

## **IMPROVING VOCABULARY MASTERY OF JUNIOR HIGH SCHOOL STUDENTS THROUGH CONTEXTUAL TEACHING AND LEARNING STRATEGY**

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### **Abstract**

This research is a pre-experimental research that was conducted to prove whether using the Contextual Teaching and Learning Strategy effectively improves vocabulary mastery of the grade VII students of Junior High School in Balaesang. The sample of the research was 29 students that were chosen using the cluster random sampling technique. The researcher applied two instruments, namely, a test and a non-test. The test involved pre-test and post-test; meanwhile, the non-test consisted of observation. The data analysis results indicate that the research hypothesis is accepted. The mean pre-test score is 36.27, while the mean post-test score is 71.17. The coefficient of these tests is 34.90. It shows that there is an improvement in students' mean scores. Then through a test, this is a different significance of pre-test and post-test. In short, the Contextual Teaching and Learning Strategy effectively improved the vocabulary mastery of grade VII of Junior High School students in Balaesang.

Keywords: Vocabulary mastery, CTL Strategy, Junior High School Students.

### **BACKGROUND**

Vocabulary is the entire words in a language that contains information about their meaning. It supports the communication process and is used to arrange sentences. If someone lacks vocabulary, they will struggle to express their ideas and find it hard to interact with others. Manangkari (2018) states that students who develop many vocabularies in their brains will easily select words on certain occasions. Therefore, vocabulary is essential in learning any foreign language because it can be used to understand the meaning of the message he or she wants to convey.

Vocabulary mastery turns out to be a common problem for students of Junior High Schools in Indonesia, since they get English subjects formally for the first time. The general problem was that the students did not understand the word's meaning. They

likewise can not communicate their thoughts; for example, when the teacher deliver a question to the students about things around them, they just answered chair, house, and water. They could not mention more than three words. Some students could not understand when the teacher asked students to do something in their classroom. This situation shows that students did not understand what their teacher stated.

The teacher's way of teaching vocabulary affected the mastery of the students. Many language teaching strategies can be selected for teaching English as a foreign language, especially in teaching vocabulary. CTL, contextual teaching, and learning are appropriate strategies to improve vocabulary mastery. It is a strategy that makes the students able to relate the content from the material they get in the

class with the context of their daily lives so that they can be active, and it affects the teaching and learning process to be productive.

The use of CTL in the teaching and learning process generates a positive attitude toward learning English. Contextual teaching and learning can give much comprehension to the students. It encourages the students to work in teams. They will try to collaborate with other students to rehearse the language together. By this, students are projected to have a decent enhancement in vocabulary mastery.

Based on the background described, this research was then conducted. The objective is to improve the vocabulary mastery of grade VII students of Junior High School in Balaesang. The research question formulated is “can the use of Contextual Teaching and Learning Strategy improve the vocabulary mastery of grade VII of Junior High School students in Balaesang?”

### **Vocabulary and Its Classes**

Vocabulary is the most fundamental part language learners first encounter in their studies. Vocabulary, which for many people is defined as single words, is also often interpreted as unusual or extraordinary words that usually attract attention (Carter, 2012). These single words would be easier to be used by language learners if they understand the classes or what is commonly known as part of speech.

The number of parts of speech in English varies according to experts. Haslam (2019) explains that the parts of speech most helpful in teaching English are nouns, adjectives, pronouns, verbs, adverbs, prepositions, conjunctions, and determiners. While for this research, the targeted improvement is expected on nouns, verbs, and adjectives.

#### **1. Nouns**

A *noun* is a word assigned to name something. It refers to a word or a group of

words that illustrate the name of a person, place, thing, or idea. Dykes (2007: 2) states that a noun is the name of a thing; everything that exists has a name, whether you can see it or not." Nouns can be classified into two forms, namely: countable and uncountable forms and concrete and abstract forms.

#### **2. Verbs**

A verb refers to a word that indicates an action or activity to do. In addition, Carthy and Hariyono (2008: 160) state, “A verb is a word which is used to say about a person acting or a thing does. Verb can be classified by kind, or form according to the function and by its types”.

#### **3. Adjectives**

An adjective is used to modify nouns and pronouns. Seaton and Mew (2007: 52) state, “Adjective is describing word. It tells you more about a noun. An adjective usually appears before the noun it describes. Sometimes, taught, the adjective appears after the noun, later in the sentence”. It means an adjective is a word that describes or modifies a noun.

### **Teaching English Vocabulary**

Teaching English vocabulary is a procedure or a way to make students acquire vocabulary presented by the teacher. A good teacher should teach vocabulary to the students with appropriate strategies. The goal of teaching vocabulary is to make the student master words with their meaning so that they can express their ideas. The more vocabulary the students own, the easier for them to improve their four language skills. It means that teaching vocabulary is an essential aspect of teaching English.

Vocabulary is an essential part when starting to learn a second language. There are some principles in teaching vocabulary, such as giving attention the useful vocabulary, using appropriate ways, and giving students responsibility to learn words. It means the teacher must use it to be

effective in the teaching-learning process and students achieve the target language.

### **Contextual Teaching and Learning**

Contextual Teaching and Learning make the students understand after learning the material, and they can remember what they learn in the class. However, it is necessary to remember the fundamental understanding of this approach. The contextual approach is the foundation viewpoint of constructivism, specifically, the education philosophy that stresses that learning is not only regarding memorizing (Suryawati & Osman, 2018). In CTL, students need to understand first the case a teacher gives; if they do not, they can ask the teacher to clarify the task instruction (Panjaitan, 2018). The idea of CTL encourages students to connect knowledge to how it can be applied to their lives as family members, citizens, and workers and to put in the effort necessary for learning. It also helps teachers connect subject matter content to real-world circumstances.

The CTL is a form of learning strategy that, according to Tari and Rosana (2019), highlights the process of student engagement to identify acquired material and relate it to real-life circumstances to be implemented in their lives. Students learn how the knowledge and skills connect to their life, either now or in the future, through the use of contextual teaching and learning. Contextual Teaching and Learning aims to motivate and encourage students to learn better based on context. So the students can understand life situation, identify and solve problems effectively, make wise decisions, and think creatively. When the students understand the true purpose of new tasks and content, they might perform better. When they can relate the intellectual material from their classes to their everyday experiences, they begin to find meaning.

### **The Principle Elements of Contextual Teaching and Learning**

The Contextual Teaching and Learning method has some key components that require attention. Constructivism, questioning, inquiry, modeling, learning communities, reflection, and authentic assessment are these key elements. Muslich (2011: 43) defines the seven principles of contextual teaching and learning as follows:

1. Constructivism: a process that evolves the student's knowledge, which learning process can be meaningful when the students find and build their knowledge in a new creates.
2. Questioning: a basic of Contextual Teaching and Learning. Questioning can encourage the students to know something by asking questions about the topic or a problem that will be learned.
3. Inquiry is a learning process in which the teacher observes, investigates, and analyzes the student's condition. Inquiry is essential in the generation and transmission of information.
4. Learning Community is an situation where the students are requested to work together to solve a problem. In a learning community, the students can create a condition where they can study together and help the other students.
5. Modeling: a learning process by displaying something as an example that another student can replicate. The best way to learn will not just be enough with instruction from the teacher to students or from one student to another, but it must be directly demonstrated in front of the students. In other words, there will be a learning model for students.
6. Reflection: an activity when an experience is recalled, considered, and assessed, usually concerning a wider resolution.
7. Authentic assessment: gathering data to demonstrate students' learning enhancement.

The seven principles of contextual teaching and learning elements are fundamental when the teacher applies this strategy in the teaching-learning process, especially teaching vocabulary mastery, so that teaching and learning will be practical and aimed.

## METHOD OF THE RESEARCH

This research employed a pre-experimental research design. This design enables one group research sample. According to Ary, Jacobs, Sorensen, and Razavieh (2010: 303), pre-experimental provide little to no control of extraneous variables. It means experimental research using just one class. This research aimed at distinguishing the result of treatment given to the students, whether the Contextual Teaching and Learning Strategy can Improve the vocabulary mastery of the students or not.

The grade VII of Junior High School students in Balaesang were chosen as the population. These students are grouped into three classes: VIIA, VIIB, and VIIC. Respectively class consisted of 28 up to 29 students. The total numbers of the population were 85 students. From this population, the sample of this research was chosen by applying the cluster random sampling technique. Furthermore, a class was determined as the sample, consisting of 29 students.

Instruments are tools used to collect data to determine whether the students improve their vocabulary through Contextual Teaching and Learning Strategies. The researcher employed both test and non-test instruments. The test is applied in two parts: pre-test and post-test, while the non-test is an observation. The test was meant to determine the students' vocabulary mastery. At the same time, the non-test was used to support data from the test and to know the teaching-learning process' condition.

The researcher gave the test to the students. The pre-test was administered before treatment, and the post-test was administered after treatment. There were three types of tests: multiple choice, completion, and matching test. The multiple choices consisted of 10 items, with each correct answer scoring one. Completion consisted of 5 items, and for each correct answer scored one. The matching test consists of 10 items, with each correct answer scoring one.

With the purpose of supporting the finding of the research, the researcher used observation to complete the data. The observation was done by implementing the Contextual Teaching and Learning Strategy during the teaching-learning process. The researcher observed students' responses and attention during the teaching-learning process.

## FINDING AND DISCUSSION

### Finding of Pre-test

The pre-test that was administered to investigate students' vocabulary mastery before treatment was followed by twenty-nine students. The students undertook approximately 90 minutes to answer the pre-test.

The students' individual scores were obtained by applying the following formula:

$$\text{Students' Individual Score} = \frac{\text{obtained score} \times x}{\text{maximum score} \times 100}$$

The result of the pre-test can be seen as follows:

Table. 1. Students' Score in Pre-Test

No.	Initials	Obtained Score			Total Score	Individual Score
		Multiple-Choice	Matching	Completion		
1	Ala	2	3	0	5	20
2	Ahm	4	7	3	14	56
3	Arf	4	3	1	8	32
4	Asg	4	3	1	8	32
5	Dwi	4	0	0	4	16
6	Deb	1	4	0	5	20
7	End	5	4	2	11	44
8	Fad	3	7	2	12	48
9	Far	4	2	0	6	24

10	Fat	2	3	1	6	24
11	Fara	4	4	0	8	32
12	Fia	6	1	2	9	36
13	Fil	4	4	1	9	36
14	Fir	5	1	1	7	28
15	Fan	6	3	4	13	52
16	Fadi	4	3	2	9	36
17	Hil	4	3	1	8	32
18	Irg	6	5	2	13	52
19	Jet	2	4	2	8	32
20	Mas	2	2	2	6	24
21	Moh	3	7	2	12	48
22	Moha	4	7	2	13	52
23	Mei	3	2	1	6	24
24	Mohw	3	2	5	10	40
25	Nab	6	7	2	15	60
26	Nur	6	2	2	10	40
27	Put	7	7	2	16	64
28	Rif	4	2	1	7	28
29	Sal	1	3	1	5	20
Total						$\Sigma$ 1052

From the table 1 computation, the researcher found out that the highest student score was 64. Meanwhile, the lowest score was 16.

The researcher calculated the students' mean score after getting their pre-test results by using the previously suggested procedure. To determine the mean score, the scores of every student were added together and divided by the total number of students. The outcome is shown as follows:

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{1052}{29}$$

$$M = 36.27$$

The student's score on the pre-test is 36.27.

### Finding of Observation

The purpose of the observation was to determine how the English classroom activities were actually going. In order to learn more about what transpired during the teaching-learning process, the researcher observed the classroom. The researcher observed students' responses and reactions in the classroom during the teaching-learning process. Their activities can be seen in the following tables:

Table 2. Students' activities in Meeting 1

No.	Teaching step	Students' activity	Conducted	
			Yes	No
1	Pre-activities	All of the students attended the classroom	√	
		Listening to the teacher's explanation	√	
		Answer the teachers' question	√	
2	While activities	Students sit in a group	√	
		Each group observes the topic	√	
		Each group writes vocabulary from the topic	√	
		Each group reports their result in front of the class.	√	
		Students pay attention to the task given	√	
3	Post-activities	Students conclude the topic	√	

Table 3. Students' activities in meeting 2

No.	Teaching step	Students' activity	Conducted	
			Yes	No
1	Pre-activities	All of the students attended the classroom		√
		Listening to the teacher's explanation	√	
		Answer the teachers' question	√	
2	While activities	Students sit in a group	√	

		Each group observes the topic.	√	
		Each group writes vocabulary from the topic.	√	
		Each group reports their result in front of the class.	√	
		Students pay attention to the task given.	√	
3	Post-activities	Students conclude the topic	√	

Table 4. Students' activities in meeting 3

No.	Teaching step	Students' activity	Conducted	
			Yes	No
1	Pre-activities	All of the students attended the classroom		√
		Listening to the teacher's explanation	√	
		Answer the teachers' question	√	
2	While activities	Students sit in a group	√	
		Each group observes the topic.	√	
		Each group writes vocabulary from the topic	√	
		Each group reports their result in front of the class.	√	

		Students pay attention to the task given.	√	
3	Post-activities	Students conclude the topic	√	

Table 5. Students' activities in meeting 4

No.	Teaching step	Students' activity	Conducted	
			Yes	No
1	Pre-activities	All of the students attended the classroom	√	
		Listening to the teacher's explanation	√	
		Answer the teachers' question	√	
2	While activities	Students sit in a group	√	
		Each group observes the topic.	√	
		Each group writes vocabulary from the topic	√	
		Each group reports their result in front of the class.	√	
3	Post-activities	Students pay attention to the task given.	√	
		Students conclude the topic	√	

Table 6. Students' activities in meeting 5

No.	Teaching step	Students' activity	Conducted	
			Yes	No
1	Pre-activities	All of the students	√	

		attended the classroom		
		Listening to the teacher's explanation	√	
		Answer the teachers' question	√	
2	While activities	Students sit in a group	√	
		Each group observes the topic.	√	
		Each group writes vocabulary from the topic	√	
		Each group reports their result in front of the class.	√	
		Students pay attention to the task given	√	
3	Post-activities	Students conclude the topic	√	

Table 7. Students' activities in meeting 6

No.	Teaching step	Students' activity	Conducted	
			Yes	No
1	Pre-activities	All of the students attended the classroom		√
		Listening to the teacher's explanation	√	
		Answer the teachers' question	√	
2	While activities	Students sit in a group	√	
		Each group observes the topic	√	

		Each group writes vocabulary from the topic.	√	
		Each group reports their result in front of the class.	√	
		Students pay attention to the task given.	√	
3	Post-activities	Students conclude the topic	√	

### Finding of Post-test

The purpose of the post-test was to measure the students' vocabulary growth following treatment. About 90 minutes were allotted to the students for the post-test. The post-test finding can be shown as follows:

Table 8. Students Score in Post-Test

No.	Initials	Obtained Score			Total Score	Individual Score
		Multiple-Choice	Matching	Completion		
1	Ala	7	8	3	18	72
2	Ahm	10	8	2	20	<b>80</b>
3	Arf	10	4	2	16	64
4	Asg	8	6	5	19	76
6	Dwi	10	5	3	18	72
5	Deb	8	8	2	18	72
7	End	10	6	3	19	76
8	Fad	6	10	3	19	76
9	Far	9	4	5	18	72
10	Fat	9	4	5	18	72
11	Fara	10	3	0	13	<b>52</b>
12	Fia	10	3	5	18	72
13	Fil	8	8	2	18	72
14	Fir	10	1	5	16	64
15	Fan	9	5	5	19	76
16	Fadi	8	10	1	19	76
17	Hil	10	7	1	18	72
18	Irg	8	8	3	19	76
19	Jet	8	10	0	18	72
20	Mas	10	3	3	16	64
21	Moh	9	6	3	18	72
22	Moha	10	3	3	16	64
23	Mei	8	8	2	18	72
24	Mohw	7	8	3	18	72
25	Nab	10	5	5	20	<b>80</b>
26	Nur	9	4	5	18	72
27	Put	8	6	5	19	76
28	Rif	8	3	5	16	64

29	Sal	8	3	5	16	64
Total						$\sum 2064$

The study discovered that the highest student score was 80 based on the chart above. The lowest score was 52, meanwhile.

The researcher first computed the post-test score, then the mean score of the students' post-test. The calculations mirrored those from the pretest. Here is the mean score:

$$M = \frac{\sum X}{N}$$

$$M = \frac{2064}{29}$$

$$M = 71.17$$

The student's score in the post-test is 71.17

### Data Analysis

The calculation's output reveals that the students' mean pre-test score (36.27) was lower than their mean post-test score (71.17). It shows that the students' vocabulary mastery prior to treatment was lower than following treatment.

The researcher calculated the deviation and square deviation of the pre-test and post-test scores after obtaining the mean score on the tests. The outcome is as follows:

Table 9. Students Score in Pre-Test and Post-Test

No.	Initials	Students' Individual Score		Deviation (d)	Square Deviation (d <sup>2</sup> )
		Post-Test	Pre-Test		
1	Ala	72	20	52	2704
3	Ahm	80	56	24	576
4	Arf	64	32	32	1024
5	Asg	76	32	44	1936
6	Dwi	72	16	56	3136
7	Deb	72	20	52	2704
8	End	76	44	32	1024
9	Fad	76	48	28	784
10	Far	72	24	48	2304
11	Fat	72	24	48	2304
12	Fara	52	32	20	400
13	Fia	72	36	36	1296

13	Fil	72	36	36	1296
14	Fir	64	28	36	1296
15	Fan	76	52	24	576
16	Fadi	76	36	40	1600
17	Hil	72	32	40	1600
18	Irg	76	52	24	576
19	Jet	72	32	40	1600
20	Mas	64	24	40	1600
21	Moh	72	48	24	576
22	Moha	64	52	12	144
23	Mei	72	24	48	2304
24	Mohw	72	40	32	1024
25	Nab	80	60	20	400
26	Nur	72	40	32	1024
27	Put	76	64	12	144
28	Rif	64	28	36	1296
29	Sal	64	20	44	1936
<b>Total</b>				1012	39184

The researcher then calculated the pre-test and post-test scores' mean deviation. Following is how the computation is presented.

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{1012}{29} = 34.89$$

The calculation above reveals that the mean deviation between the pre-test and post-test was 34.89. The researcher first estimated the mean deviation of the pre-test and post-test, then she went on to calculate the square deviation, as indicated in the computation that follows.

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$= 39184 - \frac{(1012)^2}{29}$$

$$= 39184 - \frac{1024144}{29}$$

$$= 39184 - 35315.31$$

$$= 3868.69$$

The researcher continued to assess the test's significance after computing the square deviation. The calculation looks like this:



$$\begin{aligned}
 t &= \frac{MD}{\frac{\sqrt{\sum x^2 d}}{\sqrt{N(N-1)}}} \\
 &= \frac{34.89}{\frac{\sqrt{3868.69}}{\sqrt{29(29-1)}}} \\
 &= \frac{34.89}{\frac{\sqrt{3868.69}}{\sqrt{29(28)}}} \\
 &= \frac{34.89}{\frac{\sqrt{3868.69}}{812}} \\
 &= \frac{34.89}{\sqrt{4.76}} \\
 &= \frac{34.89}{2.18} \\
 &= 16.00
 \end{aligned}$$

### Testing Hypothesis

Prior to testing the hypothesis, the researcher must restate the research hypothesis. The research hypothesis is that contextual teaching and learning strategies can improve the vocabulary mastery of grade VII students of SMP Negeri Balaesang. Testing the hypothesis proves whether the research hypothesis was accepted or rejected. The criteria for testing the hypothesis are: if the t-counted value is higher than the t-table value, the alternative hypothesis is accepted; the other way, if the t-counted value is smaller than the t-table value, the hypothesis is rejected.

The researcher discovered that the test's t-counted value is 16.00 after applying the t-test formula to analyze the data. By utilizing 28 degrees of freedom (df)  $N-1 = 29-1$  with a 0.05 level of significance to determine whether there is a significant difference between the t-counted value and the t-table value (1.701), the researcher discovered that the t-counted value is higher than the t-table value. It indicates that the research hypothesis is accepted. This result demonstrates how the use of a contextual approach to teaching and learning has a considerable positive impact on the vocabulary mastery of grade VII of Junior High School students in Balaesang.

### Discussion

This research aims to determine whether the vocabulary mastery of grade VII students of SMP Negeri 3 Balaesang can be improved using contextual teaching and learning strategies. To find this, the researcher gave a pre-test first before treatment. This test determines students' abilities and is later compared to the post-test result. Based on the pre-test, no student passed Minimum Mastery Criterion or *Kriteria Ketuntasan Minimal* (KKM). According to the teacher of that school, the Minimum Mastery Criterion of grade VII is 70. After calculating the data, it shows that the mean score of the students in the pre-test is 36.27. It indicates that the student's vocabulary mastery ability is relatively low.

Having conducted the pre-test, the researcher conducted treatment for six meetings and applied contextual teaching and learning strategy. Each meeting spent 80 or 2 x 40 minutes on one learning topic. The topics taught in the class namely: family members, things in the classroom, things in the bedroom, professions, our activities, and colors.

The researcher used the seven principal elements of contextual teaching and learning strategy during the treatment. The researcher brainstormed with the students to simulate their minds in the learning process. The researcher asked the students questions about the learning topic using bilinguals, namely English and Indonesian, to make them understand easily. Then next was the learning community, where the students were divided into seven groups. The goal was to make the students cooperative in the learning activity. Because the mind idea of this strategy was how to teach English based on context or situations around students' environment, the students needed to observe things around them. It was helpful for the students to know some things they would report orally in front of the class. The contextual teaching and learning technique includes this inquiry-based learning activity. The researcher next asked the students to

imitate how to pronounce the words that had been noticed, which was part of a modeling activity.

Furthermore, the last step was reflection. The researcher reflected learning material. The researcher questioned the students regarding the material distributed during the learning process. This is part of the activity where the students concluded the material. The last, the researcher closed the lesson.

In each meeting, the researcher made observations of students in the classroom. The observation is conducted to determine students' condition, response and attention during the teaching and learning process. During the lesson, the students gave a positive attitude. When the researcher applied contextual teaching and learning strategy, the students responded well during the teaching and learning process. They were interested and motivated to join the teaching and learning process. They also learned cooperatively in groups. Students showed their interest by listening carefully and paying attention to the material. When the researcher gave the material related to their daily life, it made them active and excited during the lesson. In addition, they were not shy to show their result of observations in front of the class. Nevertheless, some students did not attend the classroom during teaching and learning for various reasons such as sickness, absence without news, and to participate in extracurriculars of that school.

Having conducted the treatment, the researcher conducted the post-test. The post-test was in the same form as the pre-test. The result of the post-test showed significant progress the students made. The mean score of the post-test was 71.17. The students' score on the post-test was better than the pre-test. From the post-test result, some students' scores did not reach the Minimum Mastery Criterion or *Kriteria Kentuntasan Minimal* (KKM) value of the school. They have been presented in table 2. The researcher assumed

that the students did not reach the KKM value because they did not frequently participate in the teaching-learning process.

However, generally, all the students' scores were improved. The strategy applied effectively improves vocabulary mastery which can be proved from the result value of t-counted is 16.00. The researcher examined the value of t-counted and t-table in order to determine the significant difference between the pre-test and post-test. By applying the 0,05 level of significance, 29 degrees of freedom ( $29-1=28$ ), the researcher found the t-table value as 1.701, which means the hypothesis of this research is accepted.

Using the contextual teaching and learning strategy, students significantly improved in mastering vocabulary, as seen from the investigation, where the result of the post-test value was better than the result of the pre-test. The students are more active in class than before the treatment. They know more vocabulary, especially those related to their daily life. They are interested to learn English. It indicated that the students were more diligent in asking about the meaning of words. In addition, the test results show that the students' ability to master vocabulary is improved after applying contextual teaching and learning strategies in the teaching and learning process. So, the researcher assumes that contextual teaching and learning is an excellent strategy to improve students' vocabulary mastery of grade VII SMP Negeri 3 Balaesang.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

The researcher comes to the conclusion that the contextual teaching and learning strategy can increase students' vocabulary mastery. The results of the data analysis reveal a sizable discrepancy between the pre-test and post-test mean scores. The considerable improvement is seen by computing the t-counted value, where the t-counted value (16.00) was higher than the t-

table value (1.701). The mastery of vocabulary of Junior High School students in grade VII considerably improves when contextual teaching and learning strategies are used.

### Suggestion

In light of the findings, the researchers provide some recommendations. The first suggestion is for the students. They should learn essential words related to the environment where they are in. They have to try learning new words through the context of their daily life to make them easily express their opinion about their daily life. The second is for English teachers. A teacher should first encourage the students before learning vocabulary and teach them the materials related to their environments. In addition, the teacher should also allow students to express their ideas. He or she may apply CTL in teaching vocabulary to solve the students' problem with vocabulary mastery; thus, their mastery of words can be improved.

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