
9	R9	26	86
10	R10	20	66
11	R11	23	76
12	R12	19	63
13	R13	26	86
14	R14	18	60
15	R15	24	80
16	R16	21	70
17	R17	19	63
18	R18	25	83
19	R19	25	83
20	R20	20	66
21	R21	19	63
22	R22	24	80
23	R23	25	83
24	R24	26	86
25	R25	25	83

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

Table 4.8

Rate Percentage of Students' Scoring in Post-test

No.	Classification	Score	Frequency	Percentage
1	Excellent	96 – 100	-	-
2	Very good	86 – 95	4	16 %
3	Good	76 – 84	11	44 %
4	Average	66 – 75	5	20 %
5	Fair	56 – 65	5	20 %
6	Poor	36 – 55	-	-
7	Very poor	0 – 35	-	-
Total			25	100 %

Based on the table above shows the students' score classification in post-test. The data above describes that in posttest there were 4 students (16%) classified as very good, 11 students (44%) achieved good classification, 5 students (20%) achieved average classification, and 5 students (20%) achieved fair classification. It means that the students' vocabulary ability was improve after treatment.

3. The Mean Score of the Students' in Pre-test and Post-test

Besides showing about the mean score in each subject of vocabulary test, the researcher also presents the total of mean score and standard deviation in pre-test and post-test, and then compare both of them. The result can be presented in the table descriptive statistic as follows:

Table 4.9

The Mean Score and Standard Deviation of Pre-test and Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	5,00	17,00	11,5600	3,55996
Posttest	25	18,00	27,00	22,9200	2,76767
Valid N (listwise)	25				

Table 4.9 indicates that the standard deviation in pre-test were 3.55 and in post-test were 2.76. It also shows that mean score of the students in pre-test were 11.56 and the mean score of the students in post-test were 22.92. The result of the table above shows that the mean score of students in post-test were higher than the mean score of students in pre-test. It concludes that using contextual teaching and learning method was effective in teaching vocabulary.

4. Analysis the Hypothesis of Acceptability

To know whether the pre-test and post-test are significantly different, and also to know acceptability of hypothesis, the researcher used t_{test} and calculated by using SPSS 21. The results could be seen in the following tables:

Table 4.10

The paired samples statistics of Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	22,9200	25	2,76767	,55353
	Pretest	11,5600	25	3,55996	,71199

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Posttest & Pretest	25	,516	,008

The table paired samples statistics of pre-test and post-test above indicates that value of standard deviation in pre-test was 3.55996 and 2.76767 in post-test. Besides, the standard deviation error in pre-test was 0.71199 and in post-test was 0.55353. The table above also shows that mean score in pre-test was 11.56 and in post test was 22.92. It can be concluded that the students' score improved from 11.5 to 22.9.

The table paired samples correlations of pre-test above presents that correlation of the students' ability before and after treatment was 0.5. It means that there was a significant correlation of students' ability in teaching vocabulary by using contextual teaching and learning method before and after treatment.

Table 4.11

The paired Samples Test of Pre-Test and Post-Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	11,36000	3,18695	,63739	10,04449	12,67551	17,823	24	,000

From the table paired samples test of pre-test and post-test above, the researcher got the data that t_0 (t_{count}) = 17.823 and df (degree of freedom) = 24.

To know clearly about the table distribution of t, it can be seen in the table below:

Table 4.12

t-table distribution

Df	P (Level of Significance One Tailed Test)			
	0.01	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041

9	1.833	2.262	3.250	5.781
10	1.812	2.228	3.169	5.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.221
13	1.771	2.160	3.012	4.318
14	1.761	2.143	2.977	4.221
15	1.753	2.131	2.947	4.140
16	1.746	2.120	2.921	4.073
17	1.740	2.110	2.989	4.015
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.856	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.670	2.042	2.750	3.646
40	1.640	2.021	2.704	3.551
60	1.571	2.000	2.660	3.460
120	1.558	1.980	2.617	3.373

Based on the t table distribution (t_t), standard of signification 5% (0,05) with degree of freedom (df) = 24, the researcher got 2.064. From this result, the researcher gives interpretation that t_0 (t count) was higher than t_t (t table), $t_0 > t_t$.

$$17.823 > 2.064$$

Related the result that t_0 (t count) was higher than t_t (t table), $t_0 > t_t$, so the null hypothesis (H_0) was rejected and the alternative hypothesis (Ha) was accepted. It concludes that there was significant difference in teaching vocabulary before and after using Contextual Teaching and Learning (CTL) method. Therefore, the researcher believes that the Contextual Teaching and Learning (CTL) method was effective in improve the students' vocabulary skill at the second year of SMPN 8 Palopo.

5. Analysis of Questionnaire

To find out the students' responses toward vocabulary skill by using Contextual Teaching and Learning (CTL) method, the researcher made questionnaire that consist of 8 items. The percentages of students score would be presented by using table. It would be explained one by one according the statement and it could be seen in the following tables:

Table 4.13, Questionnaire Number 1

You are interested in studying English by using Contextual teaching and learning (CTL) Method

Classification	Frequency	Percentage (%)
Strongly Agree	21	84%
Agree	4	16%
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	25	100 %

Table 4.13 shows that most of students said strongly agree, it was proved that there were 84% of respondents choose strongly agree, there were 16% of respondents said agree, and none of respondents choose uncertain, disagree, and choose strongly agree. It means that the respondents were interested to study English by using contextual teaching and learning method.

Table 4.14, Questionnaire Number 2

Studying by using Contextual Teaching and Learning (CTL) method can create the condition of class be more enjoyable

Classification	Frequency	Percentage (%)
Strongly Agree	21	84%
Agree	4	16%
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	25	100 %

Table 4.14 shows that most of respondents said strongly agree that studying by using contextual teaching and learning (CTL) method can create the condition of class be more enjoyable. It was proved that there were 84% of respondents choose strongly agree, 16% of respondents choose agree, none of respondents choose uncertain, disagree and choose strongly agree. It means that studying by using contextual teaching and learning method can create the condition of class be enjoyable.

Table 4.15, Questionnaire Number 3

You are easier to understand the subject matter of vocabulary by using contextual teaching and learning (CTL) method

Classification	Frequency	Percentage (%)
Strongly Agree	19	76%
Agree	6	24%
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	25	100 %

Table 4.15 shows that most of respondents said strongly agree that students are easier to understand the subject matter of vocabulary by using contextual teaching and learning (CTL) method**.** It was proved that there were 76% of respondents choose strongly agree, 24% of respondents choose agree, and none of respondents choose uncertain, disagree, and choose strongly agree. It means that the

respondents were easier to understand the subject matter of vocabulary by using contextual teaching and learning (CTL) method.

Table 4.16, Questionnaire Number 4

By using contextual teaching and learning can improve your motivation in studying English especially in vocabulary

Classification	Frequency	Percentage (%)
Strongly Agree	19	76%
Agree	5	20%
Uncertain	1	4%
Disagree	-	-
Strongly Disagree	-	-
Total	25	100 %

Table 4.16 shows that most of respondents said strongly agree that by using contextual teaching and learning method can improve the students' motivation in studying English especially in vocabulary. It was proved that there were 76% of respondents choose strongly agree, 20% of respondents choose agree, 4% choose uncertain and none of respondents choose disagree and choose strongly agree. It means that by using contextual teaching and learning method could improve the students' motivations in studying English especially in vocabulary.

Table 4.17, Questionnaire Number 5

You can compared notes with your friends through contextual teaching and learning (CTL) method

Classification	Frequency	Percentage (%)
Strongly Agree	19	76%
Agree	4	16%
Uncertain	2	8%
Disagree	-	-
Strongly Disagree	-	-
Total	25	100 %

Table 4.17 shows that most of respondents said strongly agree that the students can compared notes with their friends through contextual teaching and learning (CTL) method. It was proved that there were 76% of respondents choose strongly agree, 16% of respondents choose agree, 2% of respondents choose uncertain and none of respondents choose disagree and choose strongly disagree. It means that the students can compared notes with their friends through contextual teaching and learning (CTL) method.

Table 4.18, Questionnaire Number 6
You are enjoy if your teacher used contextual teaching and learning in learning process.

Classification	Frequency	Percentage (%)
Strongly Agree	21	84%
Agree	4	16%
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	25	100 %

Table 4.18 shows that most of respondents said strongly agree that the students are enjoy if their teachers use contextual teaching and learning method in learning process. It was proved that there were 84% of respondents choose strongly agree, 16% of respondents choose agree, and none of respondents choose uncertain, disagree, and choose strongly disagree. It means that the students are enjoy if their teacher used contextual teaching and learning method in learning process.

Table 4.19, Questionnaire Number 7

You are easier to understand the vocabulary lesson by individual than work together

Classification	Frequency	Percentage (%)
Strongly Agree	-	-
Agree	-	-
Uncertain	2	8%
Disagree	11	44%
Strongly Disagree	12	48%
Total	25	100 %

Table 4.19 shows that most of respondents said strongly disagree that the students were easier to understand the vocabulary lesson by individual than work together. It was proved that there were 48% of respondents choose strongly disagree, 44% of respondents choose disagree, 8% of respondents choose uncertain and none of respondents choose agree and choose strongly agree. It means that the students were easier to understand the vocabulary lesson by work together than individual.

Table 4.20, Questionnaire Number 8

Using contextual teaching and learning (CTL) method in learning vocabulary is not effective in improving your ability to understand vocabulary

Classification	Frequency	Percentage (%)
Strongly Agree	-	-
Agree	-	-
Uncertain	2	8%
Disagree	8	32%
Strongly Disagree	15	60%
Total	25	100 %

Table 4.20 shows that most of respondents said strongly disagree that using contextual teaching and learning (CTL) method in learning vocabulary is not effective in improving students' ability to understand vocabulary. It was proved that there were 60% of respondents choose strongly disagree, 32% of respondents choose disagree, 8% of respondents choose uncertain, and none of respondents choose agree and choose strongly agree. It means that using contextual teaching and learning (CTL) method in learning process was effective in improving students' ability in learning vocabulary.

Basically, the VIIIth students class of SMP Neg. 8 Palopo in classroom VIII[4] shows positive responsess which is indicated by the positive inputs and attitude toward the using of contextual teaching and learning (CTL) method to encourage the students to learn English vocabulary.

After doing tabulation of the perception questionnaire's data, the researcher

needs to analyze the items for the score of the perception questionnaire, as follow :

Table 4.21

The List of Students' Score in Questionnaire

No.	Respondent	Number of Items								Score
		1	2	3	4	5	6	7	8	
1.	R1	5	5	5	5	5	5	1	2	33
2.	R2	4	5	5	5	5	5	3	1	33
3	R3	5	5	4	5	5	5	2	3	34
4	R4	5	5	5	5	5	5	1	1	32
5	R5	5	5	5	5	5	5	2	1	33
6	R6	5	4	4	5	5	5	2	3	33
7	R7	5	5	4	4	4	4	2	1	29
8	R8	4	5	4	5	4	5	2	1	30
9	R9	5	5	5	5	5	5	1	1	32
10	R10	5	4	5	5	4	5	2	1	31
11	R11	4	5	4	4	5	5	2	1	30
12	R12	5	5	5	5	5	5	3	1	34
13	R13	5	5	5	4	4	5	1	2	31
14	R14	5	4	5	4	5	4	1	1	29
15	R15	5	5	5	5	5	4	2	1	32
16	R16	5	5	5	5	5	5	1	2	33
17	R17	5	5	5	5	5	5	1	2	33
18	R18	4	4	5	4	5	5	2	2	31
19	R19	5	5	5	5	5	5	1	1	32
20	R20	5	5	5	5	5	5	1	2	33
21	R21	5	5	5	5	5	5	1	1	32
22	R22	5	5	5	5	5	5	1	2	33
23	R23	5	5	5	4	3	4	2	1	29
24	R24	5	5	5	5	5	5	1	2	33
25	R25	5	5	4	5	4	5	2	1	31

Based on the total score of the students' answers toward the statement in questionnaire that was given to the students, it could be concluded that the lowest score was 29 and the highest score was 34.

The table distribution frequency about the student' responses score toward the learning process by contextual teaching and learning method was showed by table distribution of single data. It was done because the spreading score that the researcher presented was not too wide.

To make table distribution frequency, the researcher used the single data of table distribution frequency that was most of the score frequent more than one. The way that was needed to do, that was:

1. Looking for the highest score (H) and the lowest score (L) and from the data that was got, it could be showed that H= 34 and L= 29. After knowing the score of H and L, the researcher arranged the score of students' interest from the highest rank into the lowest rank, it started from the highest score successively until the lowest score in the first column of table distribution frequency.

2. Counting the frequency in each score that had been got, then the result was come into the second language that had prepared, next the score was added so that it was got the total of frequency ($\sum$N or N).

Table 4.22

Distribution Frequency of Students Questionnaire

Score	Frequency	Percentage
29	3	12%
30	2	8%
31	4	16%
32	5	20%
33	9	36%
34	2	8%
∑= 796	N= 25	100%

Based on the table above, it can be seen that the students who got the high score 34 were 2 students (8%) and 3 students (12%) got the lowest score 29. The others got 33 there were 9 students (36%) got it, 5 students (20%) got score 32, 4 students (16%) got score 31, and the last 2 students (8%) got score 30.

B. Discussions

1. Vocabulary Test

This section presents the result of the data analysis in findings. It discuss about the use of contextual teaching and learning method in improving vocabulary at the eighth year students of SMP Negeri 8 Palopo since the pretest until posttest that had been conducted.

After analyzing the data of students' vocabulary test, it shows that t-count (t_0) with value (17.823) was higher than t-table (t_t) with value (2.064) with degree of freedom (df) = 24 and on the level significance 0.05, so the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that there was significant difference between the result of pre-test and the result of post-test.

In pretest, the researcher asked the students to find the word by fill in the blank, match the word from simple sentences, and answers the multiple choices to got the scores. This research was test which consist 3 (three) items question based on thematic teaching vocabulary where each number consist 10 (ten) vocabularies. So, the total number test are 30 (thirty). Each answer is given one point. If the students answer 10 vocabularies, so the students' score is 10.

From the result was shown that in pretest there was 12 (48 %) students got poor classification and 11 (44%) students got very poor classification out of 20 students. The mean score of the students were low (11,56). In pre-test, the minimum score was 5,00 while the maximum score was 17,00.

Related to the analysis of the table of classification of the students in pretest and the students' mean score, the researcher concludes that the students' vocabulary skill were still low. They could not know vocabulary well. It could be seen from value of students' correct answer. Most of students were confusing when they did the vocabulary test. Sometimes they remember the word but they didn't know the meaning of the word, they knew the meaning and the word but they didn't know put the word into the suitable sentence, they knew the word in indonesian but they forgot the word in English and even didn't know at all.

After giving pre-test, the researcher gave treatments. The researcher had done it for four times of treatments. In the treatment, the researcher explained about the vocabulary based on the themes, the themes were animals, occupations, and verb of actions.

In the treatments, most of students were encourage to study by using contextual teaching and learning method. But during the treatments, the researcher also found the problems : some of the students answers by Indonesian not English, the students had difficulty in spelling English words, and pronounce the English words.

In post-test, the researcher gave the same test vocabulary as in pre-test, but in the different questions. They found the word by fill in the blank, match the word from simple sentences, and answers the multiple choices. The post-test was done after giving four treatments to the students. It was done to get students' score in post-test and to know the students' vocabulary improvement. It was found that in post-test

there is no students achieve poor and very poor classification, there is only 5 students who achieved fair classification, 5 students who achieved fairly good (average) and the rest of students achieved good and very good classification. The students' mean score in post-test was 22,92. In post-test, the minimum score was 18,00 while maximum score was 27,00.

It can be concluded that learning vocabulary by using CTL method helps the students more encourage to study and it make them to think creatively and work cooperatively while challenging them to know more and more about vocabulary, so they can increase their informations and knowledges after using this method and the students are interested in learning process because they put in an ejoyable situations.

In this section the researcher also explains about 3 classifications of the students' score in vocabulary test. They were low, medium, and high score. The various scores were caused by all students are differents of each other. There were students have high intelligence and can think quickly when studying. But also there were some students have low intelligence, so they think slowly when they were studying in class.

For more clearly, the researcher explains the differences result of students' vocabulary test as follows:

a. Low Score

In the result of vocabulary test, the students got many various score. There were some students classified in low score and the researcher took 3 students as

examples in this classification. They were Respondent 8, Respondent 10, and respondent 16.

In pre-test there were 30 questions in three items. Respondent 8 got score 7, Respondent 10 got score 6, Respondent 16 got score 5. They could't answer the questions well, it can be seen by the value of correct answers in pre-test, they didn't know well or still lack of vocabulary. But they began know how to answer the questions by their new knowledges in post-test. It can be seen by the value of correct answer in post-test. R8 got score 19, R10 got score 20, and R16 got score 21. It indicated that the students got improvement in vocabulary skill although their scores were classified in low score.

After the researcher analyzed their answer in vocabulary test, the researcher found that they had low thinking, they didn't know the meaning of the words and less active in the treatment. Therefore, it was not surprised that they were classified low score. They only need more practice to improve their knowledges and understanding of vocabulary.

b. Medium Score

Besides low score, there were also students were classified in medium score. there were some of students got high score than the others. In this classification, the researcher also took 3 students as examples. They are Respondent 2, Respondent 21, and Respondent 24.

In pre-test, they also could not answer the questions well. It can be seen by the value of correct answer in pre-test. Respondent 3 got score 12, Respondent 20 got

score 12, and Respondent 15 got score 9. From 30 questions, they only answered some of them. They also still lack of vocabulary and didn't understand. They began know how to answer the questions by their new knowledges in post-test, it can be seen by the value of correct answer in post-test Respondent 3 got score 22, Respondent 20 got score 20, Respondent 15 got score 24. It indicated that the students got improvement in vocabulary test although their scores were classified in medium score and they only need more practice to improve their skill.

After the researcher analyzed their answer in vocabulary test, the researcher found that they had medium thinking, they didn't know the meaning of the words and can't put the words into the suitable sentences. They need to always look for the functions of te words, so that they can understand and improve their knowledge of vocabulary skill.

c. High Score

The last classification was high score. In this classification, the researcher also took 3 students as examples. They are Respondent 5, Respondent 9, and respondent 24. They included in high scores.

In pre-test there were 30 questions in three items. They were not too bad than others but they still coudn't answer the questions well. It can be seen by the value of correct answers in pre-test. Respondent 5 got score 17, Respondent 9 got score 16, Respondent 24 got score 10. They were still low in high score of pretest and still lack of vocabulary, but in post-test they could get high scores. It can be seen by the value of correct answer in post-test. Respondent 5 got score 27, Respondent 9 got score 26,

Respondent 24 got score 26 . They got better than before, so the researcher concluded that any students had a good knowledges than others and they began to know and understand of vocabulary skill.

After the researcher analyzed their answer in vocabulary test, the researcher found that they had high thinking level. They got low score in the pre-test because they had not known about how to understand, know the characteristic of the words that given in test. So after they understood about the materials of vocabulary, they did not feel difficult to do the tests so much. So they were classified in high score and they could comprehend the vocabulary well.

Based on the result obove, it can be concluded that actually students are not stupid but sometimes they need a teacher that can make them feel enjoy and motivate them in class, the teacher that can be a good model for them, the teacher that can give the opportunity for students to active in class, the students also need practices not only by given the materials and above all it depends on the good method in doing teaching-learning process.

In fact, the researcher believes that CTL helps students to get their knowledges by see the meaning of learning and also the students got the opportunity to practice the language that they have already learned in a free situation by their experiences. Because the students will learn better if they can involved in learning class activity, so that the students can improve their skills especially in vocabulary such as ; to know many words with the meaning, spelling, and pronounciation of the

words. Therefore, Contextual Teaching and Learning (CTL) Method is the effective way to improve students' vocabulary skill.

Based on the comparison score between pretest and posttest result, it could be seen that in pretest, none of students got excellent category, very good, good, average, and only 2 (8%) got average category. In other component, there were 12 students (48%) got fair category, and 11 students (44 %) very poor category. In posttest there was significant increasing of students' score. No one got very poor and poor category, only 5 (20%) students got fair category, there were 5 students (20%) got average category, there were 11 students (44%) got good, 4 students (16%) got very good category. It means that the students' vocabulary skill was improved after giving treatment.

The score of pretest and posttest can be shown in the following chart:

Chart III
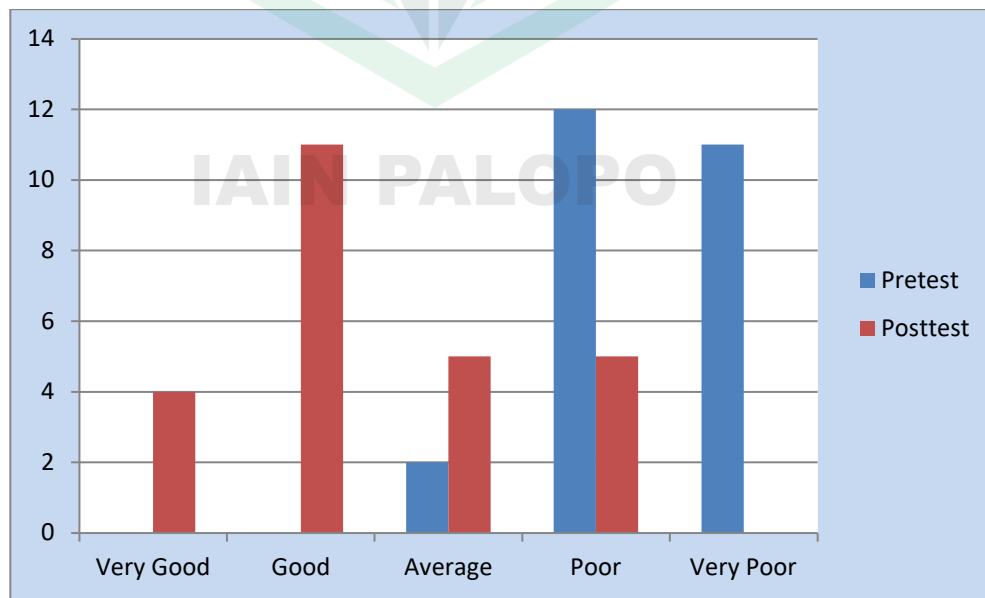
2. Analysis of Questionnaire

This research presents the result of data analysis from questionnaire. Based on the result of the questionnaire, the students' responses in learning vocabulary by contextual teaching and learning (CTL) were give positive responses, it indicates that there were most of the students very interested in learning vocabulary by Contextual teaching and learning method.

Learning vocabulary by contextual teaching and learning is one of effective and interesting ways that can be applied in the classroom. Besides, this method can improve the students' vocabulary by see meaning, the students will be more easily to grasp the knowledges or the skills that they have got and they can practice it in their daily lives. By applying this method we can be motivated and easier to understand the lesson or material.

In addition, the students' responses in learning vocabulary by contextual teaching and learning could be seen through the answer of the questionnaire by students. Having analyzed the result of students' responses toward the technique applied in class by the researcher in this research, it could be seen where the data showed that there were 84% students choose strongly agree, 16% choose agree. Many students choose positive choices in all statement, it shows that the students give positive respons to this technique.

From the result of the questionnaire, the researcher gives analysis about answer majority of the students. Most of students choose agree and also choose strongly agree as their answer. The researcher concludes that the students at the eighth year of

SMPN 8 Palopo were good responses in learning vocabulary through contextual teaching and learning (CTL) method.

Based on the researcher's observation, it found some reasons why the students answered agree because they feel interested to learn vocabulary, required to help them increase their vocabulary skill, they were feel motivated to learning vocabulary and can be easier to get the meaning of the new knowledges when the researcher gave material by using contextual teaching and learning (CTL) method. The students also became enjoy and active to study by learning activity.

By looking some explanations above, the researcher concludes that learning vocabulary not only about helping students to know many new words, but how they can understand the words by their experiences and enjoy in learning process. So, they can easily to learn and remember what they have learnt, and it is proved by theory of Contextual Teaching and Learning (CTL) Method that : CTL is a teaching and learning that use an approach which help the teachers to integrate the value of lesson to the reality, this study motivate the students to integrate the knowledge that they got in the classroom and implementation to the students life. The researcher also had proved that Contextual Teaching and Learning Method can improve the studens' vocabulary at the eighth year students of SMPN 8 Palopo by doing test, treatment, and hypothesis. It means that CTL method is effective to improve the students' vocabulary skill and also the learning process will be productive and make sense.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and some suggestions related to the findings and discussions from the data analysis in previous chapter.

A. Conclusions

Based on the findings, data analysis, and discussions in the previous chapter, the researcher presents conclusions as follow:

1. Having implemented the research, Contextual Teaching and Learning (CTL) can improve the quality of English teaching and learning process, especially of vocabulary skill. By applying CTL, the students more easily to understand the meaning of words and use the words based on the context. Students also become more active, more enthusiastic, more interested, and more motivated in learning new words.

The improvement of the students' vocabulary skill was proved in the result of tests. it was found that the mean score of post-test (22,92) was greater than pretest (11,56). The data analyzed by using (t_t) standard of significant 5% with degree of freedom (df) = 24, got t_t = 2,064 and standard of significant 0,05, the result of t_0 (t count) is 17,823. From this result the researcher gave interpretation that t_0 (t count) is greater than t_t (t table), 17,823 > 2,064. Beside that, the improvement of students' vocabulary skill can be seen along the process. The students' vocabulary skill step by step were change during the treatments, first the student had weak skill then they

improved after doing vocabulary learning process through contextual teaching and learning (CTL) method.

It means that there was significant difference between students' ability before and after treatment. So the researcher concludes that contextual teaching and learning is effective in improving students' vocabulary.

2. The students have positive responses in learning vocabulary by contextual teaching and learning (CTL) method to improve the students' vocabulary. It is proved by looking their responses to the statements of the questionnaire. In questionnaire, the statement no 1 and 3 were related to learning vocabulary was very interesting and easy to understand if the teacher teaching by contextual teaching and learning (CTL). It means that the students of the eighth year of SMPN 8 Palopo agree to use contextual teaching and learning (CTL) method in improve their vocabulary.

B. Suggestions

Regarding to learning or teaching vocabulary by using contextual teaching and learning (CTL) method, the researcher gives some suggestions as follows:

1. For English teachers :

- English teachers can apply CTL in teaching vocabulary as effective way to make students easy to understand.

- English teachers have to be able create new situation during the teaching-learning process in the classroom, so that the students will be interested in learning English.

- English teachers should use model in the class like pictures, chart etc, so that students will not get bored during the teaching-learning process and the teachers should give practices to students to enrich the students' skill.

2. For all students, contextual teaching and learning (CTL) method can be applied well, if the students can work together, active, and practice their English. So they can easily understand and improve their knowledges.

3. For the next researcher who wants to develop this research in the future by using contextual teaching and learning (CTL) method, this method can be applied to motivate the students for study and easier to understand the material because the students get the meaning of their material by their experience not given by teacher. The students totally involved in learning process.

Finally, the researcher realizes that this thesis is still far from being perfect and because of that; constructive critics and advices are really expected for the perfection of this thesis. The researcher hopes that the results of this research can be useful for the readers. It is expected to the readers will have more information about the other method to know vocabulary.

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APPENDICES

CURRICULUM VITAE

The researcher, Rita Sahara was born on August 16th 1993 in Baebunta. She is the eighth daughter of Mansyur and Hanifa. She has two two brothers and seven sister. In 1999, she started her education at SDN 026 Baebunta and graduated in 2004. In the same year she continued her study at SMPN 1 Baebunta and graduated in 2007, then she continued her study at SMAN 1 Baebunta and finally she graduated in 2010.

After graduated from Senior High School, she continued her study at STAIN Palopo in English Departement and graduated in 2015. During her study at STAIN Palopo, she had ever joined some of training such as OSCAR in 2010, Freshmen Training Camp (FTC) in 2010, and Training Motivation. She also joined in extra organization such as, Pergerakan Mahasiswa Islam Indonesia (PMII), Ikatan Mahasiswa Muhammdaiyah (IMM), in it, she learned more about islam, leadership, organization, brother and sisterhood.