

IMPROVING VOCABULARY USING CTL AT THE FOURTH GRADE OF SDN 072 SUKASARI BANDUNG

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Abstrak

Penelitian ini dilakukan untuk mengetahui pencapaian kosakata siswa melalui CTL. Subjek penelitian ini adalah siswa kelas IV SDN 072 Sukasari. Pengumpulan data dilakukan dengan Penelitian Tindakan Kelas yang terdiri dari dua siklus. Setelah pelaksanaan kegiatan CTL pada siklus I dan siklus II nilai kosakata siswa semakin baik. Hal ini terlihat dari hasil nilai rata-rata postes siswa pada siklus 1 adalah 67,50 dan siklus 2 adalah 85,2. Hasil penelitian menunjukkan bahwa permainan huruf awal dapat meningkatkan kosakata siswa dan dapat memotivasi siswa untuk belajar bahasa Inggris.

Kata kunci: CTL, Vocabulary, Young Learner

Abstract

This research conducted to find out students' vocabulary achievement through CTL. The subjects of this research were class IV of SDN 072 Sukasari. The data collected using Classroom Action Research including two cycles. After the implementation of CTL activities in first cycle and second cycle, the students' vocabulary score is getting better. It can be seen from the result of the students' post-test average score in cycle 1 was 67,50 and cycle 2 was 85,2. The result showed that Initial letter game can improved the students' vocabulary and can motivated students to learn English.

Keyword: CTL, Vocabulary, Young Learner

PENDAHULUAN (10%)

Vocabulary as a part of all English skills that must be taught by students. According to (Nunan, 1991) vocabulary is one of important part to use a second language (L2). By vocabulary mastery it can help students easier to learn. Vocabulary is tools which help students to communicate and express their idea. Related to the importance of vocabulary and some difficulties in the teaching vocabulary, it is needed to find out the effective method to improve students' vocabulary mastery.

According to Cook (2016) to understanding unfamiliar word, people use of a variety of strategies such as guessing, using dictionaries, deducing meaning, from the word's form and relating it to cognates. In this research, the researcher used Contextual teaching and learning method as a method to teach vocabulary, This method is a method that related the material of the subject with the students real life context, The goals of this method is to help students to easier understanding the material and helping students to applying the material in they real

There are some definition of CTL method that was come from some experts. According to CTL method is a lesson concept which provide to help teacher to corelate the material with real life situation and to motivate students to corelating their knowledge and to applicated it in the real life. Futhermore in DEPDIKNAS (2006) CTL is a lesson approach refer to motivate the students to understand about material with the real life conctect. Other definition come from (Akbari, 2008) defines CTL is a conception of teaching method that helps teacher relate subject matter to real world situation and motivates students to make connections between knowledge and its application to their lives.

Based on the explanation above, the CTL method is a method that relating the real life concept with the material concept, make students easier in understanding and applying the material during they study and also in they real life. In this research, researchers focused to find out the CTL method to improve student vocabulary mastery.

Rivers in Nunan (1991) states that the vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions that may have learned for comprehensible communication. In addition, Brown (2001) describes vocabulary is a basic building blocks of language.

Another definition is come from Jeremi (1999), vocabulary is words, which express meaning. Some vocabulary have complex meaning and simple meaning. Beside of all in the process to introduce new word to the student especially to young learners or the student in elementary school teaching vocabulary need to use the effective technique.

There are the principles in the CTL method, (Bybee, 2001) states Learning process by using CTL method was called Five "E"s approach such as:

- a. *Engage*, in this step the students will corelating the real life concept with the material concept, answer the question that gave by teacher, show the real life moments,
- b. *Explore*, this is also called investigation step, in this step the students doing some investigations about the material,
- c. *Explain*, in this step students explain about the phenomenon, this process will be happen by students and other students, teacher and students, or by group and other group,
- d. *Elaborate*, is a steps to relating one cocept with the other concept,
- e. *Evaluation*, is a diagnostic step which doing by by teacher to determine the students underderstanding of the material during learning process happen.

METODE (15%)

The research was conducted to the fourth grade students of SD sukasari with the subject of the study which consisted of 30 students. This research used Classroom Action Research. Classroom action research is a method of finding out what works best in your own classroom so that you can improve student learning (Mettetal, 2002). McNiffb & Whiteheadb (2011) define that action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work. The researcher involved two cycles in which it included planning, action, observation, and reflection. The test used in this research is pretest and posttest.

The pretest conducted in the beginning before implementing the method. Meanwhile, the posttest is implemented in the last session. The following procedure of the research are :

- a. *Reflection*, In this step, researcher gave the students pre-test, in order to measure the pre exiting ability of the students in mastering vocabulary before started the cycle,
- b. *Planning*, The researcher as a teacher provided a teaching learning activity to solve the problem found in the result from pretest. The problems were students hard in mastering the English Vocabulary,
- c. *Action*, Doing the activities as a teacher in classroom based on lesson plan. Researchers gave the treatment CLT to the students,
- d. *Observation* researcher observing the effective or not of CLT as a teaching technique that used to teach the students,
- e. *Reflection*, The reflection was done in order to gain the best solution of every problem that might occur in the action and it would be implemented in the next cycle. Based on the result that the researcher found out in the first cycle, the researcher conducted the second cycle in this research in order to solve the students' problem in learning vocabulary. The step conducted in this cycle is same as with previous cycle.

The researchers collected the data by comparing the result of the students' work from pretest and posttest. After that researcher looking at their mean scores by using following formula. Another ways for application CTL (contextual teaching learning) have a four part and many activity to comply this research such as:

- a. *motivation*. Intoduction what a content and topic for discuss with a student and give a aids if a student dont understand with a topic.
- b. *understanding*, we can give a explanation make a activity class discussion, reading for search information has a related with issue,
- c. *skill application*, after a teacher given a directive a student must pour of idea with fill task like a hands on or problem solving,
- d. *refreshment*, an activity to remind and the main fact and improve of assesment and skill of understanding with a topic.

HASIL DAN PEMBAHASAN (70%)

The result and discussion of this research are explaining briefly as follow:

(Cycle 1)

- a. *Planning*, in the step of planing researcher collected data the result for establish of treatment applied, preparation of instrument, and material,
- b. *Action*, the teacher introduce many of vocabulary related to material (food and drink). explaining about CTL as a treatment in the research and all student practice for learning vocabulary.

(*Reflection achieved*): a) *Motivation*, the students' motivation is good enough, because the students learning by CTL, b) *Classroom situation*, the classroom situation is conducive during the explanation about material is happen. (Not achieved) Vocabulary: Some students know how to write down the vocabulary but have not been fluent in the correct way to spelling and speaking the vocabulary, c) *Reflection*, maintained motivation and eager to learn, improvement vocabulary.

(Cycle 2)

- a. *Planning*, improving vocabulary by using CTL.
- b. *Action*, student listen to what the teacher is saying and understand with the material,
- c. *Observation*, to improve vocabulary teachers guide students to linked lessons with daily life,
- d. *Reflection* positive motivation, interaction, classroom condition, vocabulary, negative (time management).

Table 1.
Pre-test average score of cycle 1

No	Explanation	Control
1	The highest score	75
2	The lowest score	40
3	The average score	60

Table 2.
Post-test average score of cycle 1

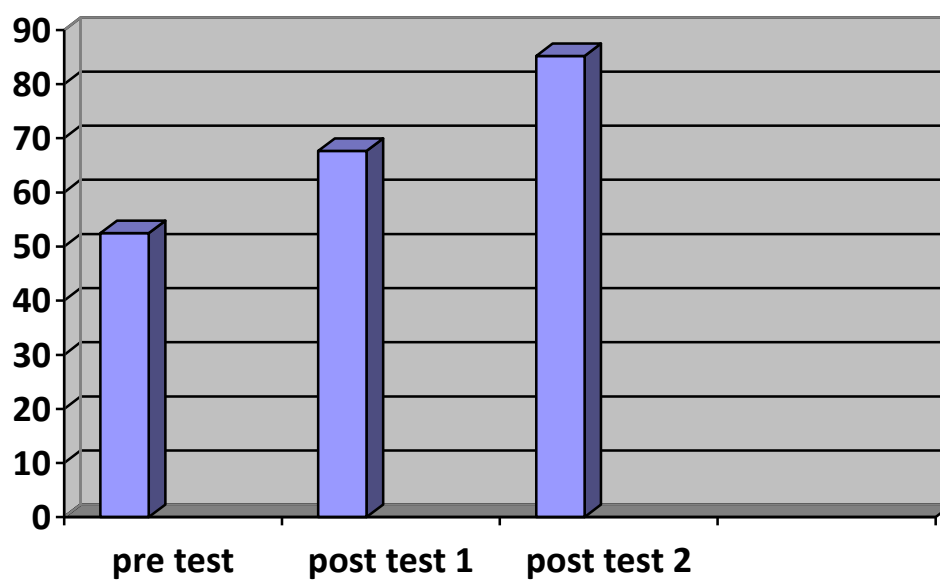
No	Explanation	Control
1	The highest score	92
2	The lowest score	55
3	The average score	77

Table 3.
Post-test average result of Cycle 2

No	Explanation	Control
1	The highest score	100
2	The lowest score	62
3	The average score	78

Table 4.
Post-test average result of cycle 1 and cycle 2

No	Explanation	Control
1	The highest score	100
2	The lowest score	70
3	The average score	84



The diagram of the result

From the result of the pre-test in cycle 1 founded the student was lack on the vocabulary, the finding was supported by the result of students' vocabulary score, the average score was 52.47, the score still far from was expected.

After the implementation of CTL activities in first cycle and second cycle, the students' vocabulary score is getting better. It can be seen from the result of the students' post-test average score in cycle, it was 67.63 and cycle 2 it was 85.2. It can be seen that the students' vocabulary mastery was improve or getting better.

DISCUSSION

The research used initial games method to develop students ability in memory and understanding of meaning in vocabulary as a based of english language specifically for young learner. From the research conducted it can be drawn some conclusions as follows:

- 1) CTL can improve student in this case is young learners to mastering based of english language of memorize vocabulary. And the teacher can help the students to connect with meaning and function of vocabulary. The student can learning in variety of ways for example: First, watching all student to answer questions from the teacher, secondly listening a new vocabulary in activity lesson. Third, imitating how to spelling, speaking and make a sentence from vocabulary acquired and by doing the games to improve creativity, emotional, and cognitive,
- 2) CTL can make a learning english enjoyable and fun remember a vocabualry and compose a better situation in the class because a the students not only focus on the lesson, but also active in games and love to play used their imagination for stimulation interested.

SIMPULAN (5%)

Based on the result of the research, it can be concluded that CTL method can improve students' vocabulary matery. This improvement can be identified from the improvement of the students average scores. CTL method is easy to be applied, the students more easy to understand and remember again with a vocabulary and created a fun situation practice in a class. It also motivated the students in learning vocabulary in better way and easy way. Teaching and learning process become easier because the students more easy to understand with the material related to the topic. They also doing a practice with a multiple uses information disparate knowledge. Thus, with this method can improve a enchace of the students' understanding with new knowledge by a experience in learning.

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