THE IMPLEMENTATION OF CTL IN TEACHING ENGLISH VOCABULARY AT SDN GONTARA

Sartika Andi Patau

Abstract: CTL involves students totally in learning process. Students are motivated to be achieve to study the material learning suitable with the topic. Learning vocabulabulary in Elementary School must be used the suitable method or strategy, because it was the basis knowledge in learning English. The implementation of CTL help the students to memorizes many vocabulary. The teacher followed the flow of teaching and learning process using CTL method, they are constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment. The result of test obtained that the using of CTL is effective in teaching vocabulary at fifth grade of SDN Gontara.

Keywords: *vocabulary, Contextual Teeaching Learning*

English as a foreign language has been learned by Indonesian learners since they were in Elementary school in recent year. English is taught as local content subject at elementary school. English is importance to learn and become compulsory subject for students from Elemtary School up to the Senior High School since English as the key to the international communication and commerce.

One of the language elements in teaching English at the Elementary school is Vocabulary. The students must be reached vocabulary mastery as the basic competence in order to get the other competencies like reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary.

In the field of education, including English education in Indonesia, our education is still dominated by the view that knowledge is a set of facts which have to be memorized. Teaching learning process focuses on teacher as prominent source of knowledge. As a result, students have problem to understand academic concepts as what they usually get is something abstract and lecture method. Many students can serve good level of memorization of teaching material but in the end of teaching and learning process they actually do not understand it at all. Learning process which focuses on the teacher is no longer suitable. It is because our brains I continuously finding meaning and saving meaning case, and learning process has to involve students in finding meaning. Teaching and learning process has to make it possible for the students to understand the meaning of their learning material in this case vocabulary.

The success of the teaching and learning process is measured by the success of the students as the learning subject. Teaching and learning can be successful when the students can directly feel the advantages of learning material by experiencing and learning it. There are many other factors supporting teaching and learning process, such as the using of appropriate media, learning materials which support teaching learning process, class management, and teacher's ability and creativity in developing and managing learning process optimally.

The problem would be appeared to the teacher when the teaching and learning process takes place. They have problems of how to teach them in order to gain satisfying result. The teacher should prepare and find out the appropriate techniques which are implemented to the students. a good teacher should prepare himself or herself with various and up-to-date techniques and mastering the material in order to be understood by students, and makes children interested and happy in teaching and learning process in the classroom.

The teacher should concern that teaching vocabulary is something new and different from students' native language. They have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristic of young learners. The teachers need to prepare good techniques and suitable material in order to gain the target of language teaching to the children.

An appropriate method for teaching English for children is very important because appropriate method determines the result of teaching vocabulary, that is, improving student's vocabulary mastery. There are many methods that are appropriate in teaching English such as task based learning, experiential learning, Contextual Teaching and Learning, etc.

Contextual teaching and learning involves students totally in learning process. Students are motivated to be active to study the material learning suitable with the topic. CTL emphasizes on the process of students' involvement in order to be able to find the materials they will learn and connect it with there al situation, so it will motivate the students to apply what they learn in their daily lives. Learning in CTL is not just listening and take notes but learning is direct experiencing process. By that experience, it is hoped that students' development can happen; they do not only develop cognitive aspect, but also affective and psychomotor aspects. By using CTL, it is hoped that the students find the learning materials directly (not given by the teacher).

Teaching English at Elemtary School Students

The activity in transfering concept or knowledge to the students is the aims of teaching. But most of them is for motivating, facilitating and organizing his or her class, students and other thing related to teaching and learning process.

The reasons for teaching English at elementary level according to Brumfit (1997) are (1) the need to expose children from an early age to an understanding of foreign cultures so that they grow up tolerant and sypathetic or others; (2) the need to link communication to the understanding of new concepts (3) the need for maximum learning time for important languages. The earlier you start the more time you get, (4) the adventage of starting with early second language instruction so that later the language can be used as a medium of teaching. Early age in learning forign language is the goodtime. (Kusumayati, 2010)

English is the subject included in Local Content (Muatan Lokal). As the local content English subject is taught from fourth grade to sixth grade students. The objective of teaching English in fifth grade is to introduce English with building their vocabulary as basic in element of English.

Vocabulary

Mastery of the use of English vocabulary is very important to be understood by students so that it can be the basis for improving their ability to speak English. English vocabulary covers various aspects, including: nouns, pronouns, adjectives, and verbs. The use of English vocabulary must be understood by students so that the expected

English language skills can be achieved like speaking English orally and in writing in everyday life.

Cotextual Teaching Learning

The approach adopted in this paper is one of the learning approaches that is considered to be able to increase student participation in learning and at the same time improve their learning abilities in the form of mastery of the use of English vocabulary is the Contextual Approach. This approach means that students are more involved in learning, and are required to find the material being studied and relate it to real-life situations. So the contextual approach is seen as ideal to use compared to the conventional approach which emphasizes the activeness of the teacher in learning, such as in learning English.

In accordance with Johnson's (2010) definition, CTL is defined as a meaningful learning method and seeks to switch between old information, namely experience and new information, namely active and applicable teaching materials. The information obtained is tied to the student's experience, then the information is applied in a real-life context. The real life in question is that students do not only play a role as mere learning participants, but students are also members of the community who are expected to be able to apply the knowledge gained to their wider lives. Furthermore, the characteristics of this method are quite different from the traditional methods that are often applied by teachers when teaching vocabulary. Johnson (2010) found that this method has several characteristics that support teaching including:
1) Make meaningful connections
2) do meaningful work
3) Conduct self-regulated learning
4) Cooperate
5) Think critically and creatively
6) Helping individuals to grow and develop
7) achieve high standards and
8) Using authentic assessment

Jauhari (2011) explained that according to its characteristics, CTL has seven main components, namely constructivism, inquiry, question and answer, learning community, modeling, reflection, and authentic assessment. In applying these components can be done as follows:
1). Constructivism, this concept requires students to construct and construct meaning for new experiences based on certain knowledge. Knowledge acquisition strategies take precedence over how much students get and or

remember knowledge in student learning to work, practice, demonstrate, create, and so on..

2). Inquiry is a cycle process in building knowledge/concepts that starts with observing, asking, investigating, analyzing, then building a theory or concept. The inquiry cycle includes observation, question and answer, hypotheses, data collection, data analysis, and then concluded.

3). Question and answer, in this concept question and answer activities are carried out, both by teachers and students. Teacher questions are used to provide opportunities for students to think critically and evaluate students' thinking, while student questions are a form of curiosity. Questions and answers can be applied between students and students, teachers and students, students with teachers, or students with other people who are brought to class.

4). A learning community/community is a learning group or community that serves as a communication forum to share experiences and ideas. The practice can take the form of forming small groups or large groups and bringing experts to class, working with equal classes, working with classes above, and working with the community..

5). Modeling is creating students with learning models. This can be obtained from students who exemplify the material being taught, print and electronic learning media

6). Reflection is looking back or responding to an event, activity, and experience that aims to identify things that are already known and things that are not yet known so that an improvement action can be taken. The realization is direct questions about what he got that day, notes and journals in student books, impressions and suggestions of students about learning that day, discussions and work..

7). authentic assessment, an assessment procedure that demonstrates the ability (knowledge, attitude skills) of students in real terms. The emphasis of authentic assessment is on learning that should help students to be able to learn something, not on obtaining information at the end of the period. Assessment is not only seen from the achievement of the final result, but also the extent to which students can follow the learning process

METHOD

The type of this research is a qualitative research. the method used is a descriptive method. The location of the research is SDN Gontara. Source of the data is the fith grade students. The amount of the students is 10 students. The test is used in order to measure the students' vocabulary mastery. Observation as the instrument used to observed the teaching and learning process. The data is analyzed descriptively. The data from the test was analyzed using the formula as proposed by Sugiono (2007) as follow"

$$Final\ Score = \frac{Total\ Gained\ Score}{Maximum\ Score} \times 100$$

The result of the calculation determined whether or not a student succeeded in speaking based on the following description.

Tabel 1. Students' Scoring Description

No	Achieved Score	Qualification
1	A : 80,00	Excellent
2	B : 68,00 – 79,99	Very Good
3	C : 56,00 – 67,99	Good
4	D : 45,00 - 55,99	Poor
5	E : 44,99	Very Poor

FINDING

The data was collected in one meeting of teaching and learning process at fifth grade students of SDN Gontara. The researcher taught the students using CTL method on the first meeting. The flow of teaching and learning process describes bellow:

The meeting was held on Monday, August 27th 2019. The class was begin at 9.20 to 10.40 am. The teacher greed the students with good morning, students! and asked "how are you today?". The students' was answer the teacher questions with "fine" but there was one student rise his hands and said "*Indra sakit*, maam". To make sure the students attendance, the teacher call their name one by one and check their attendance list. At the first meeting there were 16 students present and one was sick.

The teacher gave motivation to the students by telling the important of English language in their life, and motivated them to study hard and seriously. To motivate the teacher tell the story that if they want to go abroad, like in Korea the students just use English to speak with another people, and also if the students will meet to the tourist from Japan just using English to speak with them. The students feels enthusiastic when the teacher ask them if they want to speak English with native speaker or tourist from another country.

The teacher asked the students to tell what day today?. The teacher gives games that related to the topic and the students should do the games with their partner the games was the teacher give the cards that written the name of day in English and one set of card in Indonesia language. The teacher asked the partner to match the English card to Indonesian card. The teacher gives applause to the partner that win the game. After play the game the students sing a song of Happy Birthday.

The teacher introduced material they were going to learn. The teacher asked to look at the white board. The teacher wrote the material they would study. The material about HAPPY BIRTH DAY, in this topic the indicators were the students able to understanding the new word about the name of day, date, month and year. The teacher asked the students to open their copied material. The teacher read the story about Happy Birthday. The teacher repeated the name of day and month. The teacher also taught the students to write date and year.

The teacher show the picture below that written the name of day and month in English. The students repeat after the teacher read the name of day and month in English. The teacher then asked the students to tell what day or date they like with their own experience.For example the teacher said she like 17 August 1945 because it was our independent day.

Teacher told the short dialog that related to the topic which the beautiful date in their life is when the birthday and ask the students to act in front of the class in pair. At this stage the teacher allowed the students to use the new vocabulary about the name of month and day. After that the teacher asked the information that the students get from the dialogue, about the name of day and month. The teacher give the assignment to the students relate to the topic. Then the teacher asked them about what they have learned today.

After the material finished the teacher give the simple test to the students to evaluate their progress. The simple test about the name of day and month in ten number.

The result of the test is present on the table below:

Table 2 The Students Score

No	Name	Score
1.	Keisya	70
2.	Ain	80
3.	Windy	80
4.	Lifia	90
5.	Aldo	80
6.	Dani	70
7.	Wilson	100
8.	Jefri	70
9	Klif	80
10	Indra	-

Based on the table above it can be found that the number of the students that follow the test was 9 students. the score range from 70 to 100. The total score is 740 and the mean score is 74. The number of mean score qualification is very good, the category of mean score is successful and the level of effectiveness is Effective.

DISCUSSION

The research only done in one meeting, but based on the result of the test is effective. The method of CTL can be used as the alternative method in teaching and learning process especially in teaching English. The number of the students is small but the teacher can implementation the CTL method easily. The mean score of the students is 74 the level of effectiveness is effective. It was same with the result of the research conducted by Khaefiatunnisa (2015) The data from pretest and posttest after examine is effective.

The application of principles of CT (Ruhimat, et al, 2012) applied in this study included (1) constructivism, in which the students learn the instructions by doing it through real practice (learning by doing). For example the students were instructed to tell the story about their birthday. (2) inquiry, which was applied in word search activity and matching the words with the clues. It could evoke the students' inquiry to solve the problem, since the student sere encouraged to develop the knowledge based on their own experience; (3) questioning, in which students were asked about how to use the name of month and day when they tell the story about their experience. (4) learning community, which can be seen from group work in their acitivities during treatment; (5) Modeling, which was applied thorough pictures about the material related to the material (6) Reflection, in which the students were asked about what they have learned at the end of each learning process. Thus they were cheeked whether or not they remember what they have learned in meeting; (7) authentic assessment, which was not only conducted through giving a test or exercises, but also thorough demonstrating the vocabulary in dialogue.

CTL method has held by some teacher in teaching English. The teacher purpose to

make the teaching and learning process is effective. It was feel by the researcher after the implementation this method, the result of the students is effective.

CONCLUSSION

The flow of the teaching and learning process using CTL method is done by follow the principle of CTL method. They are (1) constructivism, (2) inquiry, (3) questionng, (4) learning community,(5) Modeling, (6) Reflection, (7) authentic assessment. The result of test get the mean score 74. The level of score is effective.

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About the Author
Sartika Andi Patau Patau is a lecturer at English Education Department of Universitas Sintuwu Maroso. Her interests are in Applied Linguistics in Teaching English and Literacy. She can be contacted at sartika@yahoo.com