

The Effect of Contextual Teaching Learning Method Toward Students' Reading Skill at SMA Negeri 1 Panai Hilir

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Abstract: This study examines the efficacy of contextual teaching and learning (CTL) in enhancing reading proficiency among eighth-year students at SMAN 1 Panai Hilir. The research questions were as follows: (a) To what extent is the use of contextual teaching and learning (CTL) effective in improving students' vocabulary? (b) What are the perceptions of students with respect to vocabulary acquisition through CTL? The research objectives were to ascertain (1) the efficacy of using CTL in improving students' vocabulary and (2) students' perceptions of vocabulary acquisition through CTL at the eighth-grade students of SMAN 1 Panai Hilir. The research employed a pre-experimental method with a pretest and posttest design, with the intention of providing a systematic expression or description of the data collected from a pre-experimental investigation. All eighth-year students at SMAN 1 Panai Hilir constituted the target population for this investigation during the 2024/2025 academic year. A purposive sampling approach was used to draw a sample from the population, with the resulting sample comprising 25 students. The sample was drawn from the lower class, with a total of 25 students. The research instruments consisted of a vocabulary test and a questionnaire. The vocabulary test was designed to assess the students' comprehension of the material, while the questionnaire aimed to gauge their perceptions. The research yielded two key findings: a pretest and a posttest. The results of the statistical analysis revealed that t-test values ($21.823 > 2.064$) were significantly different before and after the CTL intervention, indicating an improvement in vocabulary acquisition. This finding supports the hypothesis that the CTL method is an effective approach to enhancing vocabulary skills in 8th grade students at SMAN 1 Panai Hilir.

Keywords: Teaching, Vocabulary, Contextual Teaching and Learning Method

I. INTRODUCTION

Reading is a crucial skill that must be developed from an early age. Goodman et al. (2003: 33) posited that learning to read is beneficial for several reasons. Firstly, it helps individuals develop their ability to learn and use new languages. Secondly, it fosters a greater understanding of the vocabulary required for effective communication. Thirdly, it enhances one's proficiency in written English. Finally, it provides a foundation for future study in an English-speaking context. Students who have mastered reading skills will find it easier to extract meaning from English texts due to their superior vocabulary in context. Furthermore, Harmer (1998: 63) asserts that reading provides numerous opportunities for students to develop their language acquisition. This is largely influenced by the socio-cultural value system in Indonesia, which places a greater emphasis on oral communication than on reading. In order to foster reading habits among students, educators in formal environments must employ various techniques to stimulate intrinsic and extrinsic motivation, particularly when teaching English texts. Reading is a pivotal skill in language acquisition and proficiency. In the act of reading, students are expected to gain a comprehensive understanding of the subject matter, as well as to demonstrate knowledge and familiarity with the content presented by a teacher in a given context. In contrast, comprehension entails a higher level of skill, requiring students to apply their understanding to individual passages or texts. The objective of reading comprehension

is to develop the ability to understand the text. Reading comprehension involves the ability to locate information within a text.

Reading is assumed to be an activity that increases knowledge. Reading develops the mind. It can be argued that reading is of great importance. For students to be interested in reading, they must develop their minds. In other words, reading is a window to the world.

The reading skill is of great importance in the field of education. Students must be exercised and trained in order to develop a good reading skill. Reading is therefore the most important language skill for the student who studies hard. By reading, the knowledge of the student will gradually be increased, and their ability in other language skills will also be developed.

Students will develop their reading in order to gain access to the content within the reading materials. Despite the importance of reading, many students still face significant challenges in comprehending English texts. The ability of students to comprehend English texts is influenced by a multitude of factors, including their prior knowledge, the techniques employed in reading instruction, and their motivation to engage with reading materials.

To develop reading proficiency, it is essential to engage with a diverse range of reading materials. In addition to developing their reading skills through formal education and assignments in various school textbooks, students should also read articles in newspapers or magazines. Reading extensively facilitates the acquisition of reading comprehension skills and leads to positive outcomes on reading assessments.

Reading is a crucial and indispensable skill for students, as it plays a significant role in their academic success. Those with poor reading skills are at a significant disadvantage in their studies, with a high likelihood of failing or experiencing significant difficulties in progressing. Conversely, those with strong reading abilities stand to benefit greatly from their ability to comprehend and retain information.

A multitude of factors influence students' reading abilities. One such factor is the strategies employed by teachers in the classroom. As English teachers, it is imperative that they employ appropriate strategies in the teaching of reading. There are numerous students who exhibit low reading skills, including a lack of vocabulary and an inability to comprehend the structure of the text. Even when students are not interested in reading, they often become bored and lazy when presented with certain types of text, particularly lengthy ones. Consequently, they are unable to comprehend the content of the text and answer questions related to it.

It is therefore evident that students will be unable to gain a good understanding of the text in question if they lack the requisite interest in reading. Furthermore, the reading material in question is unable to stimulate them to enjoy the content.

It is thus necessary to provide a solution that will make the students interested in reading. In the teaching of reading, the teacher should introduce unique stories as an alternative way to provide variation to the students in the teaching and learning process. There are numerous stories that students can read to enhance their comprehension abilities. One such example is the short story.

It is acknowledged that there are various pedagogical strategies that can be employed in the teaching of reading, including the use of visual aids, discussion, and the practice of problem-solving techniques. However, the focus of this research is on the efficacy of teaching reading through the use of short stories as a medium to develop the students' reading skills.

In light of the aforementioned background, the present study aims to identify the specific difficulties encountered by long-term English learners, with a particular focus on their reading abilities. Despite prolonged exposure to the language, many learners continue to grapple with fundamental aspects of reading, such as understanding the nuances of language patterns in written texts. This study seeks to investigate the potential benefits of engaging with short stories as a means of enhancing reading proficiency among learners.

Hypothesis

A hypothesis is defined as a provisional response to a research question until such time as the data obtained can be validated (Arikunto, 2010: 43). In light of this definition, the following hypothesis is proposed for this research project:

Ha = There is a significant effect of using short stories on reading skills.

II. REVIEW OF LITERATURE

Definition of Reading

Reading is a fundamental skill that must be developed by learners. It facilitates comprehension of the meaning of text learned in school, as stated by Tarigan (2008: 7), who defines reading as a process of interpreting the message of the writer through words or written languages.

In the contemporary era, the majority of individuals engage in reading without necessarily considering the process of comprehension. When queried about the content of the text they have read, they are unable to provide any meaningful responses. In order to gain an understanding of the text, it is necessary to engage in a process of comprehension.

In essence, reading is a beneficial activity, although the reasons for reading vary considerably. Individuals engage in reading for a variety of reasons, including to obtain information, to learn, or simply for entertainment. It is often asserted that the more one reads, the more knowledge one acquires. Reading can be both entertaining and informative. This assertion is not an exaggeration; rather, it is a well-documented fact. Regardless of the type of reading material, whether scientific, academic, or popular, the benefits of reading are numerous. By engaging in the act of reading, one can gain knowledge that will enrich and expand their understanding. Those who enjoy reading have the greatest potential for career advancement. In contemporary educational institutions, the value of reading has been underscored for students.

Cahyono (2011: 49) defines reading as "an activity aimed to understand the messages of a particular text." As is well known, reading is a developmental process. It is therefore the responsibility of teachers to assist pupils in developing the techniques necessary to infer the meaning of new words, to read for information and to enhance their comprehension of the structural signals. There are various techniques that can be employed in the presentation of reading lessons.

"Reading involves an interaction between readers' knowledge and interest, text variables, and the quality of teaching."

The Purpose of Reading

In his 2014 work, Anderson identifies three primary purposes associated with literacy: reading for pleasure, reading for information, and reading to gain new knowledge.

a) Reading to locate simple information and reading to skim

The ability to read for simple information is a fundamental aspect of literacy. The process can be defined as the act of searching for straightforward details within a text, which often involves recognizing the printed symbols that represent language. This process is often associated with the cognitive and emotional aspects of reading, as readers engage in intellectual and emotional responses to the text. The search for simple information is viewed by some researchers as an independent cognitive process in reading. In this context, we tend to scan text for specific information or specific words. As such, the search for simple information is a common practice in reading tasks and can be regarded as a type of reading ability in and of itself.

Similarly, reading to skim is essentially a combination of strategies for identifying the location of important information in a text and then employing basic reading comprehension skills on those segments until a general idea is formed. It can be argued that reading to search helps readers identify the information they require, which they do by scanning and skimming the text.

b) Reading to learn from texts

Reading to learn is a process that typically occurs in academic and professional contexts, where a person needs to learn a considerable amount of information from a text. The act of reading to learn typically entails a reading rate somewhat slower than that employed for general reading comprehension. This slower reading pace, which allows for reflection, memory, and understanding, serves to enhance the process of absorbing information.

c) Reading to intergrade information, write, and critique text

Reading to intergrade information necessitates the integration of multiple sources of information, which may be of varying importance, to form a coherent whole. This integration often requires a critical evaluation of the relative importance of different sources, as well as a discernment of their potential for complementarity, mutual support, or conflicting information. These skills necessitate critical evaluation of the information being read, allowing the reader to determine which information to intergrade and how to intergrade it for the reader's specific goal.

d). Reading to write (or search for information needed for writing).

It is evident that these skills necessitate a critical evaluation of the information that is being read. It is then up to the reader to decide which information to intergrade, and how to do so, in order to meet their specific goal. Reading for the purpose of writing (or searching for information needed for writing) is another example of reading to write.

Type of Reading

The act of reading is a multifaceted process that can be categorised into two primary types, namely intensive and extensive reading.

1) Intensive Reading

Intensive reading is defined as the act of reading shorter texts with the objective of extracting specific information. In intensive reading, students are expected to comprehend the entirety of the text and to respond to detailed vocabulary and comprehension questions. It can be reasonably assumed that this activity places greater emphasis on the ability to read for accuracy and detail. In this context, the process of scanning assumes a more prominent role than skimming. The reader is attempting to assimilate all the information presented, as in the case of reading the dosage instructions for a medication.

2) Extensive reading

Extensive reading is defined as the ability to comprehend the text as a whole, which necessitates an understanding of the individual components and their contribution to the overall meaning. This is typically done for personal enjoyment. This is a fluency activity, which primarily involves global understanding. For example, reading a newspaper, article, short story, or novel.

In a process known as skimming, the reader must first determine the subject of a text and then move their eyes rapidly over it, focusing on key elements such as the title, opening, closing, and first sentences of paragraphs. While doing so, the reader should assess whether the text contains the information being sought, and where within the text it can be found. The reader should also vary the pace and extent of their eye movement to locate specific items.

Kinds of reading

The results of these investigations have revealed a lack of consistency, largely due to differences in the personalities of the participants or the context in which the tests were administered.

1) Reading aloud

It provides an opportunity for students to gain experience in articulating sounds, a skill that can be further developed through repeated exposure. Such practice can facilitate children's early acquisition of language skills. Reading aloud is widely recognized as the single most important activity for language development.

2) Silent Reading

Silent reading is an essential skill for learners of English as a second language, as it allows them to practise their reading skills in a quiet, undisturbed environment. This type of reading facilitates more effective comprehension. This reading comprehension skill involves evaluating the written text and identifying its meaning. In the classroom, educators should emphasize understanding written text, discussing the meanings conveyed, and drawing inferences and conclusions. Additionally, they should facilitate students in articulating new ideas related to the texts they have read.

3) Reading fast

Reading fast can improve reading speed and comprehension. This is one of several techniques used to enhance one's ability to read, with the goal of comprehension depending on the type of reading material.

The Importance of Reading Technique

Reading is the means through which information from written sources can be obtained. Through reading activities, students can become motivated learners, not only during their studies but also outside of the classroom. Therefore, reading is an essential skill for students to achieve their academic success.

The process of reading can be complex and involves progressing from poor reading habits to those that are more effective. It requires a significant level of effort and focus. Rather than just being a visual process, reading involves a number of other cognitive skills. A competent reader must not only recognize a symbol, but must also comprehend the meaning of what is read, relate it to past experiences, project it into the future, and apply it to new situations. These abilities can be taught to enhance the student's reading abilities.

Students should be familiar with some basic reading techniques that they can employ in college-level reading assignments. They should understand how to use sub-heading techniques to facilitate their understanding of the reading material. In any reading task, students should have the flexibility to use these techniques. That is to say, the techniques should be chosen in an appropriate manner, in order to facilitate the student's rapid understanding of the reading material. Some reading techniques will be discussed in this section. Additionally, a scheme of comprehension process will be presented in order to describe the relationship between various elements of reading skills and good comprehension.

Reading Skill

If a lack of proficiency in reading skills is apparent, it is recommended that the reader engage in a reading skills program. Readers with a specific reading disability (also called dyslexia) possess average general intellectual abilities but exhibit well-below-average reading abilities. The profile of a reader with a specific reading disability is characterised by average to above average performance on simple perception tasks and letter identification tasks, but below average performance on the remaining reading tasks.

The four types of reading skills are skimming, scanning, intensive reading, and extensive reading. These skills are typically employed in an integrated manner when reading a text. For instance, a reader may initially skim the text to ascertain its relevance and then decide to read it in depth.

a) Skimming

Skimming is a method of reading that allows the reader to focus their attention on identifying the key points of a text. This method of reading involves a rapid overview of the text, identifying the main ideas and focusing on specific sections to gain an overall understanding of the material. Skimming requires concentration, vocabulary knowledge, and comprehension skills. Additionally, practice is essential for developing the ability to skim effectively and to meet specific reading objectives. Once these skills have been mastered and the aforementioned techniques have been practiced, it will become evident that skimming can also be employed as a means of reviewing the major ideas and concepts that have been previously studied in greater depth.

b) Scanning

Scanning is a style of reading that is adopted when the reader is aware of the specific information they are seeking and can therefore reject irrelevant content with minimal effort. The aforementioned quotation suggests that scanning is a reading technique that prioritizes the identification of key messages while disregarding superfluous information. This process of selective reading involves the rejection of irrelevant content, allowing readers to focus on the essential elements of a text.

Scanning is a valuable approach for rapidly locating specific pieces of information within a text. It enables readers to efficiently navigate through text, identifying the most pertinent details while bypassing unnecessary details. The process of locating a particular word, phrase, sentence, or fact with a selection is referred to as "scanning." This technique involves using scanning sight, such as figures, capitals, quotations, and underlines, to find specific information quickly.

c) Intensive reading

Intensive reading is a method that focuses on grammatical forms, discourse markers, and other surface structure details. This approach is used to gain a deeper understanding of the literal meaning, implications, rhetorical relationships, and other aspects of a text. Intensive reading may also entail a purely content-related approach initiated due to subject matter difficulty. Put differently, the objective of intensive reading is to achieve a comprehensive understanding of the text. Intensive reading is for recall or total accuracy. It represents a classical approach to reading that involves engaging the reader in detailed reading with specific learning and tasks. It pertains to the detailed content and linguistic study.

d) Extensive reading

Extensive reading is conducted with the objective of attaining a comprehensive comprehension of texts that are typically relatively lengthy (e.g., books, lengthy articles, and essays, among other formats). Most extensive reading is performed outside of class. Extensive reading is also to obtain global or general meaning from longer passages; using an extensive reading is to improve general knowledge. Extensive reading can be defined as the act of reading a substantial number of books or lengthy passages of text without a specific focus on classroom exercises designed to assess comprehension skills.

The basic of reading skill

The process of comprehending the information presented in a text leads to the construction of mental models, or conceptual representations, of the ideas expressed in the text. This understanding occurs throughout the reading process. According to Woolley (2011), reading can be defined as the act of identifying and interpreting a series of written symbols in order to extract their meaning, which can then be utilized to inform our decision-making. Reading can therefore be viewed as a skill that enables us to derive information from printed and written materials.

a) Pronunciation

The term "pronunciation" is defined as the utterance of any sound symbol or word. In the context of language comprehension, recognizing a word by its correct pronunciation facilitates the recall of its meaning. **Structural system**

Structural system is the part of a word that forms a unit of meaning or a sound. The unit may be part of an inflectional ending. It compounds the word, prefix, suffix, syllable.

b) Vocabulary

Vocabulary is a list of words in which a reader can find words to express the meaning.

c) Comprehension

Comprehension is the combination of knowledge in structure and vocabulary in which situation the knowledge.

Teaching Reading Strategies

In order for learners to develop effective communicative abilities, they must engage in active, self-directed involvement. Such involvement requires the utilization of a variety of strategies, which are not singular but rather a complex, creative sequence of events that learners employ in their learning process.

While teachers can provide learners with the purpose of reading or a study guide, ultimately, students must learn to focus independently. It is therefore recommended that students be guided through the process of identifying how they will direct their attention in the search section.

CTL (Contextual Teaching Learning)

A. Contextual Teaching and Learning (CTL)

The philosophy of CTL is grounded in the progressive philosophy of John Dewey, which posits that students will learn more effectively if the knowledge they are taught is related to what they already know. Furthermore, the teaching-learning process will be more productive if students are actively engaged in the learning process. In accordance with the tenets of contextual learning theory, the process of learning is contingent upon students (learners) integrating new information or knowledge in a manner that is meaningful within their own cognitive frameworks or reference points (their own inner worlds of memory, experience, and response).

Contextual Teaching and Learning is an instructional framework that is predicated on the philosophical tenet that students can effectively assimilate the academic material if they are able to discern the underlying meaning and relevance of the subject matter. Similarly, they are better able to grasp the significance of school assignments if the new information can be linked to their existing knowledge and experiences.

CTL is a teaching and learning approach that encourages educators to connect subject matter or content to real-world scenarios and motivates students to make connections between knowledge and its practical applications in their lives. Contextual Teaching and Learning (CTL) is a pedagogical approach that places a strong emphasis on the context of the subject matter being taught from the perspective of the students. CTL also places significant value on the importance of learning by doing. It is widely accepted that students will learn more effectively if they are also actively involved in the class activities. In the context of CTL, learning occurs only when students (learners) process new information or knowledge in a way that makes sense to them. CTL places an emphasis on the learning process, whereby knowledge is constructed rather than memorized. Furthermore, teaching is not merely a process of transferring knowledge to students; it is a dynamic and interactive process. Contextual learning, also known as Contextual Teaching and Learning (CTL), has gained significant traction among educators, with numerous studies demonstrating its efficacy in enhancing learning outcomes.

B. Definition of Contextual Teaching and Learning.

Contextual Teaching and Learning (CTL) is a pedagogical approach that situates learning within real-world contexts. It is based on the premise that students are more likely to engage with and

retain information if they can relate it to the situations they face in their lives as family members, citizens, and workers. CTL also emphasizes the hard work that learning requires, such as critical thinking, problem-solving, and communication. Contextual Teaching and Learning (CTL) is a pedagogical approach that places an emphasis on student engagement in the learning process. This approach encourages students to become active participants in their own education, facilitating the transfer of knowledge from the classroom to their daily lives.

CTL is a teaching and learning strategy that utilizes an integrated approach to curriculum design. This approach helps teachers to integrate the value of the lesson to the reality of the students' lives. This integration motivates students to apply the knowledge they gain in the classroom to their daily lives.

Isnaeni Astuti posits that cognitive theory has also influenced the philosophy of CTL. Students will learn most effectively if they are given the chance to be actively involved in the classroom and have the opportunity to engage in inquiry-based learning. The learning outcomes can be evidenced by the demonstration of real-world accomplishments. Learning is regarded as an effortful, intellectual activity, whereby students develop their understanding through introspection.

Furthermore, Johnson asserts that: Contextual teaching and learning (CTL) is an educational process designed to help students make meaning in their academic subject matter by contextualizing it within their daily lives. The CTL system encompasses eight key components to achieve this goal: meaningful connections, significant work, self-regulated learning, collaboration, critical and creative thinking, nurturing the individual, reaching high standards, and authentic assessments.

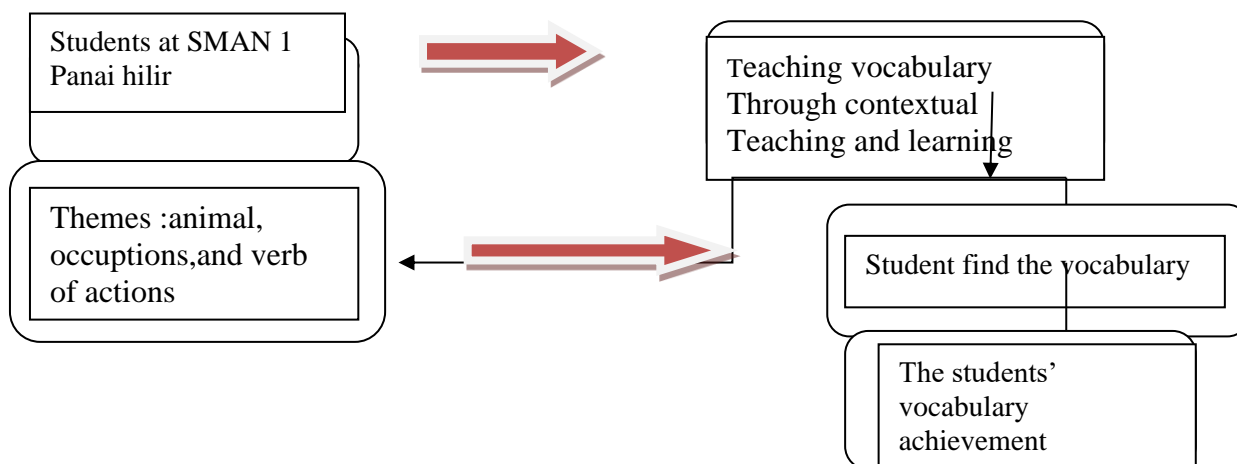
The contextual approach to learning is based on a constructivist theoretical framework. The objective is for teachers to present information in a way that enables students to construct meaning based on their own experiences, thereby fostering deeper understanding. Furthermore, John Breveton asserts that meaningful learning occurs when the teaching or learning process aligns closely with the student's actual lived experiences.

In essence, CTL is instruction and learning that is meaningful. This typically entails instruction being situated in context; however, for more advanced students, meaningful learning may also occur at an abstract and non-contextual level.

From the definitions above, it can be concluded that Contextual Teaching and Learning (CTL) is a teaching and learning approach that facilitates students' comprehension of their subject matter in a real-world context.

Conceptual Framework

Vocabulary is a fundamental aspect of language. In the context of vocabulary instruction, there are numerous pedagogical approaches that can be employed. In the current study, the researcher employed CTL to enhance vocabulary acquisition, with a specific focus on its effectiveness in facilitating vocabulary acquisition. The underlying conceptual framework of the study is illustrated in the following diagram.



III. METHOD OF RESEARCH

Research Design

In conducting this research, an experimental design was employed. This entailed the formation of two groups, namely, an experimental group and a control group. The experimental group was instructed using a narrative approach, while the control group received their instruction without the use of short stories. Both groups participated in a series of pre-test and post-test assessments. The research procedures are outlined in the following section.

Table 1. Design of Research

Group	Pre test	Treatment	Post test
experimental	✓	Teaching reading skill by using short stories	✓
Control	✓	Teaching reading skill without short stories	✓

Technique of Collecting Data

The research will utilize a test to assess students' reading proficiency. The test was developed by a teacher based on the curriculum materials taught to the sample. In data collection, the researcher employed the following techniques:

Pre- Test

Prior to the administration of the test, a pretest was conducted to ascertain the students' previous knowledge or beginning ability. The students were randomly assigned to one of two groups, designated as Group A and Group B, for the reading section. After the test was administered and completed, the answer sheets were collected and scored by the researcher.

Treatment

Following administration of the pre-test, the subject will be administered the Creswell treatment, as detailed in Creswell (2008, p. 301). The aforementioned treatment will be administered to the subject following completion of the pre-test. In order to ascertain the impact of short stories on reading proficiency, the experimental class underwent instruction in reading skills through the utilisation of short stories.

Table 2. Treatment For Experimental Group and Control Group

No	Experimental group	Control group
1	Greeting to the students	Greeting to the students
2	The teacher asks the students' opinion about the topic (describing people) based on their experience in daily life. The teacher divides class into some groups.	The teacher asks the students' opinion the topic (describing people) based on their experiences in daily life.
3	The teacher give the text and instructs the students to reading aloud and memorizing the text.	The teacher gives the text and instructs the student to read the text
4	The teacher instructs the students' to retell the information and writes the information in the whiteboard.	The teacher gives a test for the students.
5	The teacher gives some question related to he material for the student and gives a test for the students and then discusses the material in small group discussion.	

Technique of Analyzing the Data

In order to ascertain the discrepancy in the scores of the test between the experimental and control groups, the researcher employs the t-test formula.

$$t = \frac{M_X - M_Y}{\sqrt{\left(\frac{X_1^2 + X_2^2}{N_1 + N_2 - 2}\right) \left(\frac{1}{N_2} + \frac{1}{N_1}\right)}}$$

Where:

t = total score

M_X = the mean of experimental group

M_Y = the mean of control group

X₁² = standard deviation of experimental group

X₂² = standard deviation of control group

N₁ = the total sample of experimental group

N₂ = the total sample of control group

IV. RESEARCH RESULTS AND DISCUSSION

This chapter is divided into two main sections: findings and discussions.

A. Results

The results of this study are presented in a statistical analysis of the data. The data set comprises the students’ scores in the pre-test and post-test, the classification percentage of students’ scores in the pre-test and post-test, the mean score and standard deviation of the students’ pre-test and post-test scores, and the analysis data of the questionnaires.

In addition to displaying the mean score for each subject on the vocabulary test, the researcher also presents the total mean score and standard deviation for the pre-test and post-test, and then compares both. The results can be presented in a table of descriptive statistics as follows.

Table 3. The mean score and standard deviation of pre-test and post -test Descriptive statistic

	N	Minimum	Maximum	mean	Std.deviation
Pretest	25	5,00	17,00	11,5600	3,55996
Posttest	25	18,00	27,00	27,00	2,76767
Valid N (listwist)	25				

The data presented in Table 3 indicates a standard deviation of 3.55 in Pre-test and a standard deviation of 2.76 in the Post-test. Additionally, the mean score of the students in the Pre-test was 11.56, while the mean score of the students in the Post-test was 22.92. These findings demonstrate that the mean score of students in the Post-test was higher than the mean score of students in the Pre-test. The results indicate a positive impact of contextual teaching and the learning method in vocabulary acquisition.

Analysis the hypothesis of acceptability

To ascertain whether the pre-test and post-test results exhibited statistically significant differences and to evaluate whether the proposed hypothesis could be accepted, the researcher utilized a statistical test and calculated the results using SPSS 21. The results are provided in the following tables:

Table 4. The paied samples statistic of pre-test and post-test Paired samples statistics

	Mean	N	Std.deviation	Std.error mean
Pair 1 postest	22,9200	25	2,76767	,55353
Pretest	11,5600	25	3,55996	,71199

Paired samples correlations

	N	correltion	Sig.
Pair 1 post-test and pretest	25	,516	,008

The table presents the results of paired samples statistics for the pre-test and post-test. These results indicate that the value of standard deviation in the pre-test was 3.55996, while the value in the post-test was 2.76767. In addition, the standard deviation error in the pre-test was 0.71199, while in the post-test it was 0.553533. The aforementioned table also indicates that the mean score in the pre-test was 11.6, while in the post-test it was 22.92. It can be concluded that the students' scores improved from 11.5 to 22.9.

The table of the paired sample correlations of the pre-test demonstrates a correlation coefficient of 0.5, indicating a significant relationship between the students' ability to teach vocabulary through contextual teaching and learning prior to and following the treatment period.

Table 5. Distribution frequency of students questionnaire

score	frequency	Percentage
29	3	12%
30	2	8%
31	4	16%
32	5	20%
33	9	36%
34	2	8%
=796	N=25	100%

A review of the data in the table reveals that the two students with the highest scores were awarded a 34, while the remaining three students received the lowest possible score of 29, representing 8% and 12% of the total number of students, respectively. The remainder of the students achieved the following scores: 33, which was attained by 9 students (36%), 32 by 5 students (20%), 31 by 4 students (16%), and 30 by the last 2 students (8%).

B. Discussions

1. Vocabulary Test

This section presents the findings of the data analysis. This section discusses the use of contextual teaching and learning methods in improving vocabulary among eighth-grade students at SMAN 1 Panai Hilir, from the pretest to the posttest.

A statistical analysis of the students' vocabulary test data revealed that the t-count (t0) with a value of 17.823 was higher than the t-table (tt) with a value of 2.064, with a degree of freedom (df)

of 24 and a level of significance of 0.05. This indicates that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This indicates a significant difference between the results of the pre-test and the post-test.

In the pretest, the researcher instructed the students to identify the word by filling in the blank, matching the word from simple sentences, and selecting the appropriate answer from multiple choices to obtain a score. The research involved a test comprising three items based on thematic teaching vocabulary. Each item comprised ten vocabulary words. Thus, the total number of tests is 30. Each response is awarded a single point. A score of 10 is awarded to students who correctly answer 10 vocabulary items. The results demonstrated that 12 (48%) students achieved a poor classification in the pretest, while 11 (44%) students demonstrated a very poor classification, with a total of 20 students participating. The mean score of the students was found to be low (11.56). In the pre-test, the lowest possible score was 5.00, while the highest possible score was 17.00.

In light of the analysis of the classification of students in the pretest and the mean score, the researcher concludes that the students' vocabulary skills remain low. The students demonstrated a lack of proficiency in vocabulary. The value of the students' correct answers can be observed. The majority of students demonstrated confusion when taking the vocabulary test. On occasion, students may recall a word but lack an understanding of its meaning. Similarly, they may be aware of both the meaning and the word but lack the ability to apply it in a sentence. Furthermore, there are instances where students may be familiar with a word in Indonesian but are unable to recall it in English.

Following the administration of the pre-test, the researcher proceeded to implement the treatments. The researcher conducted the experiment four times. In the treatment, the researcher elucidated the vocabulary based on the themes of animals, occupations, and verbs of action. In the course of the treatments, the majority of students were encouraged to study through the use of a contextual teaching and learning method. However, during the course of the treatments, the researcher also identified several issues. Some students provided responses in Indonesian rather than English, while others demonstrated difficulty in spelling and pronouncing English words.

In the post-test, the researcher administered the same vocabulary test as in the pre-test, but with different questions. The students were required to identify the word in question by filling in the blank, matching it to a simple sentence, and selecting the appropriate response from a multiple-choice set of options. The post-test was conducted following the administration of four treatments to the students. The objective was to obtain the students' scores in the post-test and to ascertain their vocabulary improvement. The results of the post-test indicated that no students were classified as having achieved poor or very poor performance. Five students were classified as having achieved fair performance, while five more were classified as having achieved average performance. The remaining students were classified as having achieved good or very good performance. The mean score for the students in the post-test was 22.92. The lowest possible score on the post-test was 18.00, while the highest possible score was 27.00.

It can be concluded that the CTL method facilitates vocabulary learning, encouraging students to engage in the process and adopt a more creative and collaborative approach. This, in turn, challenges them to expand their vocabulary and knowledge, ultimately leading to enhanced information and knowledge acquisition. The CTL method also fosters interest in the learning process, creating enjoyable learning experiences.

To illustrate the differences in students' vocabulary test results, the researcher presents the following analysis:

Low Score

The results of the vocabulary test revealed a wide range of scores among the students. Some students achieved low scores, and the researcher selected three students as representative examples of this group. These students were Respondent 8, Respondent 10, and Respondent 16.

In the pre-test, there were 30 questions in three sections. Respondent 8 scored 7, Respondent 10 scored 6, and Respondent 16 scored 5. The students demonstrated an inability to answer the questions correctly, as evidenced by the low value of their correct answers in the pre-test. This

suggests that they lacked the requisite vocabulary or knowledge to answer the questions correctly. However, they began to demonstrate an understanding of how to answer the questions based on their new knowledge in the post-test. This is evident from the higher value of their correct answers in the post-test. R8 scored 19, R10 scored 20, and R16 scored 21. The results indicated that the students demonstrated improvement in their vocabulary skills, despite their scores being classified as low. Upon analysis of their responses to the vocabulary test, the researcher observed that they exhibited limited critical thinking, lacked understanding of the meaning of words, and were less active in the treatment. Consequently, it was not unexpected that they were classified as low scorers. However, with more practice, they could potentially improve their knowledge and understanding of vocabulary..

Medium Score

In addition to the students with low scores, there were also those classified as medium. Some students scored higher than others. The researcher selected three students as examples: Respondent 2, Respondent 21, and Respondent 24. These students also demonstrated difficulty answering questions correctly in the pre-test. This is evident from the value of correct answers in the pre-test. The scores for Respondent 3, Respondent 20, and Respondent 15 were 12, 12, and 9, respectively. Of the 30 questions, they only answered a portion of them. Additionally, they demonstrated a lack of vocabulary and comprehension. The students demonstrated an ability to answer questions based on their newly acquired knowledge in the post-test, as evidenced by the increase in the number of correct answers. Respondent 3 achieved a score of 22, Respondent 20 scored 20, and Respondent 15 scored 24. This improvement in vocabulary test scores indicates that the students have the potential to develop their skills further through continued practice.

Upon analysis of the students' responses to the vocabulary test, it was evident that their cognitive abilities were of a medium level. They demonstrated a lack of understanding of the words and an inability to integrate them into appropriate sentences. It is evident that they require guidance in identifying the functions of words, which will facilitate their understanding and subsequent improvement in vocabulary skills.

High Score

The final classification was that of the highest scores. In this classification, the researcher also selected three students as examples: Respondent 5, Respondent 9, and Respondent 24. These students were included in the highest score category. In the pre-test, there were 30 questions in three items. While these students demonstrated a level of performance that was not significantly below that of their peers, they still exhibited difficulty in answering the questions correctly. This can be observed by the value of the correct answers in the pre-test. The scores for Respondent 5, Respondent 9, and Respondent 24 were 17, 16, and 10, respectively. These scores were still relatively low compared to the high scores achieved in the pretest, indicating that the respondents still lacked vocabulary. However, in the post-test, they demonstrated a notable improvement, with scores of 27, 26, and 26, respectively. The researchers concluded that the students demonstrated improved knowledge and understanding of vocabulary skills, as evidenced by their performance on the vocabulary test.

Upon analyzing the students' responses to the vocabulary test, the researchers observed that the students demonstrated a high level of cognitive engagement. This was evidenced by their performance on the pre-test, where they exhibited a lack of understanding of the test items and the characteristics of the words presented. Once the students had acquired an understanding of the vocabulary materials, they found the tests to be less challenging. Consequently, they were classified as high scorers and demonstrated an ability to comprehend vocabulary at a high level.

The results indicate that students are not inherently incapable of learning; rather, they require a teacher who can foster a positive and motivating classroom environment, serve as a role model, provide opportunities for active engagement, and facilitate practice. The materials provided and the method employed in the teaching-learning process are of paramount importance. In fact, the researcher believes that CTL helps students to gain knowledge by understanding the meaning of

learning and also provides students with the opportunity to practise the language they have already learned in a free situation through their experiences. It is evident that students will learn more effectively when they are actively engaged in learning activities. This allows them to develop their skills, particularly in vocabulary, which includes knowing many words with their meanings, spellings, and pronunciations. Therefore, the Contextual Teaching and Learning (CTL) method is an effective approach to enhance students' vocabulary abilities.

A comparison of the pretest and posttest results reveals that none of the students achieved an excellent score on the pretest. In the pretest, 2 students (8%) achieved an average score, while 12 students (48%) achieved a fair score and 11 students (44%) achieved a very poor score. In contrast, the posttest demonstrated a significant increase in students' scores, with 5 students (20%) achieving a fair score, 5 students (20%) achieving an average score, 11 students (44%) achieving a good score, and 4 students (16%) achieving a very good score. These results indicate that the students' vocabulary skills improved after the treatment. No students were classified as "very poor" or "poor." Five students (20%) were categorized as "fair," five students (20%) as "average," 11 students (44%) as "good," and four students (16%) as "very good." These results indicate that the students' vocabulary skills improved following the intervention.

Analysis of Questionnaire

This research presents the results of data analysis from a questionnaire. Based on the results of the questionnaire, the students' responses to learning vocabulary through contextual teaching and learning (CTL) were positive, indicating that the majority of students were interested in learning vocabulary through this method.

Learning vocabulary through contextual teaching and learning is an effective and engaging approach that can be applied in the classroom. Furthermore, this method facilitates the acquisition of vocabulary through contextualization, thereby enhancing the students' comprehension of the knowledge and skills they have acquired. By applying this method, students can be motivated to engage with the lesson material more effectively.

Additionally, the students' responses to learning vocabulary through contextual teaching and learning can be gauged through their responses to the questionnaire. A content analysis of the students' responses to the technique applied in class by the researcher in this research revealed that 84% of students strongly agreed with the technique, while 16% agreed. The students' responses indicated a positive attitude towards the technique, with many choosing positive responses to all statements.

The researcher conducted a content analysis of the students' responses to the questionnaire, which provided insight into the students' attitudes towards the technique. The majority of students selected the agree and strongly agree options. The researcher concludes that the students in the eighth year of SMAN 1 Panai Hilir exhibited positive responses to learning vocabulary through the contextual teaching and learning (CTL) method. Based on the researcher's observations, several factors may have contributed to the students' positive attitudes. The students expressed interest in learning vocabulary, felt compelled to enhance their vocabulary skills, and were motivated to learn vocabulary. Furthermore, the contextual teaching and learning (CTL) method facilitated the acquisition of new knowledge, as evidenced by the students' ability to comprehend the meanings of unfamiliar terms. Furthermore, the students demonstrated a growing interest and engagement in the learning process. Upon reflection, the researcher postulates that vocabulary learning is not merely about acquiring a vast array of new words; it is also about understanding them through one's experiences and enjoying the learning journey. This approach facilitates the ease of learning and retention of the acquired knowledge.

This assertion is supported by the theoretical framework of the Contextual Teaching and Learning (CTL) Method, which posits that: Contextual Teaching and Learning (CTL) is an approach to teaching and learning that helps teachers integrate the value of the lesson to the reality of the students. This study motivates students to integrate the knowledge they gain in the classroom and

apply it to their lives. The researcher also demonstrated that the CTL method can improve students' vocabulary at the eighth-grade level at SMAN 1 Panai Hilir by administering a test, conducting a treatment, and formulating a hypothesis. This indicates that the CTL method is an effective approach for enhancing students' vocabulary skills and that the learning process is both productive and meaningful.

V. CONCLUSIONS

The implementation of the research methodology known as Contextual Teaching and Learning (CTL) has been demonstrated to enhance the quality of the English language teaching and learning process, particularly in the area of vocabulary acquisition. The application of CTL facilitates the comprehension of word meanings and the contextual use of words. Furthermore, students become more active, more enthusiastic, more interested, and more motivated in learning new words.

The improvement in students' vocabulary skills was evidenced by the results of the tests. The mean score of the post-test (22.92) was found to be greater than that of the pretest (11.56). The data were analyzed using the (tt) standard of significance at the 5% level with a degree of freedom (df) of 24. This yielded a t-value of 2.064 and a standard of significance of 0.05. The result of t_0 (t-count) was 17.823. The researcher then proceeded to interpret the result, concluding that t_0 (t count) is greater than t_t (t table), specifically $17,823 > 2,064$. Moreover, it is evident that the students' vocabulary skills have improved throughout the course of the study. The students' vocabulary skills underwent a gradual transformation throughout the course of the treatment. Initially, the students exhibited a limited vocabulary, but they subsequently demonstrated an improvement in their abilities following the implementation of a contextual teaching and learning (CTL) method. This indicates that there was a notable discrepancy between the students' abilities before and after the treatment. Consequently, the researcher concludes that contextual teaching and learning is an effective method for improving students' vocabulary.

The students demonstrated a positive response to the contextual teaching and learning (CTL) method, which proved to be an effective approach for improving their vocabulary. The responses to the questionnaire items provide evidence of this. Items 1 and 3 were related to the interest and ease of understanding of vocabulary learning. The students indicated that they found the contextual teaching and learning (CTL) method to be an effective approach to vocabulary improvement.

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