
**USING CONTEXTUAL TEACHING AND LEARNING FOR STUDENTS'
VOCABULARY IMPROVEMENT AT THE EIGHT GRADE OF
MTs TARBIYATUSSIBYAN SUNGAI KUNYIT
MEMPAWAH : AN ACTION RESEARCH**

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Abstract

This research nalyzed the student's vocabulary improvement using contextual teaching and learning. The problem formulation is about teaching procedures using contextual teaching and learning to improve the students' vocabulary of the eight Grade of MTs Tarbiyatus Sibyan Sungai Kunyit Mempawah.

The research method was classroom action research. It was conducted by planning, implementing, observing, and reflecting onhe action. The action research was conducted in three stages : pre, while, and post stages. In learning process of pre stage, the researcher explained the lesson; during the stage, the researcher taught in particular topics dealing with School Environment and Daily Activity in Modelling, Qustioning and Answering, and post stage, researcher and students reviewed of English vocabulary and summarized the learning process. The students showed actively involved in the teaching and learning process. In the classroom, they were happy to take part all activities. Based on field notes in the research, it can be found that using contextual teaching and learning can trigger students' motivation as well as their vocabulary improvement.

Keywords: *Vocabulary , Contextual Teaching And Learning.*

A. Introduction

In recent year, English as a foreign language has been learned by Indonesian learners since they were in Elementary School. Teaching English vocabulary at the elementary school was mainly aimed to build the learners' interesrting in English learning.

Teaching vocabulary in a fun way made it easier for the students to learn the words. The teacher used the fun technique to make the students understand and try to express their ideas and learn to speak to others in the classroom or outside.

Curriculum is regarded as a set of plans covering what knowledge, skills and values students learn in school, what experiences should be provided to bring about intended learning outcomes and how teaching and learning in schools or

educational systems can be planned, measured, and evaluated. Furthermore, the curriculum development is aimed at determining an appropriate syllabus, course structure, teaching methods and materials that are used in teaching and learning process (Susilo 2007:10-104).

There is an approach to language teaching in Indonesia that is suggested by KTSP which is called as Contextual Teaching and Learning. This approach suggests teacher to facilitate the students and develop their competence by motivating and guiding them to learn through various learning materials and building a nice and fun learning atmosphere. It is also a learning concept relating learning material to students' real life situation that supports students to apply their knowledge to their real life (Junaedi 2007:200). When the students can relate the lessons they have got in school to their daily lives, they will be aware of the benefit of learning. Besides, they will realize the importance of going to school.

Contextual teaching and learning is one of the appropriate methods in teaching English for students. In a contextual learning environment, students discover meaningful relationships between school environment and daily activity of practical applications in a real world context.

B. Research Methods

The research was conducted as a classroom action research. It was conducted by the researcher of Mts Tarbiyatussibyan Sungai Kunyit Mempawah in order to improve students' vocabulary using contextual teaching and learning.

Burns (1999:30) says that action research is the application of fact finding to practical problem solving in social situation with view to improve the quality of action within involving the collaboration and cooperation of researchers, practitioners and laymen. Purpose action research as the systematic collection of information that is designed to bring about social change. According to Hopkins (1993:42) He says that action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework.

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

Based on the definitions above, this action research is self reflected inquiry conducted by researcher in the teaching and learning process , to gather information about the ways a researcher teaches and how well the students learn to improve the quality of their vocabularies. This action research are conducted in order to improve the students' vocabulary by using contextual teaching and learning, develop reseracher's creativity in teaching vocabulary and improve researcher's professionalism in teaching English. It is also expected that the research effects positive change of the social and educational situation on the Eight Grade at Mts Tarbiyatussibyan Sungai Kuniyit Mempawah.

The Model of Action Research

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

The model can be illustrated at figure 2 as follows :

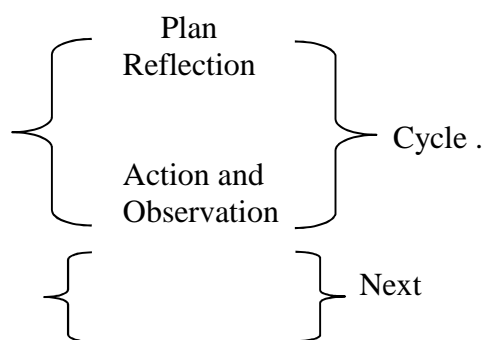


Figure 2. an Illustration of Action Research

Each step is explained as follows:

1. Planning

Develop a plan of critically informed action to improve what is already happening.

2. Action

Moment of Action is an act to implement the plan.

3. Observation

Observe the effect of the learning process of an action in the context in which it occurs.

4. Reflection

Reflect these effects as the basis for further planning.

Technique of Analyzing the Data

The research method was descriptive qualitative. The data are taken of teaching and learning process at seven grade of MTs Tarbiyatussibyan Sungai Kunyit Mempawah. The data were analyzed by descriptive qualitative. The researcher did the teaching and learning process. While reading the data, researcher gave the descriptive explanation on the data based on teaching and learning process.

C. Discussion

Before the researcher implemented the research, he conducted pre-research by observing in the class. The researcher found of that the students had problems in understanding the English vocabulary. Although they had got the materials in the previous lesson, they had forgotten what they had learned.

The implementation of teaching vocabulary used Contextual Teaching and Learning through classroom action research. The researcher used Contextual Teaching and Learning to teach vocabulary with a topic “ School Environment and Daily Activity”.

Learning Procedures

1. Pre Step

The lesson started at 07.15 a.m. The researcher entered the class and asked one of the students to lead the prayer. The researcher greeted the students and checked the students’ attendance. He prepared students’

condition in order to make them ready to join the class activity and explained what the students would do in the class activity.

Below is an example of opening activity which was done in the class.

- R* : *How are you, students ?*
Ss : *I am fine..*
R : *No, We will learn about school environment and daily activities vocabularies ?*
R : *Tahu school environment dan Daily activity ?*
Ss : *Tahu....*
S : *Yes, I know..*
R : *Oke...*
R : *What is the meaning of (Office) ?*
Ss : *Kantor ...*
R : *What is the meaning of (breakfast)*
Ss : *Sarapan pagi ...*

The above activity was conducted by the researcher and students. In this class, the researcher greeted the students by saying *How are you, students ?*. They responded by saying *I am fine*. The researcher told directly to the students of the topic. The topic of the lesson is “ *school environment and daily activity*”. They speak up of the vocabularies. All the students gave good attention to him. They were also enthusiastic to respond to what teacher asked them.

2. **While Step** **Modeling**

The teacher gave the sample to speak up together with the students by giving an example of school environment and daily activity. The researcher drilled the students to imitate what the researcher said. Then the students were asked to practice by repeating after the researcher. Then, the students were asked to write.

- R* : *What is the meaning of “libarary” ?*
Ss : *Perpustakaan..*
R : *Bahasa Inggrisnya “perpustakaan” apa ?*
Ss : *Libarary..*
R : *What is the meaning of “ take a bath”*
Ss : *Mandi..*

R : Bahasa Inggrisnya “mandi” apa ?

Ss : Take a bath..

R : Classroom, apa artinya ?

Ss : Ruang kelas...

The activities above was conducted by the researcher and students. In this class, the teacher asked the students to repeat what the teacher said. They responded well. The students gave good attention to him although a there was a student chatting with his friend when the learning was running. They were also enthusiastic to respond to what teacher asked them.

Questioning and Answering

The rasearcher and students conducted asking and questioning to the learning process related to the topic. Asking and Questioning in the classroom, the process that students can do it to make the students knew what they have learned, to practice their skills, as well as communicate to them the facts, ideas, and ways of thinking that were important to their English learning.

Below is an example of asking and questioning of the teacher and students.

R : Any question ?

S : ada..

S : Bahasa Inggris “ halaman “ ?

R : Ada yang tahu, halaman bahasa Inggrisnya apa ?

S : Ada.. “yard”...

S : “Pergi sekolah” apa pak artinya ?

R : “Go to school”.

The teacher and student conducted the questioning and answering of the lesson. Student asked to the researcher, he asked students to answer that the question. Some of them mentioned it in English and the rest in bahasa Indonesia. When students did not know vocabularies of school environment and daily activites, the researcher told it. Then, the students repeated it in order that they could do well in learning activities. Researcher encouraged also the students to be able to practiced that they knew. He tried to stimulate and encourage the students to be brave in asking in learning process.

Post Activities

Before ending the lesson, The researcher gave a chance for students to ask. The researcher reviewed the lesson on that day. He asked students to remember what has been learned by their learning experience.

Below is an example of closing activities.

- R : What is the meaning of “ office” ?*
Ss : Kantor...
R : What is the meaning of “classroom” ?
Ss : Ruangan kelas...
R : What is the meaning of “mandi
Ss : Mandi...
R : Ada pertanyaan ?
Ss : Ada .. “bangun tidur” apa pak bahasa inggrisnya ?
R : Wake up.. ulangi !!
Ss : Wake up..
R : Ada pertanyaan lagi ?
Ss : Tidak..
R : Oke, Waktunya istirahat dulu..
R : Dari saya. Assalamualaikum.wr.wb.
Ss : Waalaikumsalam.wr.wb.

Dealing closing activity, the researcher and students reviewed the lesson. He gave a chance to students to ask the question. No students asked question. When the time given was over, the teacher said *Salam* and closed the lesson. In this activity, The students were interested in studying. It could be seen that all students actively engaged in the activity. They were eager to practice the lesson. The class was noisy because the students were not patients to take rest.

The researcher focused his interpretation on how an english learning process in MTs Tarbiyatussibyan in academic year 2016/2017. Based on research findings in previous section, the teaching and learning consisted of three steps : pre, while, and post steps. The students participated well in the teaching and learning process. They took part in every activity that was learned in the class although there were some students played and chatted with his/her friend when the teaching and learning was running. But all of the activities run well. The better participation from the students was also indicated by their willingness in asking and answering questions in learning vocabularies.

Noels, K.A. (1994) stated that the teacher's use of motivational strategies is generally believed to enhance student motivation, yet the literature has little empirical evidence to support this claim. The study examined the link between the teachers' motivational teaching practice and their students' language learning motivation. The motivation orientation of language teaching was also used to assess the teachers' use of motivational strategies.

From the discussion above, it can be concluded that the teaching English could create fun learning and motivations because the teaching and learning was conducted to practice what they learn directly. In teaching and learning material were closely related to their real world and the students were actively involved in their learning. The availability of interesting and appropriate instructional materials, the application of a learning development model that is relevant to the students' learning needs so that they can apply their knowledge to their real life.

D. Conclusion

Teaching English vocabularies in MTs Tarbiyatussibyan Sungai Kunyit Mempawah gave good influences for the teaching and learning vocabulary. The students participated well in following all of the teaching learning process. They took part in every single activity in *pre*, *while*, and *post activities* in teaching and learning process. In learning process of pre step, the researcher did an explanation; while stage, teacher taught in particular topic dealing with school environment and daily activity vocabularies in Modeling, Asking and Questioning; and post step, teacher and students reviewed the lesson and summarized of learning process. The students were interested and motivated in learning process. Since the teaching was done in class, the students did not feel shy to ask to their own friends or the researcher. The students were enthusiastic and active in participating the learning process.

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