

Implementing Contextual Teaching and Learning (CTL) Strategy to Teach Vocabulary for Students of Islamic School

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ABSTRACT

This study was intended to describe the implementation, the students' response, the problems and the solutions in the implementation CTL in teaching vocabulary at the Eighth grader students at Islamic school (MTs) in Bangkalan. This study used descriptive qualitative design to obtain data concerning the research problems. In this case the data were collected by observation and interview to 26 students of the Eighth grader students at Islamic school (MTs) in Bangkalan. The result of this study showed that there were some problems about difficulties in vocabulary mastery itself, the students' grammar and the last about creating idea. The students' grammar could be solved by giving clear explanation from the teacher. The students' responds showed they like this strategy in teaching vocabulary because it could help them to improve their ability and increase their motivation in learning vocabulary.

Keywords: CTL; Vocabulary; Teaching

INTRODUCTION

Vocabulary is one of the important language elements that the student should master. Vocabulary includes collection of words. The words are known not only as individual words, but also a group of words that have meaning.

To develop student language skills in reading, listening, speaking, and writing, the learner must master vocabulary. The mastery of vocabulary cannot sometimes be reached optimally. The mastery vocabulary is needed by each language skill, in reading, for instance. The student will get difficulties in comprehending the text if they do not know the words in the text. Similarly in speaking, they will have same problem if they have only few vocabularies (Dana, 2021).

Teachers play important role toward the success of mastery vocabulary. In this case, teachers need to develop, support, motivate, and dig up their basic ability in improving it by providing conducive environment, useful resources, and carefully structured input and practice opportunities.

When the English lesson is taught in the first time, the most often problems are faced by students are about vocabularies, either to produce or to understand the language. So, the teacher must give some basic vocabularies to make the students understand easily. It means that English teachers can choose instructional material and teaching technique that is suitable with students need in teaching learning process especially vocabulary subject as design (Patau, 2021).

The researcher thinks that the problems above happen because the teacher does not have an effective method to teach English especially in vocabulary. The teacher still uses the conventional method where the teacher is as the main actor and students are as just minor actor in the class. It will not be effective.

The researcher has a strategy which is expected to be able to solve the problem in learning vocabulary. That is contextual teaching and learning "CTL". CTL is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with context of their personal, social, and

cultural circumstance (Wahyuni, 2013). It will help them stimulate an interesting and effective learning-teaching process. And then, students will be able to learn and understand subject matter of vocabulary easily (Patau, 2021; Anggriani & Aswandi, 2014).

The research questions of this research are: 1) How is the implementation of CTL strategy to teach vocabulary for students at Islamic school? 2) What is the students' response toward CTL strategy in learning vocabulary?

METHODS

The researcher used qualitative method, the subject of research that is conducted on the Eighth grader students at Islamic school (MTs) in Bangkalan. They are 26 students and focus on implementation of CTL in teaching vocabulary. The researcher used two instruments, they are observation and interview.

Observation technique is the main technique in collecting the data of this study. It is used to gain more data about the teaching of English in class during the learning - teaching process. When the English teachers presented the English materials to the students, several matters dealing with the use of material resource, the teaching techniques, and the student's responses toward the teaching were observed. In this research, the researcher used checklist. Checklist is a list of the types of activities that may arise and be observed in the form of a column filled with observer (Manangkari, 2018).

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about topic. Interview is an important instrument to find the problems in the object of the observation and get more information directly. To support the data collected through observation, interview conducted to get information from students and teacher directly. The interview of the students was administered out of the formal class. The researcher interviewed students in this case the Eighth grader students at Islamic school (MTs) in Bangkalan (Manangkari, 2018).

The data analysis is the process of systematically searching and preparing the data obtained by way of organizing data into categories, sets out into units, synthesize, organize into a pattern, choose which one important, and that will be studied, and making conclusion that can be understood by us and somebody else easily (Rajab et al., 2020).

The obtained data was analyzed descriptively, they are: 1) Collecting the data based on the observation and interview. 2) Analyzing the data from the observation and interview. 3) Making the conclusion of the observation and interview.

RESULTS AND DISCUSSION

In this study was obtained from an observation and interview in the Eighth grader students at Islamic school (MTs) in Bangkalan. The teacher asked students to focus and limit vocabulary things at home. In the first meeting, the researcher found the students look passive, shy and confused in doing activity in class. In this process, some of them were still afraid to make a mistake when they practiced it. But the group helped to correct them. The teacher asked them to practice at home and about things at home for individually. In the next meeting, the teacher pointed the students one by one to make a sentence by using vocabulary things at home. Most of them can make a sentence correctly. The students had done together actively and enthusiastic. The students enjoyed it because learning vocabulary easier. The students could construct their knowledge because in CTL based on their experiences or context in their daily life.

Related with the fact above the teacher noted in general using of CTL become an active class and interesting way to the students to mastering vocabulary. The teaching learning process in the classroom was good because the students were active in learning English vocabulary. By using this strategy, they got much understand about the meaning of new words that consists in the material. The effect is the material can be received clearly and the students can lose their boredom during the teaching learning process (Jubhari et al., 2022).

In the observation for teacher the researcher found that the teacher was good in doing apperception, explaining the material with the context of their daily lives clearly, constructing the student's knowledge continually (step by step), involving and increasing the student's motivation in teaching and learning process and the role of the teacher is as facilitator during teaching and learning process. It means that the teacher was good in implementation of CTL in teaching vocabulary of the class. The researcher found that the students could pay attention to the teacher, understand the material, join teaching learning actively, discuss the material with their friend and enjoy the teaching learning process well. It means that there was no problem faced by them in teaching and learning process.

To know the students' response toward the implementation CTL in teaching vocabulary, the researcher interviewed the students. The researcher interviewed every student in every group of class. The teacher started the interview with same question to students, "do you like implementation CTL in teaching vocabulary in the classroom? Why?", From the result of students interview above, most of students like implementation of CTL in teaching vocabulary.

To know the students' problems and the solutions in teaching vocabulary by using CTL, the researcher gave some questions as interview to the teacher with some possible answers. From the result of interview for the teacher explained that table, the using of CTL was the first time for her in teaching learning process especially in teaching vocabulary and this strategy can motivate the students because they look enjoys the learning process. In using of CTL in teaching vocabulary there were some problems such as vocabulary itself and grammar (Alfian, 2019). The teacher took some solutions for the problem such as she asked the students to make list of difficult words and find the meaning on dictionary for vocabulary problem. For the grammar problem can be solved by clear explanation about it, so that all problems can be solved well.

The implementation of CTL in teaching vocabulary in the first meeting, the teacher presented the material about vocabulary "things at home". In this case, the teacher invited the students to be active in the class by elaborating their opinion related to the material. The teacher explained little about the material and let them find their understanding about the material "things at home". First, the teacher did apperception about home, the teacher did not give the definition directly to the students, the teacher tried to attract the students' mind in order that they wanted to think and constructed the word in their mind by themselves. Then, the teacher started the material by mention kinds of things at home. In this process, the students involved to find the many words about "things at home". The teacher divided the students into several groups of 4 persons. In this case, the students in each group get the definition or the understanding about vocabularies by themselves in their group and should make a sentence by using the vocabulary "thing at home" that had been taught. It means that they had to construct the knowledge in their brain and the students could make it based on their experiences or their activities. It is better than conventional way (memorize). It is suitable with (Karimah et al., 2022) stated that learning is not memorizing but a process of construct the knowledge through experience.

In the second meeting, in this part, the students were active, enthusiastic and enjoyed to discuss the material with their friends in group during teaching and learning process. The teacher asked every student to make a sentence based on teacher' order in some vocabularies of "things at home" and they did well although there were a few students needed his friends' help. And the teacher just as facilitator in teaching and learning process and the student be active not a teacher.

Jayanti & Rozimela (2022) stated that in learning process of CTL, students construct by the knowledge themselves through active involvement in teaching and learning process and students become center activity. From the statement above the researcher concludes that by involving students in the classroom, it can motivate them to be more active in joining teaching and learning process because they have many chances to construct their knowledge in classroom or outside of the class.

The students' response showed that they like implementation of CTL in teaching vocabulary. It means that this strategy has positive effect in teaching vocabulary and can help them in mastering

vocabulary. They feel so active, enjoyed, interested and enthusiastic in learning vocabulary. Some said that CTL helped them create new idea because related with their life and experiences. But there were some students dislike it. They felt that English is difficult lesson to be learnt, they were confused and did not have self confidence in practicing their vocabulary. It could be seen from data of interview of students.

Jayanti & Rozimela (2022) stated that by using CTL, learning will be meaningful and enjoyable, and the using of learning CTL will create the students be active, responsible to their studying in classroom. Based on the statement above, the researcher concludes that in the CTL, the teacher must create a meaningful and joyful learning in classroom, because students will learn better in that condition

The researcher found some problems in teaching vocabulary by using CTL about vocabulary itself and students' grammar. The researcher also found the other problems were the noisy classroom situation, time, and creating idea of students. This character was explained by Karimah et al. (2022). They stated that in a study of approximately eight thousand high school boys and girls, found that there was no challenge and even a negative attitude toward academic matters. From the statement above the researcher concluded that the problems in the implementation of CTL was arisen from the student. Students are influenced by the teaching learning process. They were difficult to be controlled. They moved, made some noisy and sometimes did not give attention.

The solutions are there given toward the problems in the implementation of CTL in teaching vocabulary. Vocabulary mastery' problem, after finding the meaning on dictionary and asking to another students the teacher applied CTL, by using the vocabulary into sentences or conversations, they can construct the knowledge in their brain and connecting it in their daily life. It is very effective than memorizing word (by repeating the words). For the grammar problem, the teacher solved it by giving clear explanation and the formula related the material properly. So, the problems could be solved well (Aziz & Dewi, 2019).

And for the other problems, there were some solutions could be applied. The noisy classroom situation, in this case the teacher is required to be able to manage their students as possible, so that noise does not disturb other classes are also being studied. Times, to prevent wasted time caused students can't find a group, the teacher should give a limitation of time on each session and before applying this strategy the teacher must give a clear explanation and about the steps and commands to be done by the students. It purposed learning goal can be achieved well, and the application of this strategy can work effectively and the last students' problem about creating idea, a lot of students stated that they got difficulties in create idea. It can be solved by using CTL because it can create many activities based on their experience which can be done by students.

Ghonivita et al. (2021) stated that in CTL, teaching and learning activities relate to real life and base on experience. From the statement above, the researcher concludes that much more the students have experience in their life, they have many chances to get their ideas. So that, by using CTL as strategy of learning, the students will be easier to construct their knowledge because it based on their experience in life.

CONCLUSION

The researcher did two observations and interview about the implementation of CTL as strategy in teaching vocabulary. The students' responds toward the implementation of CTL, there were many students like this strategy in teaching vocabulary. This result showed that this strategy helped them very much in teaching vocabulary. The students' problems were difficulties in vocabulary mastery' problems, grammar and the other problems were the noisy classrom situation, times and creating the ideas. The solutions of students' problem. To solve the first problem was about difficulties in vocabulary mastery' problem, the use of CTL can be solved the problem, by using the vocabulary into sentences or conversations in daily life and also based on their experiences, It is very effective than memorizing word by repeating the words (conventional way). The students' grammar, it can be solved by clear explanation of grammar and give appropriate formula from the teacher. The other

problems about the noisy classroom situation and times, the teacher had to be able to manage their students as possible, the teacher had to give a limitation of time on each session about the steps and commands to be done by the students. The last students' problem about creating idea, it can be solved by using CTL because it can create many activities based on their experience which can be done by students.

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