

TEACHING ENGLISH FOR JUNIOR HIGH SCHOOL THROUGH CONTEXTUALTEACHING AND LEARNING (CTL) METHOD

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Abstract: This research was aimed to prove that the application of contextual teaching and learning method can be used in teaching English especially to increase vocabulary mastery of the students in junior high school. This research applied true experimental research design involving two groups; experimental and control group. The researcher used random sampling technique to determine the sample of the research. The seventh year students at SMP Negeri 19 Palu were selected as the sample of the research. The instruments of the data collection were tests given to the research sample consisting of pre-test and post-test. The data gathered were analyzed statistically. The result of the research showed that the t- counted (9.091) was greater than the t- table (1.999) by applying 0.05 level of significance and the degree of freedom (df) was 62. It meant that the application of contextual teaching and learning method can significantly increase the vocabulary mastery of the seventh year students at SMP Negeri 19 Palu. In conclusion, contextual teaching and learning method can be used to teach English especially to increase the students' vocabulary mastery.

INTRODUCTION

A word is any sequence of letters (and a limited number of other characteristics such as hyphen and apostrophe) bounded on either side by a space or punctuation marks (Carter, 2012, p. 20). Vocabulary has a very important role to support the students' ability in using English both as a second and as a foreign language. Vocabulary is one of the language components holding a very important role in language use and learning. Finocchiaro & Bonomo (1973:19) define "vocabulary or word is of two; function and content word. The function words are closed class, we cannot add to the preposition or auxiliaries or modals or any structure words of the language. The content words, on the other hand, can be added to any times as new scientific advances make new words and communication about new inventions necessary." Someone's language capacity can be measured depends on the quantity and quality of words he/she has. If she/he has lack of vocabulary, his/her language capacity must be low. Otherwise, if she/he has a lot of stock of words, he/she must have good language ability. So, vocabulary is the control of someone's language ability in using and learning the language itself.

The teaching of vocabulary has attracted much attention from English teachers. Teachers sometimes feel difficult to teach vocabulary to their students effectively. The difficulty is caused by the ignorance of what the students have to learn and how the students should be taught. In order to be able to teach vocabulary effectively, an English teacher has to be selective in choosing and applying appropriate methods or techniques. In other words, teacher must be careful in applying methods or techniques to teach vocabulary. Vocabulary is something cannot be separated from a language. It is one of

the language components which have to be learnt firstly by people who want to master a language. A language can still be used without knowing its structure deeply but, language cannot be used without having lot of vocabularies. We use language for many purposes. We tell others what we know or think we know, we express our feelings, ask questions, make requests, protest, criticize, insult, apologize, promise, thank, say hello and goodbye (Kreidler, 1998, p. 176). The appropriacy of insisting on adopting native speaker norms in ELT has been widely questioned for some time now. However, the default preference for the so-called native speaker model seems to have speed deeply into the fabric of ELT practice (Burns & Richards, 2009, p. 47).

It is clearly stated, before mastering language skills, students need to master language components including vocabulary. Language skills consist of listening, speaking, reading, and writing. English skills are supported by language components, such as vocabulary, pronunciation and structure. Vocabulary is a group of words existing in dictionary. It is one of the language components which must be mastered firstly by the students who want to learn or master English. By having or knowing sufficient stock of words, they can communicate well. It will be easier for students to understand reading material or passage and what the speaker says as well as to convey ideas or thought in English. The four language skills can be mastered or used well if students have had sufficient stock of words. Lack of vocabularies will make students feel difficult to master English. Therefore, it is important to note that vocabulary mastery should be taught to the students so that they can learn the four language skills easily.

There are two types of vocabulary namely recognition and active vocabulary as stated by Ohoiwutun, (2005: 73)

The recognition vocabulary is the total stock of words a person knows well enough to understand when he meets them in context. He may be able to define all these words, and there are many he will never know in his own speech or writing, but if he can interpret them correctly he meets them in context, they are part of his recognition vocabulary. The active vocabulary, on the other hand, is the stock of word that a person actually uses in his own speech or writing.

In other words, recognition vocabulary refers to words which students will recognize when they meet them but they will probably be able to produce, while; otherwise, active vocabulary refers to vocabulary that students have learnt and which they expect to be able to use it in speaking or writing. Vocabulary means word. Words consist of several classifications, such as noun, verb, adjective, and adverb, etc. In mastering vocabulary, the students have to know the meaning of the words, recognize the categories of words whether they belong to noun, verb, adjective, and adverb, and so on.

Furthermore, Palmberg, (1986:18) requires that mastering a foreign language word, the learner:

1. is able to recognize it in its spoken and written form
2. is able to recall it all will
3. is able to relate it to appropriate objects or concepts of the word and not just one specific meaning.
4. can use it in the appropriate grammatical forms.
5. is able to pronounce it in a recognize way.
6. can spell it correctly.
7. knows what why it can combine with other words, either a lexical set (hyponymy, antonym, etc.)
8. is aware of its connotation and can use on the appropriate level of formality in the appropriate situation.

Vocabulary has primary function in a language more over in language curriculum. It has particular priority to be learnt besides structure and pronunciation. Finocchiaro & Bonomo, (1973:33-34) states that:

The priority in curriculum is given to the vocabulary which will: a) enable the students to practice the basic patterns; b) be used in helping them talk about their lives and experiences; c) Strengthen their conviction that the foreign language can be used to express some ideas which they express in their native tongue and that is something worth knowing.

It is true that vocabulary is very important in language learning. Mastering vocabulary can also be a significant asset; both in collage and career later. Vocabulary is particularly important in job interviews, oral class presentation, and exam that are written in English. Therefore, vocabulary has to be possessed by English learners to assist them to maser language skills. Mastering vocabulary is very important because it is the primary thing to know the meaning.

The teaching and learning processes in Junior high school could not run well because of some problems. One of them was that the students still had insufficient vocabulary. When speaking English, some of the students did not feel free to express what they wanted to say. When trying to write something in English, they also still uneasily expressed what they wanted to write about. The teacher had done many efforts to solve those problems but, most of them had not been effective yet. The teacher sometimes tells the students to learn words which are not contextual. The teacher found it difficult to teach vocabulary. This was caused by the method applied by the teacher still seemed traditional. She often instructs the students to memorize words without looking at the context of the words. It made the students unable to remember the words longer.

The researcher conducted a research at one of Junior High School/SMP in Palu, Central Sulawesi. He applied Contextual Teaching and Learning (CTL) method to teach English especially vocabulary. Contextual Teaching and Learning Method is the way of teaching where all the materials have close relation to the students' real life. In the application of CTL teacher would be a model and motivator for the students. The

students learnt words in groups. When working in groups, students freely asked question. The questions were from students to teacher, from teacher to students or from one student to the others.

Contextual Teaching and Learning Method makes students involved in meaningful learning in which it is expected to be able to help them relate between knowledge and the real world situation. Contextual Teaching and Learning Method is the strategy that works together to connect the content of knowledge with the context of application. This is because the process information and their motivation for learning are not touched by traditional approaches of classroom teaching. The students have a difficult time to understand academic concepts (such as math concepts) as they are commonly taught (that is, using an abstract lecture approach traditionally, students have been expected to make these connections on their own, outside the classroom.

This method assumes that the mind naturally seeks meaning in context that is, in relation to the person's current environment and it does so by searching of relationships that make sense and useful appear. CTL is a conception that helps teachers relate subject matter content to real world situation and motivates students to make connections between knowledge and its application to their lives as family members, citizens, and workers and engage in the hard work that learning requires (Blanchard, 2004, p. 4). Meanwhile, (Suyanto, 2002, p. 2) in her paper quotes some definitions about CTL as follows:

1. The CTL system is an educational process the aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives that is, with the context of their personal, social, and cultural circumstances.
2. CTL is teaching and learning process where its materials and activity has a close relationship with the real students' lives.
3. CTL is learning and teaching that has situation and specific content and gives students opportunity to solve the problem, with the real and authentic exercise and task.
4. CTL is a method of teaching and learning that relates materials and classroom activities to real situation and actual experiences focusing on the learning process leading to creatively, critically thinking, and problem solving, analyzing and being able to apply their knowledge in their daily lives.

Although all the definitions above are differently worded, they have the same concept. In English reference, contextual teaching and learning is also called experiential learning, real world education, active learning, learner centered instruction and learning-in-context. According to (Nur, 2001, p. 19) 'the stressing of contextual teaching and learning is on the way of thinking, knowledge transfer, cross-discipline, collecting, analyzing, and synthesizing data and information from various resources and opinions'. From explanations above, it is concluded CTL method makes the students involved in meaningful learning in which it can help them relate knowledge and the real world situation. The process o teaching and learning will be better if the teacher has

prepared the material connected with the real situation that exist either in the school environment or in the actual experience of the students.

There are seven elements that are used as the main characteristic of CTL as mentioned bellow: Constructivism, questioning, inquiry, learning community, modeling, authentic assessment, and reflection. Teaching English vocabulary to further education level has become increasingly important. Teacher as a source of knowledge have to be more selective in choosing method and interesting material to the students in the classroom practice. In increasing the students' comprehension of words it is mainly recommended for the teacher to teach the words to the students related to the real world situation that exist whether in school environment.

There are some points to be recommended by the teacher when introducing new words to the students by Hubbard, Jones, Thornton, & Wheeler (1893:50) as follows:

1. Teach and practice the words in spoken form first otherwise your students will pronounce the words as they are written.
2. Unless you only want the students to have a passive knowledge of the lexical items, you must put them into context and get the students to practice them
3. As with teaching anything else, revision is essential; otherwise the new words you have taught will be forgotten.
4. Always check your students have understood the new words, no matter how they have been presented.
5. Students will remember new vocabulary better if it is presented in memorable way to start with.

Every time the students are given new words, the teacher has to make sure that the students understand the meaning of a word. The teacher is also require to present the words related to the students context or they will be tested in order to make the students understand the use of words like listening, speaking, reading and writing. A teaching learning process cannot be said successful when the students do not understand the topic taught by the teacher. There must be many efforts used to improve the educational quality. One of the efforts is the teacher can use CTL method. Teaching vocabulary through CTL method has steps of strategies that should be followed. Blanchard, (2004: 11) proposed the strategies of CTL: emphasize problem solving, recognize the need of teaching and learning, monitor or direct learner learning, encourage students to learn from each other and together, employ authentic assessment.

METHOD

This research was a true-experimental research design. True experimental designs involve the random assignment of each participant to a group in the study (Schreiber & Asner-Self, 2011, p. 14). The researcher employed pre-test and post-test design as proposed by (Best, 1981), the design was:

Pre-test		Treatment		Post-test
EG :		T1	X	T2
CG :		T1	-	T2

Where;

EG = Experimental Group

T1 = Pre-test

X = Treatment

T2 = Post-test

There were two groups investigated; experimental and control group. The experimental group was given pre-test, treatment by applying CTL method and post test, while the control group got pre-test and post-test only without treatment from the researcher. Best (1981: 8) defines “population is any group of individuals that have one or more characteristics in common that are interest to the researcher.” The researcher took the seventh year students of SMP Negeri 19 Palu as the population of the research. There were three classes; each class consists of 32 up to 35 students. The total number of the population was 100 students.

Sample is a portion of population having certain characteristics or condition that is going to be measured. The researcher limited the population in order to make him easy to conduct this research. Because the students were homogenous, the researcher used a random sample technique in selecting the research sample. He followed several stages. Firstly, he prepared three pieces of papers and then wrote the name of each class on the paper. Secondly, he folded the paper and put them in a glass. Finally, he shook the glass repeatedly and dropped two of the paper folded. The two classes he got were the sample of the research. The first paper dropped was experimental group, while the second was the control group; class VIIB was as the experimental group and class VII C was as the control group.

There were two variables; dependent and independent variable. The dependent variable is vocabulary mastery and the independent variable is the application of CTL method. In collecting the data, the writer used test as the instrument of the research. The tests consisted of pre-test and post-test. Pre-test is the test given to the students to measure the students’ pre-ability. It was conducted before conducting the treatment while post-test is the test given to the students by the researcher to measure the students’ ability after the treatment.

To obtain the data needed, the researcher employed one instrument of data collection namely test. The test covered pre-test and post-test. The pre-test was administered to both classes (experimental and control class) before treatment. Pre-test was administered to measure students’ pre-vocabulary mastery before treatment given. The

number of pre-test item he used was 35 items. It covered multiple choices, matching and completion items. The scoring system of the test is presented bellow.

Table 3.1
The scoring system of the test

No	Kinds of test	Number of items	Score of each items	Total score
1	Multiple choice	20	1	20
2	Matching	10	1	10
3	Completion item	5	2	10
		35		40

After giving pre-test to the students, the researcher applied his treatment by applying CTL Method to the experimental class. While the control class did not get the treatment by the application of CTL method as what the experimental class got. The researcher conducted his treatment for eight times excluding pre-test and post-test. While teaching the students, the researcher followed some procedures. Firstly, the researcher grouped the students into eight small groups before conveying the topic(s) to the students. Before going to the while activities, the researcher gave the students some apperception aimed at stimulating the students’ thinking towards the material which would be learnt. Then, the researcher had the students relate the new topic(s) to their real life situation or activity. After that, students, led by the researcher, discussed about the topics. Finally, the researcher had the students conclude the materials had been learnt.

The assessment was done while the teaching and learning ran. The classroom test is concerned with evaluation for the purpose of enabling teachers to increase their own effectiveness by making adjustments in their teaching to enable certain groups of students or individuals in the class to benefit more (Heaton, 1990, p. 6). The researcher assessed the students’ competence by asking them some questions or by doing exercises. At the beginning and the end of the class, the researcher motivated students by telling the students the importance and the significances of English. Post-test is the test used to measure the students’ vocabulary mastery after receiving the treatment. After giving the treatment, the students were given post-test. It was conducted to both experimental and control group. The test kind and difficulty level used in post-test was the same with the test used in pre-test.

The researcher analyzed the data by using statistical analysis. It was to analyze the result of the test (pre-test and post-test). He computed the individual scores by using formula proposed by Margono (1996:208);

$$NP = \frac{R}{SM} \times 10$$

Where:

NP = Student’s individual score

R = Raw score

SM = Maximum Score

10 = Constant number

The researcher computed the students' mean scores by using formula as proposed by Best (1981: 225):

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

Where:

M = the mean scores

$\sum x$ = the sum of the scores

N = the number of the students

To compute the result of variance, the researcher employed the following formula proposed by Best (1981:230) as follows:

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

Where:

S^2 = variance

N = the number of the students in each group

$\sum x$ = total sum of the students' raw score

Finally, the researcher computed the result of the mean score and square deviation to know if there was a significant difference in the results of pre-test and post-test using the formula proposed by Best (1981:278):

$$t = \frac{M_1 - M_2}{\sqrt{\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

Where

t = Significance between experimental and control group

M_1 = Mean score of experimental group

M_2 = Mean score of control group

N_1 = Number of students in experimental group

N_2 = Number of student in control group

S_1^2 = Variance of experimental group

S_2^2 = Variance of control group

RESULT

The researcher gave pre-test to the students before conducting the treatment to know the vocabulary mastery of the students. The post test was given to the students after conducting the treatment. The researcher conducted pre- test for experimental class

(VIIB) on Wednesday, January 11th 2012, and for control group (VIIC) on Tuesday, February 10th 2012. The result of pre-test of both groups is shown. After computing the students' score, the researcher computed the mean score of the experimental group in pre-test by using formula:

$$\begin{aligned} M &= \frac{\sum x}{N} \\ &= \frac{132}{32} \\ &= 4.125 \end{aligned}$$

The mean score of the experimental group was 4.125.

After computing the students' score, the researcher computed the mean score of the control group in pre-test by using formula:

$$\begin{aligned} M &= \frac{\sum x}{N} \\ &= \frac{107.5}{32} \\ &= 3.359 \end{aligned}$$

The mean score of the control group was 3.359

After conducting treatment to the experimental class, the researcher administered post-test to both classes. The post test for experimental class (VIIB) was administered on Tuesday February 13th 2012 and for control class (VIIC) on Tuesday February 13th 2012. The post test was aimed at investigating whether the application of Contextual Teaching and Learning Method gave a significant contribution to the students' vocabulary learning. The researcher presented and analyzed the post-test result of both groups as can be seen in the following tables:

The researcher computed the students' mean score of the experimental group in post-test by using formula:

$$\begin{aligned} M &= \frac{\sum x}{N} \\ &= \frac{226.5}{32} \\ &= 7.078 \end{aligned}$$

The mean score of the experimental group in post-test was 7.078

The researcher computed the students' mean score of the control group in post-test by using formula:

$$\begin{aligned} M &= \frac{\sum x}{N} \\ &= \frac{127}{32} \\ &= 3.969 \end{aligned}$$

The mean score of the control group in post-test was 3.969

After computing the mean score of both groups, the researcher measured the deviation of the (small x) by using formula: $x = (X-M)$.

Table 4.5

The square deviation (x^2) of the experimental group in post-test

No	Initials	Standard Score	Mean Score	Deviation	Square Deviation
1	Sri	4.8	7.078	-2.28	5.19
2	Agr	5.5	7.078	-1.58	2.49
3	Ary	9.3	7.078	2.22	4.94
4	Uco	6.8	7.078	-0.28	0.08
5	Otn	6.8	7.078	-0.28	0.08
6	Ikr	6.8	7.078	-0.28	0.08
7	And	8.3	7.078	1.22	1.49
8	Mir	5.8	7.078	-1.28	1.63
9	Cla	7.8	7.078	0.72	0.52
10	Moh	7.5	7.078	0.42	0.18
11	Eko	8.8	7.078	1.72	2.97
12	Ris	8.5	7.078	1.42	2.02
13	Sar	5.8	7.078	-1.28	1.63
14	Adi	9.3	7.078	2.22	4.94
15	Tia	6.5	7.078	-0.58	0.33
16	Fah	7.8	7.078	0.72	0.52
17	Sya	8.3	7.078	1.22	1.49
18	Ain	6.5	7.078	-0.58	0.33
19	Alf	5.8	7.078	-1.28	1.63
20	Jab	3.8	7.078	-3.28	10.75
21	Tia	7	7.078	-0.08	0.01
22	Oli	8.5	7.078	1.42	2.02
23	Ris	6	7.078	-1.08	1.16
24	Mug	8.8	7.078	1.72	2.97
25	She	4.3	7.078	-2.78	7.72
26	Nur	8.5	7.078	1.42	2.02
27	Win	5.5	7.078	-1.58	2.49
28	Els	6.3	7.078	-0.78	0.61
29	Sis	6	7.078	-1.08	1.16
30	Muh	8	7.078	0.92	0.85
31	Nur	9.3	7.078	2.22	4.94
32	Waw	8.8	7.078	1.72	2.97
			Total score		72.199

The researcher computed the variance (S²) after getting the square deviation of experimental group in the post test. It was to compare the difference of the two groups. It was calculated as the following:

$$S^2 = \frac{\sum(X-M)^2}{N-1} \quad \text{or} \quad S^2 = \frac{\sum x^2}{N-1}$$

$$S^2 = \frac{72.199}{32-1} = 2.329$$

The variance of the experimental group in post-test was found; 2.329

Table 4.6
The square deviation (x²) of the control group in the post test

No	Initials	Standard score	Mean score	Deviation	Square Deviation
1	Sit	3.5	4.0	-0.47	0.22
2	Vel	3.0	4.0	-0.97	0.94
3	Fak	5.0	4.0	1.03	1.06
4	Rey	4.3	4.0	0.33	0.11
5	Win	2.3	4.0	-1.67	2.79
6	Fad	4.3	4.0	0.33	0.11
7	Tatar	4.0	4.0	0.03	0.00
8	Nov	4.0	4.0	0.03	0.00
9	Mor	3.5	4.0	-0.47	0.22
10	Sur	5.5	4.0	1.53	2.34
11	Ros	5.0	4.0	1.03	1.06
12	Rik	2.5	4.0	-1.47	2.16
13	Jex	2.8	4.0	-1.17	1.37
14	Rid	2.0	4.0	-1.97	3.88
15	Muh	2.8	4.0	-1.17	1.37
16	Moh	4.0	4.0	0.03	0.00
17	Ald	3.3	4.0	-0.67	0.45
18	Van	5.3	4.0	1.33	1.77
19	Yay	5.0	4.0	1.03	1.06
20	Oia	3.8	4.0	-0.17	0.03
21	Ris	5.3	4.0	1.33	1.77
22	Ris	2.0	4.0	-1.97	3.88
23	Fir	5.0	4.0	1.03	1.06
24	And	4.0	4.0	0.03	0.00
25	Alf	5.3	4.0	1.33	1.77
26	Fitr	5.0	4.0	1.03	1.06

27	Fah	5.5	4.0	1.53	2.34
28	Mau	5.3	4.0	1.33	1.77
29	Ast	1.5	4.0	-2.47	6.10
30	Ald	3.8	4.0	-0.17	0.03
31	Bud	3.8	4.0	-0.17	0.03
32	Mag	5.3	4.0	1.33	1.77
			Total score		42.52

After getting the square deviation of control group in post-test, the researcher used the variance (S²) to compare the difference of the two groups. It was calculated as follows:

$$S^2 = \frac{\sum(X-M)^2}{N-1} \quad \text{or} \quad S^2 = \frac{\sum x^2}{N-1}$$

$$S^2 = \frac{42.52}{32-1} = 1.372$$

The variance of the control group in post-test was found; 1.372

To see whether there was significant difference between the means of the two groups in the post-test, the researcher compared them by using statistical formula as follows;

$$t = \frac{M_1 - M_2}{\sqrt{\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

$$t = \frac{7.078 - 3.969}{\sqrt{\frac{(32 - 1)2.329 + (32 - 1)1.372}{32 + 32 - 2} \left(\frac{1}{32} + \frac{1}{32}\right)}}$$

$$t = \frac{3.109}{\sqrt{\frac{(31)2.329 + (31)1.372}{62} (0.063)}}$$

$$t = \frac{3.109}{\sqrt{1.851(0.063)}}$$

$$t = \frac{3.109}{\sqrt{0.117}}$$

$$t = \frac{3.109}{0.342}$$

$$t = 9.091$$

Degree of freedom (df) of the table is NX+ NY -2 = 32 + 32 -2 = 62, in applying 0.05 level of significance. Because there is no df (62) in the table, the researcher computed it by using interpolation in order to find out the value of t-table as follows:

$$\frac{a}{b} \times c$$

$$\begin{aligned} a &= 62 - 60 = 2 \\ b &= 120 - 60 = 60 \\ c &= 60 \text{ ----- } 2.00 \\ &= 120 \text{ ----- } 1.980 \\ &= 2.00 - 1.980 \\ &= 0.02 \end{aligned}$$

$$\frac{2}{60} \times 0.02 = 0.001$$

By using df 0.05 and level significance 62, $n = 2.000 - 0.001 = 1.999$. Therefore, the value of t-table was 1.999. The result of the test showed that there was a significant different of the students achievement before getting the treatment and after getting the treatment. This was proved by the testing hypothesis. The researcher found that t-counted value (9.091) was higher than t-table value (1.999). It means that the application of CTL method significantly increase the vocabulary mastery of the students.

DISCUSSION

Based on the result of data analysis in pre-test, the students' mean score of the experimental group was 4.125, while the students' mean score of the control group was 3.359. It means that the mean score between the two groups were not significantly different. Another word, the level of the vocabulary mastery between the students in experimental group and control group before the treatment were almost the same. The students' mean score of experimental group in post test was 7.078, while the students' mean score of the control group was 3.969. There was a significant difference of mean score in the post test between the experimental group and control group after receiving the treatment. By comparing the students mean score in pre-test and post test, the student's vocabulary mastery were increased after getting the treatment. The achievement of the experimental class was higher than the students' achievement of the control class after getting the treatment. By observing the result of testing hypothesis, the vocabulary mastery of the seventh year students at SMP Negeri 19 Palu can be increased trough Contextual Teaching and Learning method. By applying 0.05 level significance degree of freedom $(df) = N + N - 2 = 62$, the researcher found that t-counted value (9.091) was higher than t-table value (1.999). There was a significant improvement of the students' vocabulary mastery after teaching them by applying Contextual Teaching and Learning method.

After collecting and analyzing the data, the researcher draws conclusion of this research. He concluded that the application of Contextual Teaching and Learning method can effectively increase students' vocabulary mastery. The pre-test score of both students in experimental and control group were not significantly different. However, in the post test, students' score of both groups were different. The experimental group's mean score were higher than the control group's mean score. In short, there was a

significant improvement of the students' vocabulary mastery after the researcher taught the students in experimental class by applying Contextual Teaching and learning method. Having conducted the research, the researcher has proved CTL method is very effective in teaching vocabulary to the students. The researcher provides some suggestions as following:

1. The researcher Suggest that English teacher can apply CTL- method in teaching English especially vocabulary.
2. The teacher should prepare the learning materials which have close relation to the students' real life.
3. Teacher should be more selective in applying appropriate technique or method in teaching vocabulary.
4. Teacher must motivate the students firstly before teaching them.

CONCLUSION

English becomes a very important subject to learn. Therefore, English must be learnt by the students from Elementary Education to University level. The teacher of English and education practitioners must continuously find good methods, techniques and approach in English teaching. Contextual Teaching and Learning method has been proven through this research as one of the suitable methods used in English teaching especially in teaching vocabulary. He concluded that the application of Contextual Teaching and Learning method can effectively increase students' vocabulary mastery. The pre-test score of both students in experimental and control group were not significantly different. However, in the post test, students' scores of both groups were different. The experimental group's mean score were higher than the control group's mean score. In short, there was a significant improvement of the students' vocabulary mastery after the researcher taught the students in experimental class by applying Contextual Teaching and learning method. The researcher has proved CTL method is very effective in teaching vocabulary to the students. Teacher should apply CTL method in English teaching.

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