STUDENTS' RESPONSES TOWARD THE USE OF CONTEXTUAL TEACHING AND LEARNING

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Abstract

In language learning, vocabulary plays a critical function. Learning to read, talk, write, and listen requires a strong vocabulary. People can't communicate or convey their feelings if they don't have a large vocabulary. These are the basic elements of English subjects. Vocabulary mastery is key for students to understand what they hear and read, and to communicate successfully with others. The purpose of this research is to identify students' responses toward conyextual teaching and learning (CTL) in teaching vocabulary. This research used descriptive qualitative. The participants of this research are seventh grader of SMPN 2 Cipatat which consisted 30 students. This research used questionnaires as an instrument. The results of the analysis revealed that students responded positively to CTL. The respondents agree that CTL can help students improve vocabulary and made the students more active and interest in teaching learning process.

Keywords: Vocabulary; Contextual Teaching Learning (CTL); Students' Responses

INTRODUCTION

In language learning, vocabulary plays a critical function. "vocabulary was one of the most important aspects for foreign language" (Richards, at all, 2001:20) cited in (Misteni & Baehaqi, 2015). Effective communication needed a large vocabulary. Learning to read, talk, write, and listen requires a strong vocabulary. People can't communicate or convey their feelings if they don't have a large vocabulary. These are the basic elements of English subjects. Vocabulary mastery is key for students to understand what they hear and read, and to communicate successfully with others. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001) cited in (Alqahtani, 2015). Furthermore, vocabulary mastery is a valuable skill of knowledge about a set of words that learners are familiar with as part of a given language. The knowledge they gained from mastering language can be used to communicate or share their ideas with other students by providing their opinion or suggestion, and this will make the class more active and alive. One of the difficulties in teaching vocabulary is that students are week in vocabulary. Students still have difficulty in understanding the instructions and materials when the teacher uses English language. Understanding vocabulary is widely regarded as a important component of the language learning process or the improvement of one's abilities in a language that has already become mastered. Vocabulary learning is more than the study of individual word (Anuthama, 2010). Many people considered vocabulary building to be an interesting and educational activity, and students are frequently taught new words as part of certain topics. It will automatically support achievement if a student has an adequate vocabulary of English and the teachers are attentive to effectivec for teaching vocabulary. Teachers can use an effective method to increase students' interest and enthusiasm in order to solve problems and improve the vocabulary. The writer believes that the effectiveness of the teacher's method impacts the students' ability to learn and motivation. Because the majority of students still find traditional

English teaching to be monotonous. Contextual Teaching and Learning (CTL) is one technique that can help students overcome their vocabulary problems. CTL is a type of learning that is derived from daily lives so that students can establish connections between what they are learning and what they are doing in their daily lives. According to Muslich (2007:41) cited in (Aziz & Dewi, 2019) Contextual teaching and learning is a learning concept which helps teacher to relate learning material to concrete students' world, and support students to connect between knowledge which they have and its application in their daily life. Learning technique have a significant impact on classroom teaching and learning activities, such as the teacher's process becoming connected to student life, allowing students to more easily apply the material they learn in real life, whether at home, school, or in the general world.

Based on the explanation above, contextual learning is a technique used by teachers during the learning process, where the students are encouraged to make connections between their knowledge and apply it in everyday life so that students can learn easily.

According to Satriani, et al (2012) cited in (Ismail, 2018) there are three beneficial of using CTL those are;

    a. Contextual teaching and learning motivates the learner to take a charge of their own learning and to relate between knowledge and its application to the various contexts of their lives.

    b. It can produce the process of learning more meaningful because the students can enjoy their own learning by doing the practical activity.

    c. It can make students easily remember, recall and understand the material.

These strategies are the teaching and learning strategies that deal with the concept of contextualization proposed by (Crawford, 2001). Relating, Experience, Applying, Cooperating, Transferring. Five classifies the strategies as the contextual teaching strategies:

    a. Relating is the first stage of this strategy, in this stage students are encouraged to connect the subject to their personal experiences; this stage supports students in creating their own knowledge by relating subjects to personal experiences; students will learn in the context of real-world experience.

    b. Experiencing, at this stage, the teacher helps Students gain new knowledge and arrange direct experience in class, allowing students who have no previous experience with the material to explore and comprehend it. Students focus on exploration, discovery, and creativity in this useful experience for students who need on new concepts.

    c. Applying strategy, at this stage The teacher is responsible for creating relevant exercises for students; learning must be given in a helpful context; students learn by applying concepts; examples of activities that can be done include problem solving. The teacher can use it to motivate students by giving them realistic and relevant exercises.

    d. Cooperating strategy, this stage Students are encouraged to improve communication and cooperation skills, as well as confidence, through interpersonal communication with other students. These students can learn by giving their thoughts, replying to others, and maintaining communication with them, as well as by being educated by others. Individual learning can be used to solve complex challenges when working in groups.

    e. Transfering strategy is the last stage in this strategy, this stage helps students apply their information in new contexts in their life; students learn through applying their knowledge in new situations.

METHOD

This research used a descriptive qualitative method to identify students' responses to teaching vocabulary. According to Bogdan and Biklen (1984) cited in (Lelawati et al., 2018) qualitative research has the natural setting as the direct source of data and the researcher is the key

instrument. The data will be provided in the form of descriptive data, that will describe particular conditions as clearly as possible. This research was performed out at a junior high school in Bandung Barat. The subjects in this research were 31 seventh-grade students. The researcher uses a questionnaire to collect data to identify the responses of the students.

RESULTS AND DISCUSSION

Results

The researcher discusses the research results obtained through a set of questions in this section.. To find out the researchers of learning through contextual learning, observing the teaching and learning process in class VII C. There are 30 class VII C students, 2 students were absent. Researchers classify student responses to a questionnaire form in order to determine the actual number of student responses on the sheet. The researcher can determine the students' opinions based on these data. The questionnaire consists of 10 questions. The questionnaire is described in the following table:

No	Question	Answer choices				
		Strongly agree	**Agree**	**Neutral**	**Disagree**	**Strongly disagree**
1	I am motivated to learn vocabulary using the CTL method in online learning	11 (37%)	13(43%)	6 (20%)		
2	The CTL method makes it easier for me to understand the material being taught in online learning	2(6%)	18(60%)	8(27%)	2(6%)	
3	I feel more confident in expressing my opinion using the CTL method in online learning	3 (10%)	10 (33%)	13(43%)	4 (14%)	
4	I find it difficult to learn vocabulary using the CTL method in online learning.	2 (6%)	5(17%)	8 (27%)	12(40%)	3 (10%)
5	Using the CTL method can increase my activeness in learning vocabulary in online learning	5(17%)	16(53%)	9(30%)		
6	I have more mastery of vocabulary by applying the CTL method in online learning	4(14%)	16 (53%)	8 (27%)	2 (6%)	
7	I enjoy learning vocabulary using the CTL method in online learning	4 (14%)	16 (53%)		8(27%)	2(6%)

Discussion

The results of the above questions are interpreted as follows:

The results of the first question showed that 37% responses were strongly agree, 43% resposes were agree and 20% responses were neutral related to the positive responses toward students'motivation in learning vocabulary using CTL in online learning. The second question showed that 6% responses were strongly agree, 60% responses were agree, 27% responses were neutral and 6% responses were disagree related to the positive responses toward students' understanding in learning vocabulary using CTL in online learning. The third question showed that 10% responses were strongly agree, 33% responses were agree, 43% responses neutral and 14% responses were disagree related to the positive responses toward students' confident in

learning vocabulary using CTL in online learning. The fourth question showed that 6% responses were strongly agree, 17% responses were agree, 27% responses were neutral, 40% responses were disagree and 10% responses were strongly disagree related to the negative responses toward students' difficulties in learning vocabulary using CTL in online learning

The fifth question showed that 17% responses were strongly agree, 53% responses were agree and 30% responses were neutral related to the positive responses toward students' active in learning vocabulary using CTL in online learning. This indicates that students' active participation also be able to make an active learning (Nurmalasari & Apsari, 2019). The sixth question showed that 14% responses were strongly agree, 53% responses were agree, 27% responses were responses were neutral and 6% responses were disagree related to the positive responses toward students' more mastery in learning vocabulary using CTL in online learning. The seventh question showed that 14% responses were strongly agree, 53% responses were agree, 27% responses were disagree and 6% responses were strongly disagree related to the positive responses toward students' enjoy in learning vocabulary using CTL in online learning. From the data above, students reacted positively to the CTL method used during the learning process 58%. The majority of the students improved their vocabulary learning. The students get many benefit in applaying contextual teaching and learning in vocabulary, by using contextual teaching and learning method students can encurage to find out some new way, especially vocabulary.

CONCLUSION

Based on the discussion above, the researcher concluded that students gave 58% positive responses to the use of contextual teaching and learning in the learning process, as shown by the results of the student questionnaire.. It may be concluded that students can be encouraged to learn in new ways by adopting contextual teaching and learning methods. This is especially relevant in terms of vocabulary.

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