TEACHING PUNCTUATION THROUGH DESCRIPTIVE TEXT TO THE GRADE EIGHT STUDENTS

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Abstract

This study used a pre-experimental design to examine whether or not teaching punctuation to grade 8 students at SMPN 6 Palu through descriptive text could result in improved sentence punctuation. SMPN 6 Palu's eighth-grade students made up the study's sample population. The researcher used a pretest and post-test to gather data, assessing the students' proficiency with punctuation both before and after the intervention. The test's outcome reveals that students' post-test mean scores (72.11) were higher than their pretest scores (59.89). Using descriptive text in teaching punctuation can help grade eight students at SMPN 6 Palu to punctuate correctly, according to the hypothesis test results.

Keywords: Teaching, punctuation, and descriptive Text.

BACKGROUND

English is widely used and has a significant role, particularly in education. Students in Indonesia study English as a foreign language. It is a required subject that is now one of the ones examined in the National Examination. English classes teach four English skills: speaking, reading, and writing.

Writing is part of four skills, and it is essential to be learned and mastered by an individual. The importance of writing skills is especially in how the students write a sentence and how they put punctuation in it. Furthermore, these two matters sometimes need to be solved for English learners.

Based on the researchers' experience when conducting preliminary research in class Eight of SMPN 6 Palu, they found the problem in using punctuation. Some students still needed to improve in putting punctuation correctly when they wrote paragraphs. For example, put the full stop in the last sentence, and a comma, such as *She needs a pen, pencil, and paper to write a letter*. Instead*, she needs a pen, pencil, and paper to write a letter*. One of the crucial things in writing is to put the correct punctuation so that the readers understand the sentence or passage easily. The researchers used descriptive text to teach punctuation because the researchers wanted the students to learn punctuation more accessible and based on Curriculum. Through descriptive text, the students were required to put appropriate punctuation in the correct places. The teacher can quickly correct the inappropriate uses of punctuation.

Based on the situation, the researchers took a principal problem, can the application of descriptive text in teaching punctuation enable the grade eight students of SMPN 6 Palu to punctuate correctly? The research objective was to determine whether the application of descriptive text in teaching punctuation can enable the grade eight students of SMPN 6 Palu to punctuate a sentence correctly. This study focused on the teaching of punctuation through descriptive text. The researchers focused on using full stops, commas, exclamation, and question mark**s.**

There were previous studies related to this research. The first was Nurhidayah's (2013) research; the title of her research is "Teaching Punctuation to the eighth-grade students at SMP Negeri 1 Kasimbar through Controlled Writing." Based on the result of her research, she concluded that the value of the t-test is 4.51. Applying a 0.05 level of significance with 64 degrees of freedom (df) 33+33-2=64, the writer found the t-table value (1,979). The hypothesis (controlled writing can improve students' ability to use punctuation and capitalization) is accepted. In other words, the use of controlled writing effectively improved students' ability to use punctuation and capitalization.

The second was conducted by Etinurwati (2016), which discusses the students' ability to use punctuation in descriptive paragraph writing. No student was classified as exceptional; 4 students, or 11%, were classified as good; 21 students, or 57%, were classified as fair; 12 students, or 32%, were classified as low; and no student was classified as failed, according to the analysis's findings. With a total average score of 59.7 on the punctuation proficiency test for writing descriptive paragraphs during the first semester of eighth grade at SMPN 2 Pardasuka in the academic year 2016–2017, it can be said that the student's proficiency was rated as fair.

Hasyim et al. (2017) conducted the third. The study's title was "The Use of English Punctuation in Improving Students' Writing Skills at The Sixth Semester of Letters of UMI Makassar." According to the data analysis, the sixth-semester English Department students in UMI Makassar could have done better when applying English punctuation. The students' low achievement is primarily due to the mistakes they continue to make when employing English punctuation. However, they are also influenced by the following factors: As a result of the experimental study, The results of the data analysis from the pretest show that three students (15%) had low scores, ten students (50%) received low scores, five students (25%) received average scores, and two students (10%) received high scores. Furthermore, in the post-test, seven students (35%) received low marks, nine students (45%) received ordinary marks, three students (15%) received good marks, and one student (5%) received excellent marks. After learning proper punctuation, their writing skills have improved.

What is Punctuation?

Punctuation is crucial in assisting the reader in determining intonation. It signals the reader to speak louder or pause when he or she is about to stop, in other words. Boardman and Frydenberg (2008:11) state that punctuation marks vary significantly from language to language. Crystal (2015) explains that punctuation is necessary because it makes writing more readable and makes a sentence much easier to read. The marks also instruct us on how to read aloud with pauses, rhythm, and melody, similar to those found in speech. To use punctuation marks correctly, one must have a basic understanding of sentence structure.

There are some definitions of punctuation. According to Parkes (2016), punctuation is a crucial part of written language that primarily clarifies structural ambiguities in a text and flags subtleties of semantic significance that may otherwise go completely uncommunicated or, at best, be considerably more challenging for a reader to understand. Farlex (2017) states that punctuation is the term used to describe the specific markings, signs, and symbols employed within and surrounding sentences to structure and facilitate accurate understanding and comprehension. With punctuation, a text would be a smooth stream of letters with rhythm, organization, and significance.

In English, the inappropriate use of punctuation can create distorted writing meaning. Therefore, excellent and correct

punctuation use is significantly needed. According to the Encyclopedia, punctuation is a set of symbols typically employed in written and printed texts to denote meaning and break sentences, words, and fragments. It frequently denotes discourse characteristics like pauses and intonation contours.

Function of Punctuations

The function of punctuation marks is to convey precise meaning while writing. According to Hamilton (2007), there are two punctuation systems in use, the close system, and the open system. Every type of precise composition, including laws, contracts, legal and ecclesiastical statements, and the like, requires a rigid or close structure that uses points whenever possible. In the more prevalent kinds of composition, the open or accessible system is used, which omits points whenever they can be removed. The punctuations have functions. They are explained briefly next.

- **The comma (,)**

The comma is the most commonly used punctuation mark. Commas can show the reader how extra information has been added to a sentence. Straus et al. (2014) state that commas regularly designate a short-term pause; they are 'more' final than periods. He also gives the rules for using commas. They are:

1. Use commas to divide words or word groups into a simple series of three or more items.
2. Use a comma to distinguish two adjectives when the adjectives are interchangeable.
3. a) Many novice writers join two separate clauses using a comma rather than a period. This results in a comma splice, which is a run-on sentence. b) Put a comma at the end of the first clause in sentences when two separate clauses are connected by connectors like and, or, but, etc. c) A comma is typically not required if the subject does not come before the second verb.

Example: *He responded incorrectly despite thinking rapidly*.

4. a) After some words that begin a phrase, such as also, yes, why, hello, and hey, a comma should be used. B) To distinguish expressions that break up the flow of a sentence, use commas (nevertheless, after all, by the way, on the other hand, however.).
5. Use commas to separate a person's name, nickname, term of endearment, or the title when they are being addressed directly.
6. Use a comma to separate the day of the month from the year, and always place one after the year.
7. When separating a city from its state, remember to use a comma and follow the state with one.
8. Traditionally, a comma comes after the last name when a person's name is followed by Sr. or Jr. There is no longer a requirement for this comma. If a comma does come before Sr. or Jr., it must be followed by another comma when the name appears in the middle of a sentence.
9. Commas should also be used to separate titles or degrees alongside names.
10. Use a comma after a dependent clause at the beginning of a sentence.
11. To separate unnecessary words, sentences, and phrases, use commas.
12. The following description is optional and should be separated by commas if something or someone has been appropriately identified.
13. To begin or end direct quotations, use commas. End the quoted text with a comma, even if it is only one word, if the quotation comes before what he said, what she wrote, what they said, what Dana insisted, or something similar.
14. A comma should be used to divide a statement from a question.
15. A comma should be used to separate sentences with opposing elements.

16. a) When specific introductory phrases or keywords, like specifically, that is, i.e., e.g., and for instance, are followed by a list of items, a comma should be placed before and after them. B) If the word etc. is used in the middle of a phrase, commas should come before and after it.

Period /Full stop (.)

A declarative sentence ends with a period, often known as a complete stop. Other applications for it as a sign are covered in the following sentences. According to Straus et al. (2014), the rules for the Use of the Period are as follows:

1. Use a period at the end of a complete sentence that is a statement.
2. If the last word in the sentence ends in a period, do not follow it with another period.
3. Use a period after an indirect question.

Hamilton (2007) earlier states other Uses of the Period. They are:

1. One decimal point is represented by a period.
2. To denote an ellipsis, the period is placed in groups and is separated by spaces.

Question Mark (?)

The question mark is used when information is sought by asking. According to Straus et al. (2014), there are five rules for using a question mark. Namely:

1. After a direct inquiry, only use a question mark.
2. a) A question mark is used in place of a period to conclude sentences. b) Capitalize the term after a question mark following Rule 2a.
3. a) Avoid the standard error of using question marks with statements that contain questions in them, known as indirect questions. After an indirect inquiry, a period should be used. b) Some phrases have the guise of questions but are demands or declarations. Since they do not demand or anticipate a response, they are known as rhetorical inquiries. There should be no asterisks after *many*.
4. Use a question mark if a sentence contains both a statement and a question mark.
5. Question marks and quotation marks are logically placed together. If the quoted text contains a question, a question mark should be included between the quotation marks.

The Exclamation (!)

The exclamation mark is the mark of intense emotion. Straus et al. (2014) list the rules of using exclamation as follows:

1. To convey emotion, emphasis, or surprise, use an exclamation point.
2. Instead of a period, an exclamation point is used to terminate sentences.
3. When writing in official business writing, avoid using exclamation points.
4. Exclamation points used excessively indicate sloppy writing. Use these marks only if you are confident that they are necessary.

Definition of Descriptive Text

Descriptive text is a Text to give information. The description of a specific thing, animal, person, or others—like our pets or someone we know well—makes up the context of this type of prose. It differs from Report, which describes things, animals, persons, and others.

Descriptive text is one of the text types taught in English. As its name suggests, the text is descriptive. A standard definition of descriptive Text from Martin (1985:143) is that descriptive text is writing that explains a person, a place, an idea, an organization, or an activity. While Meyers (2005:60) explains that readers can more effectively understand the subject matter if a writer describes a scene. It is in line with Oshima and Hogue's (2007:61) add that by appealing to the senses, descriptive writing describes how something appears, feels,

smells, tastes, and/or sounds. This means descriptive text can give a clear view of a subject.

The Purpose of Descriptive Texts

The objective of a description, according to the meaning of the word, is to give the reader a sense of a scene, a subject, or a location. According to Wilbur (1966), the description's purpose is to give the reader a precise idea of a person, location, or thing. Meanwhile, White (1986) said that there are several aims of descriptive text:

1. The definition of "see" is "to assist the reader in seeing the objects, individuals, or sensations you present; the description is essential for all rhetorical purposes, not only expressiveness."
2. To explain means to make a subject clear to the reader. For instance, a science writer might describe the design of an airplane wing to help the reader understand how mechanized flight is possible.
3. To convince is to describe things in such a way as to pique readers' interest. In order to demonstrate forcible entrance and convince the jury that the accused committed burglary, a counsel can, for instance, detail the damage to a bedroom window.
4. To recreate is to require the reader to produce something. For instance, the description enables the reader to recreate the event mentally, especially the sensory delights of that experience, which heightens their interest in the topic.
5. To demonstrate suggests that the writer intends to show the reader something. The dynamic quality of nature and how its operations are more intricate and beautiful than non-observers can comprehend is illustrated when a writer describes the thawing of Walden Pond after a long, cold winter.

METHOD OF THE RESEARCH

This study concentrated on teaching punctuation through descriptive text. The researchers used pre-experimental research. Pre- and post-tests were used in this study. Before employing descriptive text, the pretest was given to get some initial information on the students' testing abilities in punctuation. The post-test was given to gauge how well the student had learned punctuation following the treatment. The research design proposed by Arikunto (2010):

$$\boxed{O1 \quad X \quad O2}$$
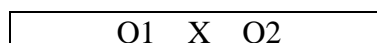
Where: O1   : Pre-test
         X: Treatment
         O2   : Post-test

In order to do the research and get the data needed, the researchers determined the population. The population of this research was the Eighth-grade students at SMPN 6 Palu, which consisted of ten classes that are labeled alphabetically (A, B, C, D, E, F, G, H, I, and J). The following table indicates the population.

Table of Student Distribution

No.	Name of the Class	Number of Students
1.	A	25
2.	B	25
3.	C	25
4.	D	25
5.	E	25
6.	F	25
7.	G	25
8.	H	25
9.	I	25
10.	J	25
Total		250

Each class contains 25 students. This makes the total number of students 250. Thus, the number of this research population is 250 students.

For a large population, the researchers chose the sample of this research by applying a cluster random sampling technique—the technique used to get an experimental group. In selecting the sample, the researchers did the following steps. Firstly, the researchers wrote down the word S (sample) and B (blank) on paper. Secondly, the researchers folded the paper and put them in a glass. Thirdly, one of the students from each class took one paper. Finally, the student who got the word S on paper was from class VIII J. Therefore; class VIII J became the experimental group.

This research had two variables. They were the independent variable and dependent variable. The independent variable was teaching punctuation through descriptive texts, and the dependent variable was the student's mastery of punctuation.

In this research, the researcher used a test as the main instrument. The test covered the pretest and post-test. The researcher administered a test as the main instrument to get the data to measure the student's ability to use punctuation before and after giving treatment. The test consisted of a pretest and a post-test, and both of the tests covered putting correct punctuation tests, which have similar test items, but the researcher rearranged the number. The researcher used the Completion test and rewriting paragraph.

Table of Test and Scoring System

No.	Kind of test	Total Number	Score each number	Total score
1	Completion test	20	1	20
2	Rewrite paragraph	15	1	15
Maximum score				35

With the data at hand, the researchers performed a statistical analysis. The following table displays the scoring methodology for each test type on the pretest and post-test.

Table of Test Scoring System

No.	Criteria	Score
1.	Every correct answer	1
2.	Every incorrect answer/unanswered item	0

In analyzing the data, the researcher first computed the individual score by taking the student's obtained score, dividing it by the maximum score, and multiplying it by a hundred. To calculate the mean score of the individual scores of students, the researcher used the formula (Best & Kahn, 2006) as follows:

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

Where;
M = Mean score
$\sum$ = sum of the score
N = number of students

After getting the mean scores of the pretest and post-test, the researcher computed the formula of the sum of squared deviation using the formula proposed by Mason and Bramble (1978:200) :

$$S_d = \frac{\sqrt{\sum(d - \bar{d})^2}}{n - 1}$$

Where
S_d = Standard deviation
d = Deviation
$\bar{d}$ = Average difference between the pairs of score
n-1= degree of freedom

The researcher then used the formula suggested by Mason and Bramble (1978:199) to test the hypothesis and assess the efficacy of the treatment after calculating the square deviation.

$$t = \frac{\bar{d}}{S_d/\sqrt{n}}$$

Where:

T: The value of t-counted

$\bar{d}$: Average difference between the pairs of scores

S_d: Standard deviation of the difference

n: Number of students

To prove whether the hypothesis of the research is accepted or rejected, the criteria for testing the hypothesis are as follows. If the t-counted value is higher than the t-table value, the alternative hypothesis (Ha) is accepted. In other words, using descriptive text can significantly increase the Eighth-grade student of SMPN 6 Palu in putting correct punctuation. However, if the t-counted value is lower than the t-table value, the hypothesis (Ho) is rejected. Using descriptive text does not increase the Eighth-grade student of SMPN 6 Palu in putting correct punctuation.

FINDING AND DISCUSSION

Findings

The pretest was administered to the students before treatment. The pretest measured the student's ability to use punctuation before treatment. The experimental class consisted of 25 students. The students' scores in the pretest can be seen in the following table:

Table of Students' Scores in Pretest

No	Students	Obtained score	Maximum score	Individual score(x)
1	AHM	23	35	65.71
2	AL	19	35	54.29
3	DI	22	35	62.86
4	FA	23	35	65.71
5	IGE	19	35	54.29
6	MA	26	35	74.29
7	MOH	16	35	45.71
8	MUH	25	35	71.43
9	MUS	25	35	71,43
10	MU	21	35	60.00
11	NUR	19	35	54.29
12	RA	24	35	68.57
13	RAT	15	35	42.86
14	RI	16	35	45.71
15	SA	18	35	51.43
16	SE	24	35	68.57
17	TI	24	35	68.57
18	VI	25	35	71.43
19	WI	21	35	60.00
20	YE	16	35	45.71
21	YOU	22	35	62.86
22	YUS	16	35	45.71
23	ZUL	24	35	68.57
24	GI	22	35	62.86
25	AG	19	35	54.29
TOTAL ($\sum$)		524		1497.15

To find out the students' mean scores in the pretest, the researcher used the formula as stated previously. The calculation is as follows:

$$M = \frac{\sum x}{N}$$
$$M = \frac{1497.15}{25}$$
$$M = 59.89$$

The above computation shows that the mean score in the pretest is 59.89.

After the treatment, the researcher again tested the students using the same test. It was given to determine the student's ability to use punctuation after treatment for six meetings. The result of the post-test is shown next.

Table of Students' Scores in Post-test

No	Students	Obtained score	Maximum score	Individual score(x)
1	AHM	25	35	71.43
2	AL	23	35	65.71
3	DI	25	35	71.43
4	FA	25	35	71.43
5	IGE	23	35	65.71
6	MA	32	35	91.43
7	MOH	25	35	71.43
8	MUH	28	35	80.00
9	MUS	28	35	80.00
10	MU	28	35	80.00
11	NUR	31	35	88.57
12	RA	30	35	85.71
13	RAT	21	35	60.00
14	RI	21	35	60.00
15	SA	25	35	71.43
16	SE	28	35	80.00
17	TI	26	35	74.29
18	VI	27	35	77.14
19	WI	29	35	82.86
20	YE	23	35	65.71
21	YOU	27	35	77.14
22	YUS	24	35	68.57
23	ZUL	28	35	80.00
24	GI	28	35	80.00
25	AG	26	35	74.29
TOTAL ($\sum$)		**656**		**1802.85**

Then the mean score of students in the post-test is also computed.

$$M = \frac{\sum x}{N}$$
$$M = \frac{1802.85}{25}$$
$$M = 72.11$$

As a result, 72.11 is found as the mean score of the students in the post-test.

After the score of the students in both of pretest and post-test were presented, the data from the pretest and post-test were analyzed statistically. To compute the mean deviation score, the researcher divided the total deviation score by the number of students. It was to determine whether there was a significant difference between the mean of the pretest and the post-test after the treatment had been given.

Table of Mean Deviation of Pretest and Post-test

	Student's Score		deviation	
	Post-test	Pretest	(d)	$(d-\bar{d})^2$
Total	1802.85	1497.15	377.13	1249.17

Since $\sum d = 377,13$, $\bar{d} = \frac{377,13}{25} = 15,09$. Then, each result of the students' deviation score is subtracted by 15,09, and then, the result of that substracting is squared and put in $(d-\bar{d})^2$ column.

The researchers first calculated the difference's standard deviation before determining if it was statistically significant. 1,47 (S_d) is the outcome. With the standard deviation, the t value is calculated to calculate the significance of the test difference. The calculation produced the value t=52.03.

The researcher must test the research hypothesis to demonstrate whether it is accepted or rejected. It is based on the findings of the aforementioned data analysis. The researcher used the accepted standards of acceptance or rejection criteria before testing the hypothesis.

According to the criteria, the alternative hypothesis (Ha) is accepted if the t-counted value is higher than the t-table value. It denotes that the post-test and the pretest show a substantial difference.

The researcher discovered that the value of the t-counted is 52.03 based on the outcome of the statistical calculation. The researcher determined the value of the t-table to be 1,711 by consulting it with the degree of freedom (df) = 25-1 = 24, and 0.05 critical value. It demonstrates the difference between the t-counted and t-table values. Therefore, the null hypothesis (Ha)

is accepted. In other words, the grade eight pupils of SMPN 6 Palu can punctuate appropriately by using descriptive text to teach punctuation.

Discussion

After setting up the data analysis, it became clear that the subject's mean pretest scores were 59.89. The subject's study-related aptitude could be a lot higher. It implies that the learning objective still has to be met.

The researcher treated the pupils using descriptive language after realizing how poorly the students could correctly employ punctuation. A total of six meetings were received it. Two 40-minute meetings totaled 80 minutes each. While teaching punctuation, the researcher also taught the students how to write descriptive texts. The procedure was carried out throughout the school day.

At the beginning of the meeting, the researcher gave descriptive text without punctuation to the students and explained the use of punctuation such as full stop, comma, exclamation mark, and question marks and how to answer the questions in the text. Then, she introduced punctuation in the descriptive text to the students.

The next day, she explained to students how to punctuate using descriptive text correctly. After that, she asked the students to answer the questions from the text and guided them while they did the exercises. These activities were used in every meeting up to the sixth meeting.

In order to gauge the student's interest in learning punctuation exercises using descriptive text, the researcher tracked their progress throughout the treatments by observing them in each meeting. The kids appeared excited to master punctuation in the program's first session. The students' eagerness when the researcher requested them to punctuate appropriately in the text during the next, and subsequent meetings shows that they were trying to understand

how to do so. They performed the tasks more easily while appearing enthralled.

After the session, the researcher offered the students a post-test to gauge how much their knowledge and proficiency in instructing punctuation through descriptive text had improved. Because they already know how to respond to a question about a text using descriptive text, the students found it simple to respond to the question during the test.

Then, the researchers computed and processed their scores after administering the post-test. According to the results previously displayed, the average post-test score was 72.11. The student performed better on the post-test than they did on the pretest. It demonstrated how useful it was to teach punctuation through descriptive text.

CONCLUSION AND SUGGESTION
Conclusion

The researcher arrives at these conclusions after examining the research's findings. It was determined that the value of the t-counted is more significant than the value of the t-table based on the study findings and discussion. It denotes acceptance of the research hypothesis. In other words, the grade eight pupils of SMPN 6 Palu can punctuate adequately by using descriptive text to teach punctuation.

Suggestion

The researcher would like to share the following recommendations with individuals involved in the learning and teaching processes to encourage the quality teaching of English. To maximize the teaching-learning process and prevent boredom among the pupils, teachers are first encouraged to be more innovative in their instruction. To ensure that students understand what to accomplish and that the time is used as effectively as possible, the media and detailed instructions for each stage must be prepared. Second, because descriptive text is taught at all grade levels,

not just junior high, the English teacher can use it to differentiate the other types of text types or use it to teach punctuation as an appealing alternate method of instruction, particularly for writing. Last but not least, this research finding can inform readers or teach them something while serving as a resource for other scholars.

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WORD-COLORING TECHNIQUE
TO INCREASE ENGLISH VOCABULARY MASTERY

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Abstract
This study was conducted to prove whether implementing Word-Coloring Media effectively increases pupils' English vocabulary mastery. This study was experimental. The sample was 30 pupils, obtained by applying the total sampling technique. The data was collected through a test. The test consisted of pre-test and post-test. Based on the results of the data analysis, the value of the t-counted was 12.84. By applying a 0.05 level of significance, the 30 (30-1) degree of freedom (df), the researcher found that the value of the t-table is 1.699. The alternative hypothesis is accepted because the result indicates that the t-counted value of 12.84 is greater than the t-table value of 1.699. In other words, implementing the word-coloring media effectively increases the pupils' English vocabulary mastery.

Keywords: Vocabulary, word-coloring, and media.

BACKGROUND

Teachers apply many techniques to all levels of students to increase vocabulary mastery. These techniques include pictures, songs, games, flashcards, puzzles, and word coloring. The word-coloring technique uses the students' preferred colors to represent the vocabulary with color markers. The benefit of this method is that they can incorporate learning with the children's selected color schemes. Everyone can use them, and they will encourage students' enthusiasm for writing. In addition, they will assist the students in instantly recognizing the various lexical categories. As a result, it is anticipated that the strategy will help students memorize terminology more quickly.

Vocabulary is defined etymologically as a collection of terms with definitions, particularly one provided in a reading book of a foreign language. The entire quantity of words in a language is known as its vocabulary. It is crucial to master language correctly. When learning a new language, students must recognize the importance of vocabulary.

A lack of vocabulary will make it difficult for students to comprehend a language. The description above suggests that vocabulary is a collection of words used in a language, written or spoken, that has a specific meaning within a particular community and culture.

Many factors can influence a child's perception of color favorably. They are incredibly receptive to all colors and adore them. The mix of instructional material and color can aid children's memory for information. To assist kids in remembering the knowledge, they will correlate the colors with the fact. Students are encouraged to generate fresh ideas through color, which fosters creativity (Mc. Leod, 2013; Kivi, 2013).

The researchers chose the word-coloring technique because the researchers

had applied it when she taught English in elementary school. Using the technique, the researchers can stimulate the pupils to learn English better. Besides, it is easier for pupils to memorize the words.

The year five pupils have learned different vocabulary but need help memorizing and building up the words in a sentence. Of course, It makes their vocabulary mastery low. Some factors make pupils' vocabulary low; internal and external factors could cause it. Examples of internal factors are drive, interest, and intelligence. External influences include a person's socioeconomic status, the quality of their educational resources, and the effectiveness of their teaching strategies.

Additionally, teachers may need more than boring instructional methods to lower students' drive and interest. For a long time, the teacher, for instance, only utilizes pictures to educate instead of switching to other forms of media. The author will use the word-coloring technique to attempt and address that issue.

There has yet to be any researcher who researched word-coloring techniques at that school. Therefore, this study was conducted. It was expected to get a positive response from the pupils.

Teaching Vocabulary

Teachers must learn to employ several teaching techniques to determine which approach is best for usage in the classroom and will benefit the students the most. Creating motivation and the material given is crucial for teachers to make their pupils interested in learning vocabulary.

When students are just beginning the process, teaching English vocabulary takes precedence. The teacher should clarify new words, pronunciation, and word construction to aid students in learning English vocabulary. Wilkins in Mc. Carten (2012:20): "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed." Teaching vocabulary in Elementary School is very important, and it is the main issue to be developed in pupils when teaching English.

Teaching English vocabulary to elementary schools should be a priority in English teaching because English in elementary school is only a local content subject. Even dough is the starting point to learning English better and preparing their comprehension for the next stage. Also, pupils will understand the lesson properly with enough stock vocabulary.

Children in elementary school prefer to participate in activities that make them feel comfortable. They select the activity they enjoy based on their personalities; kids are particularly drawn to activities where they can set the rules for themselves. Because the children's behaviors reflect their growth, the teacher must be aware of them. According to Scott and Ytreberg (1990: 2), there are some characteristics of pupils in Elementary School, namely:
1. They are proficient speakers of their native language.
2. They can distinguish between fact and fantasy.
3. They enjoy playing, and learning happens best when people are having fun.
4. They have a positive outlook on education.
5. They rely on the spoken and written word to communicate and comprehend the meaning.
6. They take pleasure in cooperating with and learning from others.
7. They can concentrate for only a brief time.
8. They play and learn using various body parts.

To make teaching the English Language successful, a teacher must be competent and knowledgeable in their subject. Besides, the teacher should present new words, word formation, and grammar as much as possible without carrying what word should be given to the pupils by paying attention to their needs, level, age,

etc. According to Alber (2013), "Pupils need multiple and various exposures to a word before they fully understand it and can apply it."

The lack of vocabulary makes pupils are challenging to communicate. They need to convey their message better. Consequently, the listeners need help understanding their utterances. The teacher should allow pupils to be exposed to grammatical patterns, practice them frequently, and understand how to teach pupils with diverse abilities, learning styles, and backgrounds. Stahl in Kinsela et al. (2013), "Teaching word meanings should be a way for pupils to define their world, to move from light to dark, to a more fine-grained description of the colors that surround us." Related to the statements, how we teach pupils English vocabulary is fundamental for their learning process. In teaching vocabulary, the teacher should have techniques for pupils' comprehension at Elementary school. The teacher must be able to distinguish the parts of speech. In other words, pupils need to be able to talk about nouns, verbs, and adjectives.

Word-Coloring Media

Vocabulary teaching requires effort. To ensure the teaching-learning process is enjoyable, English teachers should offer a method or resource. This study encourages and motivates students to learn English by using word-coloring media.

Students can learn English more effectively using word-coloring media as a visual aid. Additionally, it allows them to participate actively in their education. They will assist students in connecting words to colors by incorporating media into the classroom. The most important thing to remember is that colored marker use must be constant.

Word-coloring media are media in which the student's favorite colors represent vocabulary using color markers. Kivi (2013) writes, "The simple adjustment to classroom instruction of allowing pupils to use various colored pens and pencils to complete their schoolwork has proved to motivate pupils to do their schoolwork. It also holds the student's attention span for longer periods and helps to retain classroom information". The researchers present a selection of base vocabulary items such as Noun, Verb, and Adjective together with exercises designed to help the pupils remember new words and use them in the context. Based on the statement above, word-coloring media is used by researchers to teach vocabulary to elementary schools. The essence of this media is suggesting the pupils select their favorite colors to represent the vocabulary.

The Advantages and the Disadvantages of Word-Coloring Media

Every media the teacher applies to support the teaching-learning process has advantages and disadvantages. According to Sasson (2013): "If you are a teacher, use color to your advantage. Help motivate pupils with color, and help pupils use color to organize and boost memory". A teacher must understand the technique and try to minimize the disadvantages. Here are the advantages of the word – coloring media:

- First, it is fun because it involves the pupils' favorite color to support the teaching-learning process. It will make them highly motivated to learn new words. Besides, their notebook will be full of colors.
- Second, it can be used by all people. Even the advanced learner also can use it.
- Third, the pupils will easier to recognize the kinds of vocabulary immediately.
- Fourth, it will stimulate pupils' interest in writing.

Teaching vocabulary through word-coloring media will give some advantages to the pupils. It can motivate the pupils to learn vocabulary because of the chance to select their colors to represent the vocabulary. In contrast, Word-Coloring

media utilized in the teaching and learning process have some downsides, including:

- Initially, as the controller, the teacher must recall the student's color pick. The suggested solution is for the teacher to instruct the students to rewrite their color choice on the front page of their notebooks so that both the students and the teacher are aware when she or he forgets something.
- Second, the teacher must store the colored markers carefully to prevent color exchange between students. To avoid color exchange between students, the teacher should place each student's-colored marker in a transparent plastic bag labeled with their name.
- Third, finding specific colors, such as white, peach, and grey, can be challenging. The teacher proposes that students choose the opposite color but by their own option for specific hues.
- Fourth, it is pricey for some students. To circumvent this, the teacher groups the students who chose various colors so that they can individually purchase a dozen-colored pens, dividing them according to their color preferences.

Teaching Vocabulary by Using Word-Coloring Media

Teaching vocabulary in elementary school is crucial and the primary skill to be cultivated in students while teaching English. It is meant to pique the students' interest and expand their vocabulary. Consequently, the instructor must be familiar with the techniques and tools utilized in the learning process.

The objective of teaching the English language is to increase the vocabulary and help the pupils construct words into sentences or utterances in written or spoken language. Teaching English vocabulary has some objectives. In most cases, teaching English vocabulary is directed at improving the pupils' vocabulary. The objective of teaching elementary school students vocabulary is to equip them with most of

the vocabulary necessary to learn language abilities.

When teaching vocabulary, the instructor must choose appropriate words based on the topic and the student's needs. The instructor should also provide an environment where students can converse and memorize the necessary vocabulary. Ratnawati in Munoz (2011:40), "In any case, one would hope that the choice of vocabulary will relate to the course aims and the objectives of an individual lesson. It is also possible for the teacher, in a sense, to put the responsibility of choosing the vocabulary to be taught to the pupils. In other words, the pupils are put in a situation where they have to communicate and get the words they need, as they need them, using the teacher as an informant".

After the teacher chooses what vocabulary to teach, he or she could choose the teaching-learning techniques. Besides, it is also vital to view the technique's effectiveness. A teacher must be creative to find out a technique for teaching and teach it in a fun way in order to make the material memorable. According to Kivi (2013), "Color inspires creativity and encourages pupils to come up with new ideas. Using color not only assists pupils in artistic projects but also stimulates the creativity of thinking toward story writing. It also helps pupils to evaluate and solve questions". Using colored pens or colored markers as teaching aids are effective in the learning process. Beare (2013) states, "The use of colored pens in class is a great way to help students learn their tenses. The idea is quite simple, by using color coding for the various tenses, students learn to associate that color with the tense (right brain learning). It, in turn, adds another learning tool that the students can use on their own; remembering which color goes with which tense adds a visual component to their learning style. To make this work well, ensure students are also provided with colored pens, pencils, and crayons. So that

they can actively create their beautiful compositions."

With the implementation of word-coloring media, it is expected that the pupils will be easier to memorize the vocabulary. The brain constantly stimulates colors. To strengthen the learning process, a teacher must use colors. Particular colors will be adequate to underline some important words (DePorter et al.: 2000:106). The steps of teaching are presented as follows:

- First, the teacher introduced the word-coloring media briefly. Then, the teacher suggested that the pupils select the colors from the colored marker. After that, they wrote down the first page of their notebook and what the colors referred to. It is helpful to rememorize the colors when they forget them.
- Second, the teacher explained the material according to the syllabus. The teacher explained how to build up the sentence and guided them to get the meaning of the words in context.
- Third, the teacher explained the vocabulary and its parts of speech, then instructed them to underline or circle the words according to their favorite colors.
- Fourth, the teacher pronounced the vocabulary and its meaning, and the pupils would repeat it.
- Fifth, the teacher instructed the pupils to rewrite the vocabulary in their notebooks, and they memorized them. And then, the teacher provided the exercise to assess the pupils' understanding.
- Finally, the teacher collected all the student's-colored markers and put them in a transparent plastic bag that had given a label name of each pupil, then kept the colored markers in the school's cupboard for safety.

METHOD OF THE RESEARCH

This study used a pre-experimental design with a pre-test and post-test for a single group. The research aims to prove whether implementing word-coloring media effectively increases the pupils' vocabulary. Two tests are applied; the before-treatment test and after treatment test. She used the research design proposed by Arikunto (2010:124) as follows:

$$\boxed{\textbf{O1} \quad \textbf{X} \quad \textbf{O2}}$$

Where: O1 : Pre-test
     X: Treatment
    O2 : Post-test

To know the students' vocabulary ability before treatment, the researchers gave a pre-test to them. During the treatment, she taught the pupils for six meetings by using word-coloring media. After that, she gave the post-test. It was conducted to determine the students' achievements before and after the treatment. The test assigned in the post-test was the same as the pre-test.

The population of this research was the Year five pupils of SDN Inpres 5 Lolu, consist only one class. The total number of pupils was 30. The total sampling technique is used because of the small population where the class number was only one.

The instrument of this research is a test that consists of two tests. They were pre-test and post-test. The test was used to measure the mastery of the pupils' vocabulary.

To gather the data, the researcher used a test as the technique of data collection. The test consisted of pre-test and post-test. The test is designed in three models: Matching Test, Multiple Choices, and Completion Test. Each model contained four numbers of Nouns, four numbers of verbs, and four numbers of Adjectives. The total is 36 items.

The matching test consisted of 12 items, and each correct item scored 1. Whereas Multiple Choices Test consisted of 12 items, each correct item scored 1, Completion Test consisted of 12 items, and every item scored one. It means that the number of maximum scores was 36 points. The researchers used the same model of test for the pre-and post-test.

The study started by giving the pre-test. After a pre-test was conducted, the researchers treated the students eight times. The activities were spent 2 x 35 minutes for each meeting. The researchers taught the students twice a week by using word-coloring media. In order to make the research successful, lesson plans were provided. It was related to the student's material or book. The treatment was given during school hours. The procedures of the treatment could be seen as follows:

First, the teacher introduced the Word-coloring media briefly. Then, the teacher suggested that the students select the colors from the colored marker. After that, they wrote the colors on the first page of their notebook what are the colors refer to. It is helpful to rememorize the colors when they forget them.

Second, the teacher explained the material according to the syllabus. The teacher guided them to get the meaning of the words in context.

Third, the teacher explained the vocabulary and its parts of speech. Then, the teacher instructed them to underline or circle the words according to their favorite colors.

Fourth, the teacher pronounced the vocabulary and its meaning, and the students repeated it.

Fifth, the teacher instructed the students to rewrite the vocabulary in their notebooks, which they had memorized. And then, the teacher provided the exercise to assess the students understanding.

Finally, the teacher collected all the student's-colored markers and put them in a transparent plastic bag that had given a label name of each pupil, then kept them in the school's cupboard for safety.

After administering the treatment, the researchers conducted a post-test on the students. This examination aimed to measure whether the experimental class's vocabulary had improved and whether the treatment had been successful. The researchers used the score classification to classify the pupils' achievement after the test to determine the pupils' mastery. The following score classification proposed by Sudijono (2011:6) as follows:

Table of Score Classification

No.	Score Range	Interpretation
1	80 – 100	Very Good
2	60 – 79	Sufficient
3	30 – 59	Poor
4	0 – 29	Fail

To Prove whether the implementation of word-coloring media effectively increased English vocabulary mastery, the researchers needed to do hypothesis testing using the following criteria. If the students' t-counted was more significant than their t-table, the study hypothesis (Ha) is supported. Alternatively, the research hypothesis is rejected if the pupils' t-counted is smaller than the students' t-table.

FINDING AND DISCUSSION

Findings

A pre-test was administered to the students before treatment. The pre-test measured the pupils' vocabulary mastery before applying word-coloring media. The result of the pre-test is presented in the following table.

Table of Students' Scores in the Pre-test
(Max Score = 36)

No	Initial	TEST			Obtain-ed Score	Total Score
		Match-ing	Multiple Choice	Comple-tion		
1	MRG	10	7	6	23	63.89
2	MTH	9	6	8	23	63.89
3	RM	4	7	5	16	44.44
4	EF	8	6	6	20	55.56
5	MHY	6	5	6	17	47.22
6	SR	8	6	4	18	50.00
7	HS	9	4	4	17	47.22
8	MG	7	5	8	20	55.56
9	MY	7	6	5	18	50.00
10	MF	8	7	5	20	55.56
11	FB	9	4	4	17	47.22
12	MZ	5	6	7	18	50.00
13	WA	8	6	5	19	52.78
14	HM	0	6	4	10	27.78
15	HN	8	7	5	20	55.56
16	DG	6	3	4	13	36.11
17	AM	8	5	5	18	50.00
18	AR	9	6	5	20	55.56
19	RAS	9	7	8	24	66.67
20	MS	8	7	8	23	63.89
21	FAD	6	8	6	20	55.56
22	RW	5	6	4	15	41.67
23	MAG	6	4	8	18	50.00
24	SRI	12	8	4	24	66.67
25	NS	7	7	8	22	61.11
26	NA	9	7	8	24	66.67
27	RK	7	10	9	26	72.22
28	MUR	4	3	3	10	27.78
29	IND	6	8	9	23	63.89
30	IK	9	8	10	27	75.00
Total						1619.48

Based on the result of the obtained score from the pre-test above, it was found that there were two pupils got fail the classification. The score of 27.78 belongs to MUR, and HM. 18 pupils got poor classification. Moreover, the lowest score, 36.11, belongs to DG. On the other hand, ten pupils got sufficient classification.

Furthermore, the higher score, 75.00, belongs to IK. After presenting the pre-test result, the researchers computed the mean scores. The computation shows that the mean score of the pupils' vocabulary in the pre-test is 53.98.

After the treatment, the researchers again tested the pupils using the same test. The researchers wanted to know whether the post-test result showed increased vocabulary mastery. All of the pupils attended the post-test.

The Students' Scores in the Post-test
(Max Score = 36)

No.	Initials	TEST			Obtain-ed Score	Total Score
		Match-ing	Multiple Choice	Comple-tion		
1	MRG	12	10	11	33	91.67
2	MTH	12	9	8	29	80.56
3	RM	7	6	7	20	55.56
4	EF	9	6	7	22	61.11
5	MHY	9	9	12	30	83.33
6	SR	8	7	7	22	61.11
7	HS	12	10	10	32	88.89
8	MG	10	9	10	29	80.56
9	MY	9	8	7	24	66.67
10	MF	9	11	10	30	83.33
11	FB	8	9	8	25	69.44
12	MZ	12	10	11	33	91.67
13	WA	11	9	7	27	75.00
14	HM	9	7	5	21	58.33
15	HN	12	11	10	33	91.67
16	DG	9	11	10	30	83.33
17	AM	12	10	10	32	88.89
18	AR	9	9	10	28	77.78
19	RAS	12	11	10	33	91.67
20	MS	12	10	11	33	91.67
21	FAD	12	10	12	34	94.44
22	RW	6	7	6	19	52.78
23	MAG	9	5	5	19	52.78
24	SRI	12	10	12	34	94.44
25	NS	9	10	12	31	86.11
26	NA	10	11	12	33	91.67
27	RK	12	11	12	35	97.22

28	MUR	6	7	5	18	50.00
29	IND	12	11	12	35	97.22
30	IK	12	11	12	35	97.22
Total						**2386.12**

Based on the result of the obtained score of the post-test, it is recognized that most of the pupils get an increase in their vocabulary mastery. Five pupils get a poor classification, and the lowest score of 50.00 belongs to MUR. Then, six pupils get a good classification. On the other hand, 19 pupils get an excellent classification. Moreover, the highest score, 97.22, belongs to RK, IND, and IK.

After presenting the post-test result, the researchers computed the mean scores. Calculations revealed that the students' vocabulary had improved, with a mean score of 79.54 on the post-test. These median results demonstrated that using word-coloring media boosted students' vocabularies.

The data from the pre-test and post-test were statistically examined after the students' pre-test and post-test scores were presented. The majority of the students received increasing scores on the post-test, according to the distribution of pre-test and post-test scores shown above.

The researchers first calculated the variance (sum of square deviation) using the raw score in order to determine whether there was a significant difference in the test:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)2}{N}$$
$$\sum x^2 d = \sum d \quad - \frac{(\sum d)2}{N}$$
$$= 23022.91 - \frac{(766,64)^2}{30}$$
$$= 23022.91 \quad - \frac{587736.89}{30}$$
$$= 23022.91 \quad - 19591.22$$
$$= 3431.7$$

After counting the square deviation, the research found a significant difference in the test. The computation can be seen below :

$$t = \frac{Md}{\sqrt{\dfrac{\sum x2d}{N(N-1)}}}$$
$$t = \frac{25.55}{\sqrt{\dfrac{3431.7}{30(30-1)}}}$$
$$t = \frac{25.55}{\sqrt{\dfrac{3431.7}{30(29)}}}$$
$$t = \frac{25,55}{\sqrt{\dfrac{3431.7}{870}}}$$
$$t = \frac{25.55}{\sqrt{3.944}}$$
$$t = \frac{25.55}{1.986} = 12.\mathbf{87}$$

The researchers must test the research hypothesis to demonstrate whether it is accepted or rejected. It is based on the outcome of the initial data analysis. Before testing the hypothesis, the researchers referred to the acceptance or rejection criteria standard.

The criteria define that the alternative hypothesis (Ha) is accepted if the t-counted is greater than the t-table value. It indicates that the post-test differs significantly from the pre-test.

Based on the outcome of the statistical computation, the researchers discovered that the value of the t-counted is 12.87 consulting it to the t-table value by using the degree of freedom (df) = 30-1 = 29 and 0.05 critical value. Researchers determine the value of the t-table to be 1.699. It indicates that the t-counted value exceeds the t-table value. Therefore, the research's alternative hypothesis (Ha) is accepted. In other words, using the word–coloring media effectively boosts the vocabulary mastery of the year five pupils of SDN Inpres 5 Lolu.

Discussion

As stated, the researchers used word-coloring media to increase pupils'

vocabulary mastery. Word-coloring media as a visual tool to help pupils learn English better. It is also a way of involving their self in the learning process.

Implementing the word-coloring media assists students in associating words with colors. However, consistency in using colored markers is the essential factor. The researchers suggest that the pupils select their colors to represent the vocabulary.

The primary objective of the pre and post-tests is to examine the effectiveness of the word-coloring media in enhancing the English vocabulary understanding of the year five pupils of SDN Inpres 5 Lolu is effective. The pre-test is administered before the treatment. It is aimed at measuring the pupils' level of vocabulary. After treatment, the researchers provide a post-test to determine vocabulary improvement and achievement. The data analysis demonstrates a statistically significant difference between the mean score of the post-test (79.54) and the pre-test (53.98).

The final step of the data analysis is to find the value of the t-counted. The value of the t-counted is consulted with the value of the t-table. 1.699. It shows that the hypothesis of the research is accepted. Alternatively, the implementation of word-coloring media effectively increases English vocabulary mastery of the year five pupils of SDN Inpres 5 Lolu.

Although the researchers face some obstacles in teaching vocabulary using word-coloring media, the pupils are interested, enthusiastic, and motivated to join the teaching-learning process. It can be seen from their presence. The pupils rarely come late to class. At the beginning of the lesson, the pupils show their interest by listening carefully and paying attention to the material. It is concluded that the improvement of the pupils' achievement in post-test is contributed by implementing word-coloring media.

CONCLUSION AND SUGGESTION

Conclusion

After collecting and evaluating data, the researchers believe using word-coloring media effectively improves students' vocabulary mastery. By incorporating word-coloring media into the teaching process, the instructor may effortlessly teach students vocabulary. The students can also achieve the purpose of effective and efficient instruction. It is evident by their presence. They demonstrate their interest and motivation through the teacher's instructional style. Students are rarely tardy to class. Moreover, during the learning process, the students exhibit interest by listening closely and paying attention to the subject.

Suggestion

In light of the study's findings, the researchers would like to offer ideas to the English instructor and the students regarding the teaching and acquisition of vocabulary without diminishing respect and esteem for the teacher. Word-coloring media have several disadvantages. Therefore, teachers must comprehend these disadvantages and be able to mitigate them. The negative aspects are:

1. Teachers, as the controller, must have a firm recollection of the pupils' color selection. A possible solution would be for the instructor to instruct the students to rewrite their color choice on the front page of their notebooks so that both the students and the teacher will know immediately if she/he forgets it.
2. Teachers must store the colored markers carefully to prevent color exchange between students. To avoid color exchange between students, the teacher should place each student's-colored marker in a transparent plastic bag labeled with their name.
3. Finding specific colors like white, peach, and grey can be challenging. Teachers propose that the students choose the

alternative color for the specific hues, but still by their own choice.

4. For some students, colored markers are pretty costly. In order to circumvent this issue, the teacher divides the students into groups based on the colors they chose so that they can individually purchase dozen-colored markers.

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CONTEXTUAL TEACHING AND LEARNING
ON VOCABULARY MASTERY IMPROVEMENT

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Abstract

This study aims to determine whether or not the seventh-grade students at Madrasah Tsanawiyah Negeri Palu Barat can increase their vocabulary through contextual teaching and learning strategies. To conduct the study, the researchers employed a simple random sampling technique with a sample size of 30 pupils. The researchers used one group of pre-test and post-test procedures. Two instruments—a test and a questionnaire—were used to gather the data. The test results were statistically examined, while the researchers also analyzed the questionnaire results descriptively. The outcome of the data analysis demonstrates that the pre-test and post-test findings differ significantly. It is shown through a 0.05 level of significance and 29 (30-1) degrees of freedom in a hypothesis test (df). The researchers discovered that the t-counted value (12.79) exceeds the value of the t-table (1.699). The hypothesis is accepted. In conclusion, using Contextual Teaching and Learning Strategy significantly improve vocabulary mastery of the seventh-grade students of Madrasah Tsanawiyah Palu Barat.

Keywords: Contextual Teaching and Learning, strategy, teaching, and vocabulary.

BACKGROUND

One of the language skills that students at all levels should acquire is vocabulary to support their ability to master the four language skills; listening, speaking, reading, and writing. Teaching vocabulary does not just show and give some list of words but also provides the understanding and advantage of vocabulary mastery. Therefore, the students should realize the importance of learning vocabulary.

Learning vocabulary takes work. Some learners sometimes have difficulties memorizing and understanding some vocabulary and using it well in learning a language, and it cannot help students master four language skills. There are some strategies and techniques which teachers can use in teaching vocabulary. A teacher should choose the appropriate strategy and method used in teaching vocabulary based on the condition of the students in the class.

Based on the preliminary observation, the researchers found that most Madrasah Tsanawiyah Negeri Palu Barat students, especially the seventh grade, were passive in teaching-learning because they did not know much vocabulary. They needed to learn that the book contained a list of words and did not use vocabulary with definitions or translations. The teacher often used a handbook and student worksheets as media by which the students were not encouraged to learn. After explaining, the teacher usually asked the students to answer the questions. So, in the teaching and learning process, the students gave no attention and felt bored learning vocabulary.

Teachers may select some strategies of language teaching for teaching vocabulary.

One of the strategies to improve vocabulary is Contextual Teaching and Learning (CTL). The strategy encourages students to connect their knowledge and daily lives by relating subject matter content to real-world scenarios.

Vocabulary

There are various definitions of vocabulary proposed by experts. Neuman and Dwyer (2009) state that vocabulary is understood as words we must comprehend to communicate effectively, which are the ones in speaking and the ones in listening. In comparison, Nordquist (2014) states that vocabulary is all the words of a language or the words used by a particular person or group. It means that the more vocabulary learners have, the easier it is for them to develop their language skills. The better the learners' vocabulary, the more effectively they can communicate their ideas.

The main objectives of teaching and learning English to pupils are the four language skills of listening, speaking, reading, and writing and the sub-skills of pronunciation, grammar, and vocabulary. They need a large vocabulary to teach the four language skills because communicating in the target language requires it. Mastering a language's vocabulary is essential for understanding it.

Everybody knows that people can do nothing in their interactions without knowing and mastering many words. According to Alqahtani (2015), vocabulary acquisition is a crucial part of learning a foreign language because the meanings of new words are frequently reinforced, whether in books or classrooms. Therefore, vocabulary is an essential element in language learning. In other words, the quality of communication skills is influenced by vocabulary.

Based on the theories above, the researchers conclude that vocabulary is the stock of words people use to express thoughts and feelings and communicate with others in both oral and written language.

Teaching Vocabulary

Teaching English vocabulary is an activity to develop students' ability to recognize and understand new unknown words. To be practical demonstrators or communicators, the students must have the vocabulary to communicate their thoughts. Teaching English vocabulary is the top concern when learners are at the beginning of the process.

Teaching vocabulary to students is to provide them with vocabulary to help them master or acquire language skills. Wallace in Munoz (2012) states, "the teacher should give so much practice and repetition until his students master the target words well. He also should allow the students to use words in writing or speaking". In addition, teachers know which of the proper vocabulary should be applied to students so that the teaching and learning process will be successful. Besides, we can reach our target, which is improving their English vocabulary.

Noun

A noun is a word used to name or identify a person (*Tiko, Wulan, he, she, it*), place (*Surabaya, Palu, Jakarta*), or thing (*pen, table, water*). According to Harmer (2007), "a word (or a group of words) that is the name of a person, a place, a thing or activity or quality or idea; nouns can be used as the subject or object of the verb." A proper noun is a word that stands for a personal name, the name of a geographic unit, the name of nationalities and religion, the name of a holiday, the name of a time unit, or any particular name which begins with a capital letter in writing.

Examples:
o *Tiko* is my older brother.
o We will go to *Kalimantan* next week.

A common noun is a denoting noun class of objects or concepts as opposed to a particular individual.

Examples:
o My father writes an *article*.
o Take your *laptop*, please!

Verb

A verb is a word used to express an action or state, such as write and run. Harmer (2007) argues, "a word (or group of words) which is used in describing an action, experience or state." For example, *teach, write, buy, clean, kick and eat*. For example:

- I *eat* bread for my breakfast.
- Mr. Bagus *teaches* us English twice a week.

The sentences above indicate that a verb says something about a person's actions. A verb can function as the predicate of a sentence. In the first sentence, the verb tells us to do something; in the second sentence, the verb tells us what Bagus usually does. In short, a verb is a word used to describe what a person or thing does.

Adjective

An adjective is a word used to modify a noun or pronoun. Harmer (2007) states, "A word that gives more information about a noun or pronoun." Based on the statement above, the researchers may argue that adjective is most frequently used to modify nouns or pronouns. The adjective that modifies pronoun occurs after to be (*am, is, are*). The researchers present some adjectives as in the following.

a. Some of my friends are very <u>smart.</u>
b. I am <u>afraid</u> of being mistaken by my uncle.

The word <u>s</u>ome in the first sentence describes a noun (my friends), and the word <u>afraid</u> in the second sentence describes the pronoun (*I*). An adjective function as the complement of a sentence.

Contextual Teaching and Learning

Contextual Teaching and Learning, commonly known as CTL, helps students connect the content to their life contexts. The students then find meaning in the learning process. Parhan (2014) explains that CTL is a method of education that seeks to give students a deeper understanding of the academic material they are learning by relating it to the context of their daily lives, that is, to the context of their individual, social, and cultural contexts. It is a strategy that connects knowledge content with the application context. Furthermore, Suyanto (2002: 2) uses the following meanings of CTL in his paper:

1. The CTL system is a method of education that aims to give students a deeper understanding of the material they are learning by tying academic concepts to the context of their everyday lives, that is, to the context of their social, cultural, and personal circumstances.
2. CTL involves teaching and learning with a situation and specific material that gives students real-world exercises and tasks to complete in order to solve the issue.
3. CTL is a way of teaching and learning that links the learning process and the content to foster students' creativity, critical thinking, problem-solving, analysis, and application of their knowledge in real-world situations.

Despite the variations in terminology, the concepts behind all of the meanings, as mentioned earlier, are the same. Real-world education, active learning, learner-centered training, and learning in context are others for contextual teaching and learning in English.

Concept of Contextual Teaching and Learning

The center for Occupational Researcher Development (CORD) in the United States of America (USA) makes brief concepts of Contextual Teaching and Learning Methods using the acronym REACT which stands for Relating, Experiencing, Applying, Cooperating, and Transferring. According to Crawford (2001: 2), "we call them contextual teaching strategies: relating, experiencing, applying, cooperating and transferring."

1. Relating is the best strategy for learning. It is the core of CTL. The teacher applies this strategy when relating a new concept

to something the students know. In other words, the teacher relates what the students know to a new topic they will discuss.

2. Experiencing. The main point of CTL is that relating means connecting a piece of new information with prior experience or knowledge. Learning is the exploration of context, invention, and creation. Learning can be more effective when students can actively manipulate and research their experiences.

3. Applying is learning by satisfying knowledge to its use. Students use concepts when they solve a problem.

4. Cooperating learning is a group interaction context. The students, who work individually, frequently need more progress. Otherwise, the students who work in a group can solve their problems and progress significantly.

5. Knowledge is transferred through learning by using knowledge in a new context or another context. The teacher's role is to focus the learning experience on understanding, not memorizing.

Based on the concepts above, all strategies must be present in the teaching and learning process to make Contextual Teaching and learning effective.

The Principal Elements of Contextual Teaching and Learning

Contextual Teaching and Learning have some principal elements. Johnson (2002) states seven principal elements of Contextual Teaching and Learning: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.

1. Constructivism

Constructivism is a process of building the students' knowledge based on their experience in a real-life situation. A teacher will construct the student's knowledge through authentic experiences. Nurhadi and Senduk (2004) state that Humans build knowledge piece by piece, exploring the end product in a specific situation. Constructivism is implemented in five stages during the teaching and learning process in the classroom: activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge, and reflecting on knowledge. Thanks to the constructivism paradigm, we now comprehend how a teacher can promote learning through particular kinds of interesting, productive tasks. This learning paradigm strongly emphasizes meaning creation through engaged participation in specific social, cultural, political, and historical contexts.

2. Inquiry

Inquiry means the students get knowledge and skill from finding by themselves rather than from getting and remembering the theories. Nurhadi and Senduk (2004) argue that students' knowledge and skill are not derived from a series of memories of fact but from inquiry or finding. Students practice the material and try to find the knowledge from those activities. Formulating the problem, gathering data through observation, analyzing and presenting data (through written form, picture, report, and table), and finally communicating and presenting the data result to the readers, classmates, and other audiences, are the steps that should be followed when implementing inquiry activity in classroom teaching.

3. Questioning

The core of contextual teaching and learning is questioning. It is the start of information and a crucial component of education. Nurhadi and Senduk (2004) point out students' knowledge they got from questioning. The question can be a reflection for people to know how much knowledge they have. Besides, it is also used to ask questions or evens that people did not know before others. Students may question other students, students, instructors, or teachers and students during the learning process. The teacher asks the students some questions

in the classroom to encourage discussion, get them to reflect, assess their learning, begin teaching, clarify the material, and make sure they are aware of it. Suyanto (2002: 11) states that in productive learning, questioning will be used as follows:

   a) Looking for information, not only administration but also academic.
   b) Checking students understanding.
   c) Arousing students' responses.
   d) Finding out all things that students had.
   e) Focusing students' attention on what the teacher asks students to do.
   f) Arousing more questions from students.
   g) Refreshing students' knowledge.

4. Learning Community

The learning community encourages students to gain knowledge by making cooperation with others. It means the students make cooperative learning by sharing among friends, groups, or between groups and unknown groups. According to Wilson & Lowe (2019), a learning community provides contextual information; this takes the form of setting out details of the specific topic under review. All members are responsible for their group development. They must attempt to make all class members achieve their learning purpose by learning together.

5. Modeling

Modeling is a process of learning when the teacher demonstrates or gives the students an example of the material. It includes the teacher showing how to make some things, operate some tools, and even spell some words. Haston (2007) describes modeling is used in numerous educational settings, particularly with performing ensembles. It will significantly impact if done correctly, but if conducted inappropriately, it prevents students from learning.

Modeling is done by more than just the teacher. It can be done by someone outside the class, for example, a native speaker.

Native speakers of English subject can be a model in the classroom. They can give an example of pronouncing well and using body language when talking.

6. Authentic Assessment

Authentic assessment is a process done by the teacher to collect data about students' improvement. Nurhadi and Senduk (2004) point out that authentic assessment is a scoring procedure that asks students to show their actual ability. The teacher does it to evaluate the student's knowledge and skill.

7. Reflection

Reflection is the way of thinking about everything that the students have learned. Students think about the knowledge that they have gained from the learning activity. Nurhadi and Senduk (2004) argue that reflection is a response to what has happened, activities, and experiences that aim to identify something that they already know and something that has not happened yet. It aims to construct innovation. Reflection usually is done by the teacher by asking some questions. The realization of the reflection is in the form of students' work, discussion, direct about what students have just learned, notes in a journal in the student's book, and impression or suggestion about the teaching and learning.

Using Contextual Teaching and Learning Strategy in Teaching Vocabulary

The concept behind contextual teaching and learning is that students learn best when they understand the meaning behind the academic content. They know the meaning of schoolwork when connecting new information with their own experience. As a result, the researchers attempt to provide vocabulary material that is linked to their everyday lives when teaching vocabulary using the Contextual Teaching and Learning strategy. For the pupils to relate new knowledge they supposed to already possess to their personal experiences.

There are reasons to use CTL in teaching vocabulary. Trianto (2009)

explains three backgrounds for implementing CTL in learning, including the following:

(1). Most students at school struggle academically when taught using traditional methods, even though they need to comprehend the concepts when relating to the world of work in which they live;

(2). Students are expected to be able to make connections between what they have learned in school and how they can apply this knowledge; and

(3). Students are expected to be proficient in CTL.

These conditions allow teachers to use CTL as one of a strategy in order they can reach their vocabulary teaching goal.

METHOD OF THE RESEARCH

This study is pre-experimental, implementing one group pre-test and post-test design. According to Ary et al. (2010), the one-group pretest-posttest design typically entails three steps: (1) administering a pre-test to gauge the dependent variable; (2) applying treatment to the participants X; and (3) administering a post-test to gauge the dependent variable once more.

Pretest	Independent	Posttest
Y_1	X	Y_2

This study was conducted to determine the effectiveness of the Contextual Teaching and Learning strategy in improving students' vocabulary mastery at Madrasah Tsanawiyah Negeri Palu Barat. The Contextual Teaching and Learning strategy is independent, while students' vocabulary mastery is dependent.

To conduct this study, the researchers determined a population. The population of this research is the seventh-grade students of Madrasah Tsanawiyah Negeri Palu Barat. The total population is 189 students. They spread into six parallel classes from VII A up to VII F. The number of each class can be seen in the following table.

Table of Population

No.	Classes	Number of Students
1.	A	32
2.	B	30
3.	C	32
4.	D	32
5.	E	31
6.	F	32
	Total	**189**

From the population, the researchers determined the sample of the research. The researchers used a simple random sampling technique. In applying it, there was a procedure to go through. Firstly, the researcher wrote the name of each class in six papers. Secondly, he scrolled the papers and put them in a box. He shook the box and took one of them as a sample. After selecting the sample using a simple random sampling technique, the researcher had a piece of folding paper class Seven B as the sample.

The researchers used two kinds of instruments: test and non-test. The test was applied in two parts, namely, pre-test and post-test. The types of tests are multiple choice and completion. Multiple choice consisted of 20 items, each consisting of four options: a, b, c, and d, while completion consisted of 20 items. Each correct item of the tests was scored 1. Therefore, the total number of tests is 40 items, and the total score is 40.

Table of The Scoring System of the test

No.	Kind of Test	Items	The score for each correct item	Maximum Score
1.	Multiple Choice	20	1	20
2.	Completion	20	1	20
	Total	40		40

The non-test instrument is a questionnaire. This questionnaire contained

statement items that were prepared to support the test result.

The researchers gave students treatment in six meetings. The researchers gave it to the students using the seven principal elements of Contextual Teaching and Learning: constructivism, questioning, learning community, inquiry, modeling, authentic assessment, and reflection. The activities were spent 2 x 40 minutes for each meeting. The researchers taught the students twice weekly using Contextual Teaching and Learning strategy. The researcher provided lesson plans. It was related to the students' material or book. The treatment was given during school hours. The procedures of the treatment could be seen as follows:

Table of Treatment Outline

No	Meeting	Topic	Teacher Activity	Students Activity
1	1st	Things in the classroom	1. The teacher asked some questions related to the topic (constructivism and questioning)	1. Students answered the question.
			2. The teacher divided the students into five groups, each comprising six students. (learning community)	2. Students found out about their group.
			3. The teacher gave out an exercise to the students. (inquiry)	3. Students did the exercises.
			4. The teacher explained how to answer the question. (modeling)	4. Students listened and paid attention to the teacher's explanation and instruction.
			5. The teacher evaluated students' participation in teamwork, the contents of worksheets formation (authentic assessment)	5. Students worked in the group, did the exercise, and reported their results.
			6. The teacher asked about their impression and conclusion about the material (reflection)	6. Students concluded the material and explained their impressions about the material.
2	2nd	Professions	1. The teacher asked the students about the kinds of professions that they saw in their area. (constructivism and questioning)	1. Students pay attention to the teacher's questions and try to mention the profession in their area.
			2. The teacher divided the students into groups and asked them to identify the pictures of the profession in a village and the profession in a city (inquiry and learning community)	2. Students found their group and worked to identify the pictures of the profession in a village and a city.
			3. The teacher explained how to answer the question. (modeling)	3. Students listened and paid attention to the teacher's explanation and instruction.
			4. The teacher evaluated students' participation in team-work, the contents of worksheets formation (authentic assessment)	4. Students worked in groups, did the exercise, and reported their results.
			5. The teacher asked about their impression and conclusion about the material (reflection)	5. Students concluded the material and explained their impressions about the material.
3	3rd	Things in the bedroom	1. The teacher asked some questions related to the topic (constructivism and questioning)	1. answered the question.

No	Meeting	Topic	Teacher activities	Students activities
			2. The teacher divided the students into five groups, each comprising six students (learning community)	2. Students found out about their group.
			3. The teacher explained how to answer the question (modeling).	3. Students listened and paid attention to the teacher's explanation and instruction.
			4. The teacher evaluated students' participation in teamwork, the contents of worksheets formation (authentic assessment)	4. Students worked in the group, did the exercise, and reported their results.
			5. The teacher asked about their impression and conclusion about the material. (reflection)	5. Students concluded the material and explained their impressions about the material.
4	4th	Our activities	1. The teacher asked some questions related to the topic (constructivism and questioning)	1. answered the question.
			2. The teacher divided the students into five groups, each group consisting of six students (learning community)	2. Students found out about their group.
			3. The teacher explained how to answer the question. (modeling)	3. Students listened and paid attention to the teacher's explanation and instruction.
			4. The teacher evaluated students' participation in teamwork and the contents of work-sheets formation. (authentic assessment)	4. Students worked in groups, did the exercise, and reported their results.
			5. The teacher asked about their impression and conclusion about the material (reflection)	5. Students concluded the material and explain-ed their impressions about the material.
5	5th	Colors	1. The teacher asked some questions related to the topic (constructivism and questioning)	1. Students answered the question.
			2. The teacher divided the students into five groups, each with six students. (learning community)	2. Students found out about their group.
			3. The teacher explained how to answer the question (modeling).	3. Students listened and paid attention to the teacher's explanation and instruction.
			4. The teacher evaluated students' participation in teamwork and the contents of the work-sheet's formation. (authentic assessment)	4. Students worked in the group, did the exercise, and reported their results.
			5. The teacher asked about their impression and conclusion about the material (reflection)	5. Students concluded the material and explain-ed their impressions about the material.
6	6th	She is so nice.	1. The teacher asked some questions related to the topic (constructivism and questioning)	1. Students answered the question.
			2. The teacher divided the students into five groups, each consisting of students (learning community)	2. Students found out about their group.
			3. The teacher explained	3. Students listened and

	how to answer the question (modeling).	paid attention to the teacher's explanation and instruction.
	4. The teacher evaluated students' participation in teamwork and the contents of worksheets formation. (authentic assessment)	4. Students worked in the group, did the exercise, and reported their results.
	5. The teacher asked about their impression and conclusion about the material. (reflection)	5. Students concluded the material and explained their impressions about the material.

The researcher administered a post-test to the students after the treatment. This exam aims to evaluate the students' vocabulary growth and the efficacy of the in-class intervention. After the course of therapy, the post-test was administered.

The researchers computed the individual score in analyzing data by using the formula proposed by Setiyadi et al. (2007: 20):

$$\text{Level of achievement} = \frac{\text{Scores of the correct answers}}{\text{total score}} \times 100$$

Next, in order to calculate the mean score of the individual score of students, the researcher used the formula by Best & Kahn (2006) as follows:

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

Where :
M = mean
$\sum$ = sum of
X = score in a distribution
N = number of scores

The researcher used the score classification to classify the students' achievements after the test to determine the student's mastery classification. It aims to differentiate each student's mastery. The

following score classification proposed by Sudijono (2011: 6) as follows:

Table of Score Classification

No.	Score Range	Interpretation
1.	80-100	Very Good
2.	60-79	Sufficient
3.	30-59	Poor
4.	0-29	Fail

Next, the researcher computed the standard deviation of the difference by applying the formula proposed by Mason and Bramble (1978: 200) :

$$S_d = \frac{\sqrt{\sum(d - \bar{d})^2}}{n - 1}$$

Where:
S_d : The standard deviation of the difference
d : The difference between each student's scores
$\bar{d}$: The average difference between the pairs of scores
$N-1$: The degrees of freedom of the statistic

The researcher used the t-test formula suggested by Mason and Bramble (1978: 199) to determine whether there is a significant difference between the pre-test and post-test findings:

$$t = \frac{\bar{d}}{S_d/\sqrt{n}}$$

Where:
t : The mean of t-counted
$\bar{d}$: The average difference between the pairs of scores
S_d : The standard deviation of the difference
$\sqrt{n}$: Root of number of Pairs

The researcher conducted hypothesis testing using the following criteria to demonstrate whether the Contextual Teaching and Learning approach successfully increased English vocabulary. The research's hypothesis is approved if the

t-counted is higher than the t-table. Conversely, the research's hypothesis is disproved if the t-counted is lower than the t-table.

FINDING AND DISCUSSION

Result of Test

A pre-test was administered to the students before treatment. The pre-test measures the students' vocabulary mastery before applying the Contextual Teaching and Learning strategy. The experimental class consisted of 30 students. The researchers provided 60 minutes for the students to do this pre-test. The result of the pre-test can be seen in the following table:

Table of Students' Scores in the Pre-test
(Max Score = 40)

No	Initial	TEST		Score	
		Multiple Choice	Completion	Obtain-ed	Total
1	AGAN	3	1	4	10
2	ABDR	7	3	10	25
3	AHMR	15	17	32	80
4	ALRZ	12	14	26	65
5	DEVR	5	1	6	15
6	DMSF	13	13	26	65
7	MAWS	10	6	16	40
8	MOST	14	14	28	70
9	MUYF	11	11	22	55
10	MUHR	15	9	24	60
11	LANZ	12	0	12	30
12	ZULK	3	3	6	15
13	ARM	10	4	14	35
14	CHAW	17	15	32	80
15	AGST	8	4	12	30
16	ENG	15	9	24	60
17	FTAZ	14	12	26	65
18	JDPR	13	7	20	50
19	MHRI	9	5	14	35
20	NURA	12	12	24	60
21	NURS	9	1	10	25
22	NURH	16	16	32	80
23	PINT	10	14	24	60
24	RIFA	15	13	28	70
25	SITH	15	1	16	40
26	TIAT	11	13	24	60
27	HERL	10	6	16	40
28	SYWA	12	0	12	30
29	RISK	8	4	12	30
30	SASD	9	5	14	35
				Total	1415

Based on the result of the obtained score from the pre-test above, it was found that there were five students got fail the classification. The score 10 belongs to AGAN, and the score 15 belongs to DEVR. Twelve students got poor classification. The score 30 belongs to LANZ, and the score 55 belongs to MUYF.

On the other hand, ten students got good classification. A score of 60 belongs to MUHR, and a score of 70 belongs to MOHT. Three students got very good classification. A score of 80 belongs to AHMR, CHAW, and NURH. The score Classification can be seen in the table below:

Table of Students' Pre-test Score Classification

No	Initials	Score	Interpretation
1	AGAN	10	Fail
2	DEVR	15	Fail
3	LANZ	30	Poor
4	MUYF	55	Poor
5	MURH	60	Sufficient
6	MOST	70	Sufficient
7	AHMR	80	Very Good
8	CHAW	80	Very Good
9	NURH	80	Very Good

As stated previously, the score range 80-100 is classified as very good, the score range 60-70 is classified as sufficient, the score range 30-59 is classified as poor, and the score range 0-29 is classified as failed. It was found that some of the students got failed classification, poor classification, and good classification, and some got very good.

After presenting the result of the pre-test, the researchers computed the mean

scores of the pre-test by using the following formula:

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

$$M = \frac{1415}{30}$$

$$M = 47.16$$

The students' mean score on the pre-test is 47.16.

The researchers need to do the post-test to determine whether there is a vocabulary improvement. After the treatment, the researchers again tested the students using the same test. The researchers wanted to know whether the result of the post-test showed an improvement in vocabulary or not. The researchers provided 60 minutes for the students to do this Post-test. The result of the post-test can be seen in the following table:

The Students' Scores in the Post-test
(Max Score = 40)

No	Initial	TEST		Score	
		Multiple Choice	Completion	Obtained	Total
1	AGAN	6	10	16	40
2	ABDR	13	17	30	75
3	AHMR	18	18	36	90
4	ALRZ	19	15	34	85
5	DEVR	14	14	28	70
6	DMSF	13	15	28	70
7	MAWS	16	20	36	90
8	MOST	20	20	40	100
9	MUYF	15	19	34	85
10	MUHR	18	14	32	80
11	LANZ	11	17	28	70
12	ZULK	8	10	18	45
13	ARM	12	10	22	55
14	CHAW	20	20	40	100
15	AGST	12	14	26	65
16	ENG	18	20	38	95
17	FTAZ	19	15	34	85
18	JDPR	18	20	38	95
19	MHRI	14	18	32	80
20	NURA	20	20	40	100
21	NURS	13	9	22	55
22	NURH	16	20	36	90
23	PINT	16	20	36	90
24	RIFA	17	15	32	80
25	SITH	15	13	28	70
26	TIAT	16	18	34	85
27	HERL	17	19	36	90
28	SYWA	13	17	30	75
29	RISK	11	17	28	70
30	SASD	14	8	22	55
				Total	**2335**

Based on the result of the post-test, it is recognized that most of the students get to improve their vocabulary. Five students got poor classification; the lowest score, 40 and 55, belonged to AGAN and ANRM. Then, eight students got good classification. On the other hand, 17 students got a very good classification. The highest score, 100, belongs to MOHT, CHAW, and NURA. The score classification can be seen in the table below:

Table of Students' Post-test Score Classification

No	Initials	Score	Interpretation
1	AGAN	40	Poor
2	ARM	55	Poor
3	AGST	65	Sufficient
4	SYWA	75	Sufficient
5	MOST	100	Very Good
6	CHAW	100	Very Good

Noticing the table above, the sum of the student's scores is 2.335. To find the mean score, the researchers did the same way as he did before. The mean calculation is shown below:

$$M = \frac{2335}{30} = 77.83$$

Thus, the students' mean score in the post-test is 77.83. These computations show that the mean score of the student's vocabulary in the post-test improved.

The researchers made this assumption based on the pre- and post-test mean scores: the students had weak vocabulary prior to treatment, which significantly improved

after treatment. These mean scores proved that the student's vocabulary has improved using Contextual Teaching and Learning Strategy.

Following the presentation of the student's pre-test and post-test results, statistics are used to analyze the pre-test and post-test results. To compute the mean deviation between the pre-test and post-test, the researchers calculated it using the formula proposed by Arikunto (2010). To compute the mean deviation score, the researchers divided the total deviation score by the number of students. It was to identify whether the mean of the pre-test and the post-test following the treatment differed significantly.

The computation of the deviation of the pre-test and post-test can be seen as follows:

Table of The Deviation of Post-test and Pre-test Score

Total Students' Score		Deviation (d)	d^2
Post-test	Pre-test		
2335	**1415**	**$\sum d = 925$**	**$\sum d^2 = 33.575$**

Having the deviation score, the researchers then computed the mean deviation of the pre-test and post-test using the formula as follows:

$$Md = \frac{\sum d}{N}$$
$$Md = \frac{925}{30} = 30.83$$

After counting the mean deviation of the pre-test and post-test, the researchers counted to find out the square deviation as next:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)2}{N}$$
$$= 33.575 - \frac{(925)2}{30}$$
$$= 33.575 - \frac{855625}{30}$$
$$= 33.575 - 28.520$$
$$= 5.055$$

The researchers then looked for the significant difference between the tests. The calculation is displayed below:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$
$$= \frac{30.83}{\sqrt{\frac{5.055}{30(30-1)}}}$$
$$= \frac{30.83}{\sqrt{\frac{5.055}{30(29)}}}$$
$$= \frac{30.83}{\sqrt{\frac{5.055}{870}}}$$
$$= \frac{30.83}{\sqrt{5.81}}$$
$$= \frac{30.83}{2.41}$$
$$= 12.79$$

Result of Questionnaire

A questionnaire is one of the research instruments. Its purpose is to support the data obtained from the test. It aimed at finding out the information Contextual Teaching and Learning strategy can improve the students' vocabulary and be suitable to be applied in the school. Thus, it focused on giving questions to the students about the Contextual Teaching and Learning strategy. The researchers had three questions, as described below.

Firstly, the researchers asked about the fun of studying using the Contextual Teaching and Learning strategy. They considered the Contextual Teaching and Learning strategy enjoyable because it made them find the definition of the words. Besides, they said that the instructions of the teacher's rules are clear, making it easy to understand.

Secondly, the researchers asked for the use of Contextual Teaching and Learning strategies to make it easier to memorize vocabulary. They considered that they used the Contextual Teaching and Learning strategy more easily to memorize vocabulary because they could discuss and find out the definition of words with their groups.

Thirdly, the researchers asked about the teacher often using Contextual Teaching and

Learning in the learning process. Most students said the teacher never used Contextual Teaching and Learning strategy in the learning process.

Testing Hypothesis

The researchers need to test whether the hypothesis is accepted or rejected. It is based on the result of the data analysis above. Before testing the hypothesis, the researchers referred to the acceptance or rejection criteria standard. The criteria state that if the t-counted is greater than the t-table value, the hypothesis is accepted. It means that there is a significant difference between the post-test and pre-test.

The researchers discovered that the value of the t-counted is 12,79 based on the outcome of the statistical computation. By utilizing the degree of freedom (df) = 30-1 = 29 and the 0.05 critical value, it can be determined that these 12,79 values exceed the t-table value. Therefore, the research's alternative theory is accepted. In other words, the seventh-grade students at Madrasah Tsanawiyah Negeri Palu Barat benefit from using the contextual teaching and learning strategy to increase their English vocabulary.

Discussion

As stated, the researchers use Contextual Teaching and Learning strategy to improve the student's vocabulary. Contextual Teaching and Learning as a strategy that helps students relate to English better. It is also a way of involving their self in the learning process.

The primary purpose of conducting pre-test and post-test is to determine whether using Contextual Teaching and Learning strategies to improve the English vocabulary of the seventh-grade students of Madrasah Tsanawiyah Negeri Palu Barat is effective. The pre-test is administered before the treatment. It is aimed at measuring the student's level of vocabulary. After treatment, the researchers perform a post-test to evaluate the progress and achievement in vocabulary. Based on the data analysis, it is proved that there is a substantial difference between the mean score result of the post-test and the mean score of a pre-test. The post-test mean score (77.83) exceeds the pre-test mean score (47.16).

The final step of the data analysis is to determine the value of the t-counted. It is applied using a critical value of student distribution (t) proposed by Best and Kahn (2006). The value of the t-counted is consulted with the value of the t-table 1.669. It shows that the hypothesis of the research is accepted. Alternatively, using the Contextual Teaching and Learning strategy effectively improves the English vocabulary of the seventh-grade students of Madrasah Tsanawiyah Negeri Palu Barat.

The students were enthusiastic, engaged, and motivated to participate in the teaching-learning process even though the researchers encountered challenges when teaching vocabulary using the Contextual Teaching and Learning Strategy. Students demonstrated interest during the learning process by listening intently and giving attention to the subject matter. Contextual Teaching and Learning Strategy implementation, it is determined, contributed to the student's improved performance on the post-test.

CONCLUSION AND SUGGESTION

Conclusion

The study's findings support the claim that contextual teaching and learning strategies increase students' vocabulary. The use of this tactic can motivate pupils to increase their vocabulary. The students display their motivation and interest throughout the teaching and learning process. It is apparent from their actions and reactions throughout the instruction and learning process.

Suggestion

The researchers would like to advise English instructors and students in light of the research findings. First, the students must work diligently to expand their vocabulary. They should start by learning the fundamental words for the world. The success of the English teaching-learning process is also determined by the creativity with which English instructors select the best strategy to assist their students in the learning process. Third, contextual teaching and learning methods can help students' vocabulary. As a result, the teacher should teach the pupils vocabulary using this method.

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THE INFLUENCE OF GRAMMAR ABILITY ON STUDENTS' SPEAKING SKILLS

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Abstract

This study aims to investigate the effect of grammar on the speaking ability of fifth-semester students at Muhammadiyah University Palu. The study employed a descriptive methodology. Twenty-four students from the fifth semester participated in this study. The study instrument consisted of documents and a questionnaire and was not a test. The students' documents were collected, and questionnaires were distributed to them to gather the data. The findings of this study suggest that grammar does not significantly impact the speaking ability of fifth-semester students at Muhammadiyah University Palu. As evidenced by student grades in speaking IV, 57.14% of the 24 students received a good grade (B). The questionnaire results indicate that 83.33% of students disagree with "I am afraid to make mistakes when I speak English in the class," and 0% of the students agree with "I am afraid to speak English because I do not know grammar." The researcher concludes that there is no significant influence of grammar ability on the speaking skills of the fifth-semester students of Muhammadiyah University Palu.

Keywords: Influence, grammar, speaking.

BACKGROUND

All fundamental English abilities must be taught equitably to English language learners. Speaking is the most crucial and challenging skill. Speaking is a more common means of communicating with others than writing. Uyun (2022) states, speaking is such an integral aspect of daily life that we take it for granted. We must learn how to duplicate the action in a different language. In brief, most English language learners aim to communicate accurately and fluently.

Speaking is the most challenging skill to acquire and teach, despite being one of the most challenging skills to master. There are various contributing elements (Rajendran & Yunus, 2021). First, not all pupils are extroverts; some may be introverts uncomfortable with spoken communication. Second, teachers must cope with classroom sizes that could be more conducive to teaching speaking. Thirdly, the cultural values acquired by language learners in some nations hinder their ability to talk freely. Fourthly, the most significant challenges faced by English language learners stem from the nature of speaking.

Concerning English teaching, the phenomenon contradicts the government's expectations. One of the primary goals of English instruction is to enable students to transmit meaning verbally by addressing conversational and grammatical language structure and meaning systems. Grammar exists in all languages, and each language has its grammar (Li & Wang, 2022). People who speak the same language can communicate because they intuitively understand the language's grammar system, i.e., the rules for constructing meaning.

Students who are natural English speakers understand English grammar and how to utilize it correctly. They are familiar with the sounds of English words, their meanings, and the various ways of combining words to form coherent sentences. No matter how proficient the students are in English, they must learn how to communicate their understanding of grammatical ideas orally.

DeCapua (2017:1) claims that grammar is typically associated with boring classes that involve endless exercises, repetition, and other pointless activities centered on essentially esoteric norms of how people are supposed to write and talk. Furthermore, according to (Jong, 2008), solid grammatical skills may result in better fluency and a higher articulation rate. In light of this, the researchers are curious to know if speaking ability and English grammar are related.

Based on the preliminary observation, the researcher found that most fifth-semester students of the Muhammadiyah University of Palu needed help with speaking. When the researcher asked them a few questions in English, they did not simply answer them. For example: "What kind of difficulties do you get in speaking? And what do you think of your progress nowadays?" They just looked confused, as if they did not like to answer it. The researcher assumed they had to think of grammar before producing the words. As the fifth-semester students of the English education study program, they should answer it quickly because they already passed speaking subject in the first semester up to the fourth.

Based on the background of the study, the researcher concludes with some problems as in the following: Does grammar ability influence the speaking skill of the fifth-semester students of Muhammadiyah University Palu? Concerning the problem statement above, this research aims to describe the influence of grammar on the speaking skill of the fifth-semester students of Muhammadiyah University. Thus, the researcher emphasizes this research on the the influence of grammar on the speaking

skill of the fifth-semester students of Muhammadiyah University Palu.

Numerous studies on the impact of grammar on speaking ability have been conducted. In a study, Ngilma (2022) investigated the correlation between grammar mastery and speaking achievement. In this instance, the study's findings showed that There is a positive correlation with a very high or perfect correlation level between students' grammar mastery and speaking achievement in the eleventh grade of MAN 1 Ponorogo in the academic year 2021/2022. The majority of the time, it was indicated that learning grammatical rules is important to speak a foreign language successfully, as can be seen in the background portion of this research. It has been said that learning a language's vocabulary and grammatical structure work best together.

Similar to Ngilma, earlier, Zam Zam et al. (2021) performed research on the correlation between grammar and speaking skill of undergraduate students. The findings indicate positive correlation between the students' grammar and speaking skill which means that grammar contributes to speaking skill, but grammar is not the main predictor of speaking skill achievement. Even if it does not necessarily imply a causal connection, it can be deduced that speaking fluency and strong grammar proficiency go hand in hand.

The Nature of Speaking Skill

Studying English, especially speaking with practice, is beneficial. People can express their minds, ideas, and thoughts spontaneously through speaking. Goh (2016) asserts that speaking requires complex interactions between social, articulatory, and mental processes. He also said speakers must create utterances that combine acceptable language use, vocabulary selection, and grammar to express the intended communication functions. In other words, the speaker can deliver by choosing the right words and

structuring sentences to the listener well, so the interaction between speaker and listener happens so well. Goh (2016) also contends that to teach speaking effectively, activities must be planned that allow students to practice speaking and draw their attention to crucial linguistic components that can increase their correctness.

Dawes (2008) made the supposition that spoken language interactions give kids access to information and new ways of thinking. Children must be taught that speaking and listening in classroom settings have to do with learning if they are to reach their most significant potential.

Definition of Speaking

Speaking is any speech or expression that the speakers want to be understood. According to Bahadorfar & Omidvar (2014), speaking is essential to teaching and learning a second language. According to that viewpoint, speaking is understood to constitute communication. Hence speakers must be able to communicate their ideas clearly and concisely to be understood.

Speaking also becomes a crucial skill for pupils to learn as the primary verbal communication tool because it allows us to immediately convey the thoughts and opinions we have in our brains. Similarly, Richards (2008) claims that many second or foreign-language learners place high importance on developing their English-speaking abilities. Speaking skills have scarcely been neglected in EFL/ESL classes, as evidenced by the abundance of conversation and other speaking course books on the market. However, there has long been methodological dispute on the most effective way to teach speaking skills.

Based on the definitions mentioned earlier, speaking refers to harnessing the want to talk to pronounce vocal symbols to communicate ideas, facts, and opinions with other people. Speaking involves both the speaker and the listener. Hence it is impossible to separate speaking from listening. Speaking as a component of

employment or academic research may involve delivering reports or a stance on a particular issue, according to Nation & Newton (2009).

Elements of Speaking

Understanding speaking means understanding the elements of speaking. Bahrani, T, & Soltani (2012) argue that form-oriented input focuses on how to use the language. It includes explicit instruction in phrases to clarify and correct misunderstandings and guidance from the teacher or another source on vocabulary, pronunciation, and grammar (elements of speaking). It also includes expectations for speech rate, pause length, turn-taking, and other social aspects of language use (strategic competence).

To explain the first elements, vocabulary, then opinions are needed. Richards, J.C., and Schmidt (2010:629) declare that vocabulary is a set of lexemes, including single words, compound words, and idioms. In addition, according to Willis, 2008:80 that with enhanced vocabulary, students grow in verbal fluency, writing, and comprehension skills. This indicates that vocabulary becomes an excellent support for speaking skills.

The next element is pronunciation. Pronunciation teaching and learning necessitate knowledge about the production of speech sounds (Low, 2014). He continues by saying that there are numerous explanations for the connection between the internal teaching and learning of phonetics and pronunciation (practice). Pronunciation-related topics are covered in some detail. First, it discusses accuracy in knowing how sounds are formed, which will assist us in delivering the desired sounds. The ability to correct students who have yet to create appropriate targets and assist instructors in assisting their students in obtaining the intended articulation target are both made possible by a solid comprehension of the articulatory principles of sounds. Thirdly, it discusses locations and articulation styles.

This situation involves mouth, tongue, and lip posture as well as consonants and vowel characteristics. When speakers are likely to speak more than one language in the multilingual setting of English as an international language, it is essential to comprehend how sounds are created in one variation.

Last but not least is grammar. Based on some study results, a language user who speaks with good grammar will result in a better understanding of the listener. According to Fitrianingsih (n.d.), grammar is one of the standards that we need to follow when talking with others so that the interaction is positive. A study by Priyanto & L. (2015) shows a positive correlation between English grammar competence and speaking fluency, meaning grammar contributes to speaking fluency.

Components of Speaking

How we can order the two crucial speaker goals of accurate (clear, articulate, grammatically and phonologically correct) language and fluid (flowing, natural) language in spoken language is the dilemma we face as teachers (Brown, 2000, p. 267). In addition, Added also by Schmidt (2009) stated that real-time language processing is necessary for fluent language use. Then Bailey (2005:5) noted that accuracy and fluency are both components of proficient speaking. Additionally, according to Brown (2000: 268-269), correctness and fluency are both crucial CLT objectives because part of this speech goes beyond comprehension. Speaking skills also consist of fluency, accuracy, and comprehensibility.

Definition of Grammar

Grammar is typically seen as one of the language components pupils should learn in education, particularly when studying and teaching a foreign language. This is in addition to the vocabulary and sound system. Knowing grammar entails correctly deciphering the meaning of the text. According to DeCapua (2017:1), grammar is just one limited interpretation of a set of principles frequently viewed as arbitrary or unrealistic. According to Nelson (2019), grammar relates to the basic rules and construction of the language, including precise and proper sentence formation and suitable word form. Therefore, grammar is crucial since a speaker can only speak English successfully if he understands grammar structure.

The term "grammar" refers to what students learn about subjects, predicates, and parts of speech in their English and other language classes. According to the statement, the student's school provided instruction on the target language's rules. They are taught about it because the teacher understands that for students to communicate effectively, they must understand the language rules that native speakers utilize.

The Importance of Grammar

To ensure accuracy and fluency across the board when teaching a language, teachers have two goals. Speaking accurately means communicating with the appropriate grammar structures, such as appropriately using prepositions, phrasal verbs, and verb forms. Fluency is the capacity to speak clearly. A language learner needs to be familiar with the grammar of the target language in order to speak clearly and make sense of each sentence. Dash (2013:3) claims that learning grammar is essential to understanding the nature of language. Grammar aids students in creating understandable sentences when speaking. Learners should focus on grammar to comprehend how language functions. That remark makes it apparent that grammar is one of the most crucial elements of English because it not only determines if a phrase is good but also affects its meaning. People must therefore understand grammar to communicate more effectively through writing or speaking. It might be enough to utilize plain language for unconscious grammar users. However, those who want to

express themselves artistically and with well-defined frameworks must pursue the higher depth of understanding and expertise that grammar study gives.

METHOD OF THE RESEARCH

In doing this research, the researcher conducted causative correlation research. It aimed at identifying and describing the influence of grammar ability on students speaking skills of the fifth-semester students of the English Education Study Program of the Muhammadiyah University of Palu. It has two variables; students' grammar and students speaking skills were independent variables.

The subject of this research was the fifth Semester students of the English Education Study Program of Muhammadiyah University Palu. The total number of fifth-semester students is 21 students. This research was conducted at the Faculty of Teacher Training and Education at Muhammadiyah University Palu in September 2017.

Document analysis refers to data on students' grammar ability and Speaking skills scores of the fifth-semester students of Muhammadiyah University Palu. The function of the document was to support the data in this research. The data were analyzed to find out the correlation between students' grammar ability toward speaking skills.

The function of this questionnaire in this research was to obtain accurate data about the factors affecting the speaking difficulty of the fifth-semester students of the English Education Study Program of the Muhammadiyah University of Palu.

In analyzing data, the researcher used correlation as a method. It was used to determine the influence of grammar ability on the speaking skill of the fifth-semester students of Muhammadiyah University. The researcher employed the product-moment correlation proposed by Ary et al., 2014:142:

$$r_{xy} = \frac{N\sum xy - (\sum x \sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Where:
rxy = Correlation coefficient of variables X and Y
$\sum X$ = The sum of X scores
$\sum Y$ = The sum of Y scores
$\sum X^2$ = The sum of the square of X distribution
$\sum Y^2$ = The sum of the square of Y distribution
$\sum xy$ = The sum of the products of X and Y scores for each student
N = The total of respondents

To find out the significant influence of grammar ability on the speaking skills of the students, the researcher applied a formula proposed by Best (2006) :

$$t_r = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

Where:
r = Correlation
N = number of students
1 = constant number
r^2 = square of the correlation
To count the result of the questionnaire, the researcher used the formula proposed by Sudijono (2005:43):

$$P = \frac{F}{N} \times 100\%$$

Where:
P = percentage
F = Frequency of answer
N = number of samples

FINDING AND DISCUSSION

Findings
After collecting the document of the fifth-semester students of the English Education Study Program of the Muhammadiyah University of Palu, the researcher calculated that in speaking III there were 37,5% (9 students) got an A and 37,5% (9 students) got a B. There were 17%

(4 students) who got C and 8,33% (2 students) who got D from 24 total number of students. Moreover, in speaking IV, there were 33,3% (7 students) got an A, 57,14% (12 students) got a B, and 10% (2 students) got T of 24 total number of students.

From the explanation above, the researcher concludes that the higher percentage of students from semesters III-IV in the speaking subject is 57,14% for students who got good grades and 17% for the lower percentage. It indicates that grammar does not influence the speaking skill of the fifth-semester students of Muhammadiyah University Palu because most got good grades (A and B) except for two students who got T. It was caused by they did not follow the exam.

Finding from Questionnaire

The questionnaire was distributed to the fifth-semester students of the English Education Study Program of the Muhammadiyah University of Palu. Twenty-four students filled out the questionnaire. It was given to get accurate data on the influence of grammar on students' speaking skills. The questionnaire consists of 10 items distributed to 24 numbers of students. The items require the students' opinions about their ability in grammar and speaking skills. The result of all students' questionnaire statements can be explained further.

The result of questionnaire number 1 is that 14 (53.85%) students strongly agree, and 10 (41.66%) students disagree with speaking English because they do not know grammar. The result of questionnaire number 2 indicates that 4 (16.66%) students strongly agree, 5 (20.83%) students agree, and 15 (6.25%) students disagree about the statement that they are lazy to speak English because they do not have lot of vocabulary. Meanwhile, the result of questionnaire number 3 claims that there are 5 (20.83%) students who agree, 17 (70.83%) students who disagree, and 2 (8.33%) students who strongly disagree that they get nervous when

they speak English. Then, the result of questionnaire number 4 is that 10 (41.66%) students agree, 9 (3.37%) students strongly agree, and 5 (20.83%) that they are shy to speak English because they do not have good pronunciation. While the result of questionnaire number 5 indicates that 3 (1,25%) students agree and 4 (16.66%) students strongly agree, 12 (5%) students disagree, and 5 (20.83%) students strongly disagree. They get difficulties learning grammar. The result of questionnaire number 6 stated that 4 (16.66%) students agree, 12 (5%) students strongly agree, 5 (20.83%) students disagree, and 3 (1.25%) students strongly disagree that they hesitate to speak English because they have a bad grammar. Afterward, the result of questionnaire number 7 was that 15 (16,25%) students strongly agreed, and 9 (3.75%) disagreed because they get nervous when speaking with a native speaker. Then, the result of questionnaire number 8 shows that 2 (8.33%) students agree, 20 (83.33%) students disagree, and 2 (28.33%) students strongly disagree that they are afraid of making mistakes when they speak English in the class. Later on, the result of questionnaire number 9 showed that 10 (41.66%) students agreed, 12 (5%) students disagreed, and 2 (8.33%) students strongly disagreed that they get nervous when they do not understand what their teacher says. Lastly, questionnaire number 10 denotes that 4 (16.66%) students strongly agree, and 20 (83.33%) students disagree because they feel other students speak English better.

The Correlation between Grammar Ability toward Speaking Skill

To find out the correlation between grammar ability and students' speaking skills of the fifth-semester students of Muhammadiyah Univesity of Palu, the researcher tabulated the two scores of speaking and vocabulary in the following table.

Table of Students' Obtained Scores

No.	Initials	Grammar X	Speaking Y	XY	X^2	Y^2
1	R	79	80	6.320	6.241	6.400
2	S	80	55	4.400	6.400	3.025
3	N	85	81	6.885	7.225	6.561
4	NI	78	79	6.162	6.084	6.241
5	M	72	82	5.904	5.184	6.724
6	A	80	81	6.480	6.400	6.561
7	F	80	80	6.400	6.400	6.400
8	MA	82	71	5.822	6.724	5.041
9	I	76	80	6.080	5.776	6.400
10	IA	77	80	6.160	5.929	6.400
11	MR	83	81	6.723	6.889	6.561
12	L	79	76	6.004	6.241	5.776
13	ST	74	70	5.180	5.476	4.900
14	D	71	81	5.751	5.041	6.561
15	SW	82	83	6.806	6.724	6.889
16	ND	73	81	5.913	5.329	6.561
17	DI	71	70	4.970	5.041	4.900
18	A	77	82	6.314	5.929	6.724
19	MC	76	77	5.852	5.776	5.929
20	IL	72	77	5.544	5.184	5.929
21	MK	71	74	5.254	5.041	5.476
22	Y	71	81	5.751	5.041	6.561
23	IS	78	70	5.460	6.084	4.900
24	IL	77	56	4.312	5.929	3.136
	$\sum$	1.844	1.828	140.447	142.088	140.556

Based on the table of Students' obtained scores, it can be seen that the sum of students' grammar ability is 1.844 (X), the sum of students speaking skills is 1.824 (Y), and the sum of score XY is 140.384. To conduct the computation, the researcher used the product-moment correlation.

$$r_{xy} = \frac{N\sum xy - (\sum x \sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

$$= \frac{24.140384 - (1.844)(1.827)}{\sqrt{24.142.087 - (1.844)^2 \, x \, 24. \, 140.403 - (1.827)^2}}$$

$$= \frac{3.369.216 - 3.369.988}{\sqrt{3.410.088 - 3.400.336 \, x \, 3.369.672 - 3.337.929}}$$

$$= \frac{772}{\sqrt{9.752 \, x \, 31.743}}$$

$$= \frac{772}{\sqrt{309.557.736}}$$

$$= \frac{772}{17.594}$$

$$= 0,04$$

Based on the calculation above, it was stated that there is no correlation between the students' grammar ability and the speaking skill of the fifth-semester students of the

Muhammadiyah University of Palu. It means that grammar ability does not influence speaking skills.

Testing Hypothesis

The data analysis results show that r_{xy}, = 0,04, the coefficient value of grammar ability and students' speaking skills is insignificant. In other words, grammar ability and students' speaking skill is not substantially correlated.

To prove the hypothesis of this research, the researcher would first propose both null hypotheses (H_0), which is that there is no high correlation between grammar ability and speaking skill. In contrast, the alternative (H_1) is that there is a high correlation between the two-paired variables (grammar ability and speaking skill). The criterion for testing the hypothesis is:

$$t_r = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

$$= \frac{0.04\sqrt{48-2}}{\sqrt{1-0.0016}}$$

$$= \frac{0.04\sqrt{46}}{\sqrt{0.9984}}$$

$$= \frac{0.271}{0.999} \qquad = 0.271$$

The null hypothesis is accepted on the two-tailed test at the 0.05 level with 46 degrees of freedom because t_r 0.271 does not exceed the t_{table} 0,288. It means that grammar does not influence speaking skills.

Discussion

This research aims to determine the correlation between grammar ability and speaking skills of the fifth-semester students of Muhammadiyah University Palu.

Based on students' document analysis, it shows that the students have a good ability m speaking. Students' grades in Speaking IV proved it. Of 24 students, most got good grades, 57,14% got B, and only two did not get a score (T) because they needed to follow the final exam. It indicates that there is no

influence of grammar ability on speaking skills. The result of questionnaire number eight also strengthens that 83,33% of students disagree if "I am afraid of making mistakes when I speak English in the class." The result of questionnaire number ten is that 83,33% of students disagree if " I always feel that the other students speak English better than I do," and then 0% of students agree if "I am afraid of speak English because I do not know grammar."

The findings of this study are different from some study results. One of them is a study conducted by Jong (2008), who found that students who appeared to have better grammatical skills than their peers spoke with higher articulation rates and longer fluency. Jong and colleagues conducted several studies to determine the best way to foster students' speaking fluency. Such a conclusion implies that students' grammar proficiency correlates with their speaking fluency, while other factors may also be at play.

Based on the data analysis, the researcher found that there is no significant influence of grammar ability on the speaking skill of the fifth-semester students of the Muhammadiyah University of Palu. Although this result is not inline withe many previous studies, however, it supports the previous research by Kusumawardani & Mardiyani (2018), which found a negative correlation between English grammar competence and speaking fluency. It indicates that further investigation is necessary to conduct to clarify this result.

CONCLUSION AND SUGGESTION

Conclusion

Based on the data analysis, the researcher concludes there is no correlation between grammar ability and speaking skills of the fifth-semester students of the Muhammadiyah University of Palu. It is shown by the result of the students' questionnaire and students' scores. The researcher concludes that the higher percentage of students from Semester III - IV in Speaking subject is 57,14% for students who got good grades and 17% for students who failed. In other words, grammar ability does not influence the speaking skill of the fifth-semester students of the Muhammadiyah University of Palu.

Suggestion

Dealing with the above conclusion, the researcher may suggest that students practice more to improve their grammar and speaking ability. They have to learn more about grammar and speaking. Secondly, lecturers need to motivate the students when they face difficulties. In teaching grammar and speaking, a teacher should use various exercises to make the students participate actively during the teaching-learning activities.

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TEACHERS' STRATEGIES TO GAIN STUDENTS' READING COMPREHENSION AT JUNIOR HIGH SCHOOL

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Abstract

This study aims to identify and analyse the strategies employed by teachers in teaching reading comprehension to eighth-grade students at SMPN 7 Palu and to examine how these strategies are implemented. This study employs a qualitative approach, utilising observation and interviews as data collection methods. The subjects of this study are teachers and eighth-grade students at SMPN 7 Palu. The findings indicate that the primary strategy employed by teachers is the use of question-answer relationships (QARs). The implementation of QARs involves guiding students to understand the text through questions, encouraging them to answer in their own words, and improving their focus and concentration in interpreting the text. Additionally, teachers encourage students to identify and ask about words they do not understand, thereby enriching their vocabulary. The results of this study indicate that the QAR strategy is effective in improving students' reading comprehension by facilitating active engagement and critical thinking toward the text content.

Keywords: Teacher strategy, reading Comprehension, Junior High School.

BACKGROUND

English is a vital international language that connects people with the world in various aspects, including education (Alvionita et al., 2022). At the junior high school and senior high school levels, it is highly required to learn English as a guide in the future career. It highlights the importance of mastering foreign languages, especially English, as a key to success in one's academic field and to support careers in the workforce (Gautam, 2022).

Reading comprehension is a way for students to master the ideas contained in reading texts, including the meaning of the text, the pronunciation of words, and the overall understanding of the text. Understanding the comprehension process is crucial to the study of the reading (Setiawati & Budiasih, 2022).

The best foundation for learning languages, especially for English students, includes listening, speaking, reading, and writing. It applies to the English processes of reading and listening as receptive skills while speaking and writing are considered productive skills. Often, people can only master speaking; in truth, written language is also important to master. For example, there is a task to access the internet and one is asked to reply to an email; of course, s(he) need careful reading skills and the ability to write using the correct language and give appropriate answers. Therefore, reading ability is considered an essential skill to master for anyone to be successful in the modern era (Ekowijayanto et al., 2021).

Based on informal interviews with English teachers and students of SMPN 7 Palu, a state junior high school, the

researcher found that students have difficulty with comprehension. More students lack vocabulary, so they find it difficult to find the meaning of words and recipient words. They also face difficulties in understanding the text's content. Students are also unable to understand reading because they do not know how to play this technique in reading skills such as skimming and scanning.

To make the students better readers, teachers need to pay attention to how they read and what they can do to improve their understanding of reading a text, and one of them is to have a strategy for reading comprehension.

This research is significant as it focuses on teachers' strategies for reading comprehension among eighth-grade students at SMPN 7 Palu, employing a qualitative research approach. The techniques used for collecting data included observation and interviews. This study aims to provide valuable insights into effective teaching strategies for reading comprehension.

Therefore, the researchers aim to identify the strategies employed by English teachers so that students can directly understand the content and purpose of the text, thereby enhancing their reading comprehension. This study provides practical guidance for teachers in improving their students' reading comprehension. Based on the description above, the researcher intends to conduct a study entitled "Teachers' Strategies to gain studentss reading Comprehension at Junior High School."

Based on the background of the research above, the researcher formulated the questions and objectives of this study. The first research question aims to explore the specific strategies used by English teachers in teaching reading comprehension to the Eighth-grade students of SMPN 7 Palu. The second research question delves into the practical application of these strategies in the classroom, providing a comprehensive understanding of their effectiveness.

Reading Comprehension

Reading is essential for learners both inside and outside of the classroom because it promotes academic success and career prospects (Setiawati & Budiasih, 2022). In reading, comprehesion is the ultimate goal and teachers serve as guides in this process (Duke et al., 2011). Teachers can employ various tactics to teach reading comprehension, including using real materials and techniques, reading aloud in class, asking comprehension questions, and evaluating the text's difficulty level (Dwiningtiyas et al., 2020). Teachers play a crucial role in helping students develop strong reading comprehension abilities. When educators notice that pupils are having trouble understanding what they are reading, it becomes essential for them to create and put into place specific strategies to improve comprehension (Richardson, 2010).

Level of Reading Comprehension

Reading Comprehension into three levels, beginning with literal comprehension, which constitutes the fundamental skill of extracting explicitly stated information directly from the text, forming the bedrock upon which deeper understanding is built (Shea & Ceprano, 2017). Next, inferential comprehension requires readers to go beyond the surface level of the text, drawing conclusions and making inferences based on implicit cues and contextual clues embedded within the narrative, thus demanding a more nuanced engagement with the material.

The last, Evaluative comprehension signifies the highest echelon of cognitive interaction with textual material, challenging readers to undertake a rigorous assessment encompassing the substance, intent, and foundational presuppositions of the text, thereby fostering an intricately refined grasp of the author's communication and its

broader ramifications (Roomy, 2022). It is important for students to have a strategic reading ability that enables them to learn independently from texts; however, research has not made it clear how to do this most effectively (Elleman & Oslund, 2019).

Component of Reading Comprehension

The components of reading comprehension encompass a multifaceted array of cognitive and linguistic processes that synergistically converge to enable individuals to derive meaning from written text. These components include word recognition, which entails the accurate and automatic identification of individual words within the text, serving as the foundational building block for subsequent comprehension processes(Sulaiman et al., 2021).

Next is vocabulary knowledge, which encompasses the breadth and depth of an individual's understanding of words and their meanings, plays a pivotal role in deciphering the intended message conveyed by the author (Kamarudin et al., 2019). And then, sentence comprehension, which involves the ability to parse and interpret the grammatical structure and semantic relationships within sentences, enabling readers to extract meaning from individual statements.

Text comprehension signifies the overarching ability to integrate information from multiple sentences and paragraphs to construct a coherent and meaningful representation of the entire text, requiring readers to synthesize ideas, identify main themes, and draw inferences to achieve a holistic understanding (Landi et al., 2013). Prior knowledge, which refers to the existing knowledge and experiences that readers bring to the reading process, serves as a crucial framework for interpreting new information and making connections between the text and their own understanding of the world (McShane, 2013). Active mental processing is

necessary to gain the knowledge required for reading comprehension (Efriza et al., 2023).

Strategies for Improving Reading Comprehension

To maximize educational goals, students need to become proficient in reading comprehension, enabling them to successfully manage their academic workload (Setiawati & Budiasih, 2022). Reading comprehension is an active process that requires readers to interact and engage with a text (Ford & Otto, 1967). To support students' comprehension development, teachers can employ strategies such as scaffolding, think-alouds, and reciprocal teaching (Setiawati & Budiasih, 2022).

Close reading, which encourages students to carefully analyze and interpret complex texts, can also enhance comprehension skills (Dakin, 2013). Furthermore, encouraging students to connect the text with their own experiences or prior knowledge can deepen their understanding and engagement (Musdalifah, 2021). An early and sustained focus on developing background knowledge, vocabulary, inference, and comprehension monitoring skills across development is necessary to improve comprehension (Elleman & Oslund, 2019).

Types of Strategies in Teaching Reading Comprehension

Effective reading comprehension involves a multifaceted process that encompasses decoding printed symbols, extracting meaning from text, possessing sufficient vocabulary, understanding sentence construction, and integrating information with prior knowledge (Valızadeh, 2021). Teachers should teach a range of reading strategies such as pre-reading activities like surveying the text and identifying the purpose for reading (Musdalifah, 2021). During reading, strategies such as highlighting key information, annotating the text, and asking

questions can aid comprehension (Swan et al., 2018). Post-reading activities like summarizing, retelling, and reflecting on the text can reinforce understanding and retention. It is imperative for educators to understand how a student interacts with text so that he/she can figure out which strategy instruction will be most beneficial (Richardson, 2010). For instance, students' comprehension can be supported through instruction in comprehension monitoring, question answering, summarization, and the use of graphic organizers (Droop et al., 2015). Teachers can also help their students learn how to monitor their comprehension by explicitly teaching them how to recognize when they don't understand something and what to do about it (Yang, 2006). One instructional strategy that has stood out as nearly universal through the elementary years, sometimes continuing into middle school: comprehension (Peters, 2012).

Teachers play an important role in helping students improve reading comprehension, such as posing questions that encourage active participation and expressing opinions about the text (Salmerón et al., 2022). Vacca (1999) explains several strategies to gain reading comprehension, including monitoring comprehension, recognizing story structure, question and answer relationships, using mental imagery, summarizing, and using anticipation guides (Poch & Lembke, 2018).

Monitoring comprehension is one of the most important strategies in that readers need to be aware of their understanding of the material they are reading. In this strategy, teachers have to make sure that their students stop periodically to check if the text is making sense (Dwiningtiyas et al., 2020). If students do not understand, they should then go back and reread the portion of the text they are struggling with, look for context clues, and ask questions.

Recognizing story structure requires students to be aware of the components that make up a story, such as the characters, setting, problem, and solution.(Musdalifah, 2021) When students know these components, they can use them as a framework for understanding and remembering what they read. By explicitly teaching story structure, teachers provide students with a valuable tool for organizing information and enhancing comprehension.

Question and answer relationships are a strategy that helps students understand that the answers to questions about a text can be found in different places(Susanto, 2020). Some answers are explicitly stated in the text, while others require students to infer or draw conclusions based on what they have read. This approach not only enhances comprehension but also equips students with critical thinking skills, enabling them to engage more deeply with the material and form their own interpretations(Butler et al., 2021).

METHOD OF THE RESEARCH

The researcher employed a descriptive qualitative design in this study because it focused on a specific teacher and their teaching strategies related to the activities of teaching and learning English. This research does not require treatment of the object of research. Researchers observe, looking for information and phenomena as they are without manipulation; therefore, a descriptive qualitative design was appropriate. The design consisted of two stages: first, observation of the teachers and students to research the conditions and teaching and learning process; and second, interviews with English teachers after the observation.

The researcher records the observation results and organizes the data as a temporary conclusion. Classroom observations provide a direct view of the teaching process, while interviews with the teacher can give reasons for the strategies they used (Hidayati et al., 2021). Observations were made in the classroom during teaching and learning to see the activities directly, focusing on the

strategies used by the teacher in teaching reading comprehension.

To gain nuanced insights into the pedagogical approaches, beliefs, and practical techniques employed by English teachers in fostering reading comprehension, semi-structured interviews were implemented (Arwila, 2022). During interview process, the researcher inquired about the teacher's classroom learning process using the mentioned strategy. The researcher aims to analyze the outcomes of this strategy, with the expectation of enhancing students' reading comprehension, particularly among eighth-grade students at SMPN 7 Palu. The teacher's perspective is also crucial, as their insights offer invaluable understanding of the strategy's effectiveness and potential areas for refinement (Iskandar & Lusiana, 2019; Tiarazani et al., 2020).

FINDING AND DISCUSSION

Findings

This chapter presents the findings and discussion of the research. The research findings include an analysis of the strategies used by teachers in teaching the reading comprehension process.

The QARs (Question Answer Relationship) strategy is used by the teacher of eighth-grade students at SMPN 7 Palu, utilising this strategy through understanding and questions. This strategy guides students to understanding and questions. This strategy guides students only to read one question given by the teacher. Students only read once; to understand further, they focus on the questions given by the teacher.

This strategy can help students if they answer the questions in their own words. The teacher must help students become aware so that students answer well. With this strategy, the teacher can determine to what extent students understand the material presented to them and also gain a deeper understanding of the text content used by the teachers in reading comprehension because,

during the learning process, students must focus on the text using the QARs strategy, prepare answers to questions that will be given and know the meaning of the answer.

Findings of Observation

During the investigation, the researcher meticulously documented all activities conducted by the teachers. The observation revealed that the teacher initiated the class with greetings and inquiries about the students' well-being, while also reviewing the previous lesson. Subsequently, a student was selected to lead a prayer, fostering a religious atmosphere. The teacher's preliminary actions included extending polite greetings with a smile to students as they entered the classroom, accompanied by the salutation "Assalamu'alaikum." The students collectively recited a prayer before commencing their studies. Before proceeding with new material, the teacher recapped the previously studied content. Following this review, the teacher transitioned into the core activity by introducing the reading material for the day, which focused on describing people, animals, and objects.

The researcher also observed the activity in the classroom where the teacher implemented a specific strategy to aid reading comprehension. During the observation, students encountered unfamiliar words and proactively sought clarification from the teacher, demonstrating their engagement with the material and the teacher's role in facilitating understanding.

Findings of Interview

The researcher conducted interviews with two key informants, eighth-grade teachers at SMPN 7 Palu, to gather data. To ensure comprehensive data collection, direct observation and additional interviews were employed to supplement information not revealed in the initial interviews. The data collection focused on the research objectives, encompassing prepared

questions and answers related to the strategies, as well as the researcher's role in their implementation. The research involved observing the strategies used by the teachers during the teaching and learning process with eighth-grade students at SMPN 7 Palu. This multifaceted approach aimed to provide a thorough understanding of the strategies' impact on student reading comprehension.

Discussion

This study aims to identify and analyse the strategies employed by teachers in teaching reading comprehension to eighth-grade students at SMPN 7 Palu, as well as to examine the implementation of these strategies. Based on observation and interview data, it was found that the Question Answer Relationship (QAR) strategy was the primary strategy used by teachers.

Findings indicate that the QAR strategy was implemented by guiding students to understand the text through questions. Teachers ask questions that encourage students not only to skim-read but also to delve deeper into the meaning of the text. This can be seen from the description that students only read once but focus on the questions given by the teacher for further understanding. This is the essence of QARs, where students are trained to recognise the types of questions (e.g., In the Text or My Head) that help them find the answers (Baqi, 2019). This approach allows educators to actively engage students, stimulate critical thinking, and foster a deeper comprehension of textual content (Ishak & Nahdhiyah, 2020).

The importance of this strategy is emphasised in the student's ability to answer questions in their own words. It implies that QARs not only train students to find literal answers but also to process information and restate it. This ability is crucial for deep reading comprehension, as students do not simply copy information but rather understand and internalise it (Solihin & Muaz, 2022). Teachers play a vital role in helping students understand the importance of providing accurate answers, which ultimately enables teachers to assess the extent of students' understanding of the material and the content of the text.

Research shows that through QARs, teachers can determine the extent to which students understand a text (Baqi, 2019; Knight, 2017; Solihin & Muaz, 2022). If students can answer and ask questions themselves, this is a strong indicator that they have a comprehensive understanding of the text's content. The example given, where the teacher asked the meaning of words and only a few students knew the meaning of 'fence,' shows how this strategy can reveal areas of understanding that need improvement.

Classroom observations showed that teachers encouraged students to mark words they did not understand and then ask the teacher about them. This is an excellent practice in reading instruction because it helps students overcome vocabulary barriers that often hinder comprehension. The habit of recording the meanings of words in the book as 'little notes' also indicates an effort to enrich students' vocabulary, which is an important foundation for reading comprehension.

Although the primary focus was on QAR strategies, observations also provided context on how teachers began their lessons. Opening activities, such as greeting students, inquiring about their well-being, reviewing previous lessons, and praying, demonstrated efforts to create a conducive learning environment and instil religious values and good manners. These are essential prerequisites before proceeding to the core of reading comprehension instruction.

The implementation of QARs in grade VIII at SMPN 7 Palu was effective in several aspects:
- ✓ Increased Student Focus: This strategy guided students to focus more on the reading text. With questions to answer, students automatically searched for key information and details in the text,

reducing the tendency to read aimlessly (butar et al., 2022).
✓ Increased Concentration in Interpreting Texts: Teachers can help students concentrate on interpreting the reading text. This means that students not only read but also analyse and interpret the information, which represents a higher level of comprehension (Block, 2022).
✓ Increased Student Confidence: By practising answering questions through QARs, students feel more capable of understanding the content of the reading. This sense of capability can increase students' confidence in facing new texts in the future (Solihin & Muaz, 2022).

Although this study provides a good overview of the use of QARs, several areas could be explored further. For example, the study does not specify how teachers differentiated between types of QAR questions (e.g., Right There, Think and Search, Author and Me, On My Own) and whether students were taught to identify these types of questions. Additionally, there is a lack of quantitative data on improvements in students' reading comprehension following the implementation of QARs, which could be an area for future research. Overall, this study demonstrates that QARs are a practical approach to helping students improve their reading comprehension at SMPN 7 Palu, with a focus on active student engagement in processing textual information.

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings and discussion, the researcher concludes that teachers at SMPN 7 Palu effectively use the Question Answer Relationship (QAR) strategy in teaching reading comprehension to eighth-grade students. This strategy is implemented by focusing students on understanding the text through a series of questions that encourage students not only to read but also to interpret and construct answers in their own words.

The application of QARs has been proven to help students to (1) Improve focus and concentration on the content of the reading text, (2) Develop the ability to interpret texts in depth, (3) Enrich vocabulary through the identification and discussion of difficult words; (4) Increase confidence in understanding and answering questions related to the text.

Through the QAR strategy, teachers can monitor how well students understand the material and the content of the reading. Students' ability to answer and even create their questions serves as a strong indicator of comprehensive understanding. Therefore, this study confirms that QARs are a valuable strategy for improving students' reading comprehension skills at the junior high school level.

Suggestion

Based on the findings and conclusions of the study on the use of Question Answer Relationship (QAR) strategies by teachers in teaching reading comprehension at SMPN 7 Palu, several suggestions can be made to relevant parties:

First, English Teachers can continue and Develop the Implementation of QARs: Teachers are advised to continue using and even develop variations of the QARs strategy. Although this study demonstrates the effectiveness of QARs, teachers can further explore how to integrate various types of QAR questions (such as Right There, Think and Search, Author and Me, and On My Own) more explicitly so that students understand the differences and how to answer each type of question.

Second, for Further Research, it is recommended to conduct further research using a quantitative approach to statistically measure the impact of using QARs on improving students' reading comprehension scores. Further researchers can also compare classes that use QARs with classes that use

other strategies, allowing for a clearer understanding of the differences in effectiveness.

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THE CORRELATION BETWEEN VOCABULARY MASTERY AND LISTENING SKILLS OF VOCATIONAL HIGH SCHOOL STUDENTS

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Abstract

This study aims to determine the relationship between vocabulary ability and listening skills of eleventh grade students at a vocational school in Palu. The researcher used a quantitative research method with purposive sampling technique. Data were collected through tests. The results of data analysis showed that there was a strong relationship between vocabulary ability and listening skills of students. This is evident from the calculated r-value ($r_{counted}$ 13.294), which is significantly higher than the table r-value (r_{table} 0.553). The correlation coefficient found was 0.874, indicating a very strong relationship. However, this study also found that the majority of students had very low levels of vocabulary and listening skills. As many as 46.67% of students scored below 50 for vocabulary, and 60% of students scored below 50 for listening skills. They often had difficulty distinguishing between words that sounded similar or did not know the meaning of basic words.

Keywords: Correlation, Vocabulary, Ability, Listening Skill.

BACKGROUND

Vocabulary is one of the English components or sub-skills that must be taught to the learners, because vocabulary has a primary role in all languages. Students' grammar proficiency becomes irrelevant, and meaningful communication becomes impossible if they do not possess sufficient vocabulary. The ability to understand both spoken and written materials, as well as the ability to learn the meanings and potential uses of new words, are all dependent on vocabulary (Nugroho & Arini, 2021).

Evidently, a foundational vocabulary is essential for English comprehension. Regardless of a student's grammatical expertise, a limited vocabulary hinders their overall English proficiency, impeding effective communication. This highlights vocabulary as a critical language component for successful communication. A robust vocabulary is crucial for excelling in English, enabling comprehension of diverse materials and facilitating the acquisition of new words and their applications (Rafiqa, 2017).

Moreover, Langan and Albright (2020) state that a robust vocabulary is integral to effective communication, enhancing writing, speaking, listening, and reading skills. This underscores the pivotal role of vocabulary in students' English communication skills. Furthermore, Manangkari (2018) notes that vocabulary expands continuously. This suggests that students progressively acquire new words through ongoing language experiences. Consequently, the continuous expansion of a student's lexicon directly contributes to the refinement and enhancement of their overall English communication skills, enabling more nuanced and effective expression (Qunayeer, 2021).

Listening skill is the ability to understand spoken language, crucial for various activities such as listening to the radio, understanding foreign visitors, and studying. Developing this skill requires ample practice in listening to English spoken at a normal pace. In essence, listening skill is an essential component of communication, enabling comprehension of spoken language in various contexts.

Cultivating a habit of listening can enhance pronunciation, sharpen memory, expand vocabulary, and improve speaking ability. While studying English facilitates communication, individuals can also effectively learn the language through imitation by listening, even without formal instruction. For instance, in some regions, individuals acquire English proficiency simply by listening to tourists.

Logically, there is a significant correlation between vocabulary mastery and listening ability. According to Wise et al. (2007), expressive vocabulary knowledge and listening comprehension skills were found to be independently related to word identification abilities. This suggests that a sophisticated lexicon not only enhances comprehension of spoken language but also refines the cognitive processes involved in decoding and recognizing individual words within a stream of speech (Haixia, 2015). The capacity to swiftly and accurately identify words is intricately linked to a more profound understanding of their meanings and nuances, thereby enabling students to derive greater meaning from auditory input (Arsid et al., 2022).

Vocabulary enrichment empowers students to master a language, facilitating effective communication through diverse word choices (Pamungkas et al., 2022). This principle is particularly relevant to the students of SMK Muhammadiyah 1 Palu, where preliminary research indicates that many students struggle with listening and vocabulary, especially with verb terms, leading to issues such as mishearing, misunderstanding, and incomprehension.

This is evident in the mistakes they make when distinguishing similar-sounding words, such as "bake" and "back," "mad" and "made," or "set" and "seat."

The reciprocal relationship between listening comprehension and vocabulary acquisition is vital for language learners (Harsa et al., 2020). Therefore, the researcher aimed to determine whether students' mastery of vocabulary, particularly verbs, enhances their listening ability, and to ascertain if a positive correlation exists between vocabulary and listening skills among eleventh-grade students at SMK Muhammadiyah 1 Palu. This study specifically investigates the extent to which students' verb mastery improves their listening skills and whether a notable positive correlation exists between vocabulary proficiency and listening comprehension among the aforementioned students. Based on the issues outlined, language acquisition varies among individuals, potentially due to limited vocabulary, unfamiliar accents, or the rapid pronunciation of native speakers in listening materials.

Referring to the background above, the researcher formulated the research question as follow:

Is there any positive high significant correlation between vocabulary ability and listening skill of the eleventh grade of SMK Muhammadiyah 1 Palu?

The objective of this research was to determine whether there is a significant positive correlation between vocabulary ability and listening skills among eleventh-grade students at SMK Muhammadiyah 1 Palu. This study aims to statistically measure and confirm the extent to which students' vocabulary proficiency influences their listening comprehension. The results of this study provide an empirical basis for pedagogical approaches that integrate vocabulary enhancement with listening skill development.

METHOD OF THE RESEARCH

In this study, the research method used is quantitative. Creswell & Creswell (2017) explain that one form of non-experimental quantitative research is correlational design. In this design, researchers use correlational statistics to describe and measure the level of relationship or association between two or more variables. Furthermore, Fraenkel and Wallen (2000:359) define correlational research as research that aims to determine the relationship between two or more variables and explore its implications for cause and effect. This research involves two types of variables, namely independent variables (X) and dependent variables (Y), because it is a type of symmetrical correlation.

Independent Variable

Independent Variable

Vocabulary Ability X

Correlation

Listening Skill Y
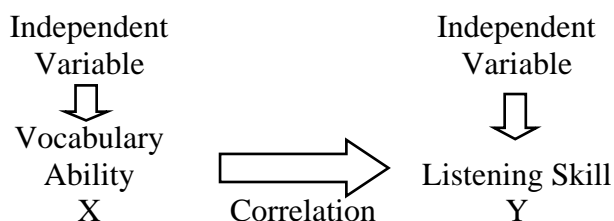
The researcher had chosen the eleventh grade of SMK Muhammadiyah 1 Palu as the population of the research, 177 students. The distribution is in the following table.

Table 1. Research Population

No.	Classes	Number of student
1	Perbankan Syariah (PBS)	28
2	Desain Permodelan dan Informasi Bangunan	27
4	Teknik Otomotif A	27
5	Teknik Otomotif B	27
6	Teknik Jaringan dan Komputer A (TKJ A)	29
7	Teknik Jaringan dan Komputer B (TKJ B)	28
8	Desain Komunikasi Visual	16
9	Farmasi Klinis dan Komunitas	23
	Total	177

Sample is the group of elements, from which data are obtained (Mcmillan, 1996:86). The researcher used a purposive sampling technique for gathering samples. The researcher had taken the eleventh grade of design visual communication population to become the sample of research, because the population in this class is the least and the ability of the students is homogeneous. According to Best and Khan (2006:167), variables are conditions or characteristics that are manipulated, controlled, or observed by researchers. In other words, variables are fundamental aspects of research that researchers use to process research data. In this study, there are two variables: vocabulary ability, symbolised as (X), and listening skill, symbolised as (Y).

The researcher used two kinds of research instrument. They are listening test items and word set solationitoisupport the data. The vocabulary test used as a main instrument. The tests are objective and subjective test. The researcher was getting the data after conducting the test.

The researcher used tests as the main instruments of this research to measure students' knowledge and to get the objective score. In the scoring objective test, the researcher was given a score of 1 for each correct and 0 for the incorrect. Astuti (2010): 8) says that, there are some questioning types in order to measure the comprehension skill.

The researcher broadcasted two kinds of words that have similar sound to the students, and then the students circle the correct word that they hear from the audio.

Table 2. The Scoring System of Listening Skill (Y)

Type of test	Number of items	Score per items		Maximum Score
		correct	incorrect	
Word sets isolation	20	1	0	20

Vocabulary tests are specifically designed to collect data on students' vocabulary proficiency levels. The type of

test used is an objective test, specifically in a multiple-choice format. The main feature of this type of objective test is that each question has a clear correct or incorrect answer, allowing for objective assessment without subjective interpretation by the evaluator. As a result, the test results are expected to provide an accurate picture of the vocabulary skills possessed by the students.

Table 3. The Scoring System of Vocabulary Ability Test (X)

Type of test	Number of items	Score per items		Maximum Score
		correct	incorrect	
Multiple Choice	15	1	0	15

The obtained data were analyzed statistically with the following step. Firstly, to determine the individual score, the researcher used the formula by Sutomo (2012) as follows:

$$\text{Score} = \frac{the\ obtain\ score}{the\ maximum\ score}\ x\ 100$$

To determine the level of correlation between vocabulary ability and listening skills, the researcher used Pearson's Product Moment Correlation analysis, in accordance with the method proposed by Sugiyono (2013) as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2)\}\{N\sum Y^2 - (\sum Y)^2)\}}}$$

Where   :
r   =   Product moment correlation
x   =   Vocabularies Ability
y   =   Listening skill
rx^y =   Pearson r
$\sum X$ =   The sum of score in X - distribution
$\sum Y$ =   The sum of cores in Y – distribution
$\sum XY$ =   The sum of product of paired X – Y – Scores
$\sum X^2$ = The sum of squared scores in X – distribution
$\sum Y^2$ = The sum of squared scores in Y – distribution
N =   The number of paired X – Y – scores (subjects)

To interpret the result of the coefficient value of two paired variables, the researcher

used criteria for evaluation and interpretation of a coefficient correlation.

Tabel 4. Interpretation of Coefficient Correlation

Coefficient (*r*)	Relationship
0.0 to 0.20	Negligible
0.20 to 0.40	Low
0.40 to 0.60	Moderate
0.60 to 0.80	Substantial
0.80 to 1.00	High to very high

(Sugiyono, 2013)

In order to figure out whether there is significant correlation between the vocabulary ability (variable X) and listening skill (variable Y), the researcher used the hypothesis testing by using the formula proposed by Sugiyono (2013).

$$tr = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

Where:
    tr = the coefficient correlation
    N = number of students
Remark:
    tr becomes $r_{counted}$

The criteria for testing hypotheses in this study are as follows: if the $r_{counted}$ value obtained from statistical calculations is higher than the r_{table} value at a certain level of significance, this indicates that the alternative hypothesis (Ha) of this study is accepted. In other words, it can be concluded that there is a significant relationship or correlation between the two variables studied. Conversely, if the $r_{counted}$ value is found to be lower than the r_{table} value, this means that the alternative hypothesis is rejected. Consequently, there is no significant correlation between the two variables, indicating that the observed relationship may be coincidental or not strong enough to be considered statistically significant.

FINDING AND DISCUSSION

Findings

The researcher gave the test to the students, there were some students that didn't attend the class. So, the population of the research was not complete. Actually the students of DKV (Design Communication Visual) XI are 16 students, but only 15 students attended the class, so the population in the class was 15 students.

To evaluate the level of students' competence in vocabulary, the researcher administered a series of objective tests. These tests specifically consisted of 15 multiple-choice questions. Although all students were able to answer every question, some of them gave incorrect answers. After analysing the test results, the researcher concluded that the students' overall achievement in vocabulary was very low. This is evident from the fact that 7 students, or approximately 46.67% of the total population tested, scored below 50 on the multiple-choice test. This condition indicates a significant weakness in basic vocabulary mastery among the students studied.

Listening Skill test was given by the researcher to find out student's listening skill. The researcher is broadcasted two kinds of words that have similar sound to the students and then the students circle the correct word that they hear from the audio. The researcher considered the student achievement in listening skill was very poor because 9 or 60% of students who got score less than 50 in the listening skill test.

In order to find out the significant correlation between a student's vocabulary ability and listening skill. The researcher presented both of the result in the following table.

Table 5. The score of variable X and Y

No.	Student' Initials	X	Y	XY	X^2	Y^2
1	AS	80	80	6400	6400	6400
2	HU	87	60	5220	7569	3600
3	RAL	100	90	9000	10000	8100
4	NL	53	65	3445	2809	4225
5	VR	74	85	6290	5476	7225
6	YA	40	50	2000	1600	2500
7	MAH	53	40	2120	2809	1600
8	ANK	46	40	1840	2116	1600
9	HA	87	80	6960	7569	6400
10	FZ	46	45	2070	2116	2025
11	MPA	46	46	2116	2116	2116
12	IRSS	53	35	1855	2809	1225
13	FRN	46	45	2070	2116	2025
14	AH	46	45	2070	2116	2025
15	FRY	46	35	1610	2116	1225
TOTAL ($\sum$)		903	841	55066	59737	52291

After all data from the test results were collected, the researcher then applied the Pearson Product Moment correlation coefficient formula. This statistical method was used to measure and determine the level of relationship between students' vocabulary abilities, which were set as the independent variable (X), and listening skills, which were set as the dependent variable (Y). The formula used is as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2)\}\{N\sum Y^2 - (\sum Y)^2)\}}}$$

$$r_{xy} = \frac{15(55066) - (903)(841)}{\sqrt{\{15(59373) - (903)^2\}\{15(52291) - (841)^2\}}}$$

$$r_{xy} = \frac{825990 - 759423}{\sqrt{\{890595 - 815409\}\{784365 - 707281\}}}$$

$$r_{xy} = \frac{66567}{\sqrt{\{75186\}\{77084\}}}$$

$$r_{xy} = \frac{66567}{\sqrt{5795637624}}$$

$$r_{xy} = \frac{66567}{76129.08}$$

$$r_{xy} = 0.874$$

Based on the results of the calculations, the correlation coefficient between students' vocabulary ability

(variable X) and listening skills (variable Y) was 0.874. This figure clearly shows a significant positive correlation between variables X and Y. This is supported by the acceptance of the alternative hypothesis (Ha), which states that r ≠ 0. When compared to the standard critical value of Pearson's Product Moment Correlation (r), the value of 0.874 falls within the range of 0.80 to 1.00, which, according to interpretation criteria, indicates that the correlation coefficient falls into the 'high to very high' category. Therefore, it can be concluded that the higher the students' vocabulary ability, the better their listening skills, and vice versa.

Furthermore, the research determined the degree of freedom (df) as follow:

df = N-2
df = 15-2
df = 13

After obtaining a degree of freedom (df) value of 13, the researcher will then calculate the significance of the correlation coefficient using the following formula:

$$t_r = \frac{r\sqrt{n-2}}{\sqrt{1-r2}}$$

$$t_r = \frac{0.874\sqrt{15-2}}{\sqrt{1-(0.874)2}}$$

$$t_r = \frac{0.874\sqrt{13}}{\sqrt{1-0.763}}$$

$$t_r = \frac{(0.874)(3.605)}{0.237}$$

$$t_r = \frac{3.150}{0.237}$$

$$t_r = 13,294$$

The value of the r_{table} at significance level of 5% (0.05) and the degree of freedom (df) = 13 are 0.553 while the value of t_r is 13,294 it means that the t_r is higher than t_{table}. The researcher concludes that there is a significant correlation between vocabulary ability and listening skill at the eleventh grade of SMK Muhammadiyah 1 Palu.

Discussion

The purpose of this study was to investigate the correlation between vocabulary ability (variable X) and listening skills (variable Y) among students in grade XI at SMK Muhammadiyah 1 Palu. The findings showed a significant positive correlation between the two variables.

The Pearson Product Moment Correlation Coefficient (r_xy) calculated is 0.874. This value indicates a 'high to very high' positive correlation between students' vocabulary ability and their listening skills, consistent with the interpretation criteria (0.60–0.80). The statistical significance of this correlation is further strengthened by hypothesis testing: the calculated t_r value of 13.294 is substantially higher than the r_table value of 0.553 at a significance level of 5% (0.05) with 13 degrees of freedom (df = N-2 = 15-2 = 13). This strongly confirms that there is a significant relationship, where an increase in vocabulary ability is associated with an increase in listening skills, and vice versa. This aligns with the argument that a strong vocabulary is an essential component of effective communication, enhancing one's ability to speak, listen, and read.

The observed correlation is consistent with existing linguistic theory and previous research emphasising the fundamental role of vocabulary in language comprehension. Schmitt and McCarthy (1998) highlight that, No matter how well students learn grammar, no matter how successfully they produce the sounds of a foreign language, meaningful communication simply cannot occur' without adequate vocabulary. This underscores the central role of vocabulary for all languages. Furthermore, Wise et al. (2007) revealed an important finding that expressive vocabulary knowledge and listening comprehension skills are independently related to a person's ability to identify words. This means that, regardless of other abilities, the number of words a person can use (expressive vocabulary) and how well they understand what they hear

both contribute separately but significantly to how someone recognises and processes words.This supports the link between vocabulary mastery and listening ability, which is crucial for understanding the use, meaning, and word class in spoken language. For example, good vocabulary mastery enables individuals to fully understand the words spoken by a singer in an English song. Furthermore, the dynamic nature of vocabulary, as stated by Manangkari (2018), in which it 'always grows over time,' suggests that continuous vocabulary acquisition through language experience is essential for the development of sustained listening skills.

Despite the significant correlation, the findings also revealed the current alarming level of students' abilities. Research shows that students' performance in vocabulary and listening skills is 'very poor.' Specifically, 46.67% of students scored less than 50 on the multiple-choice vocabulary test, and 60% of students scored less than 50 on the listening skills test. This indicates that although there is a strong relationship between the two skills, students' overall proficiency in both areas is still low.

Further analysis of student performance revealed specific difficulties. In the listening skills test, many students had difficulty distinguishing between words with similar sounds, such as 'bake' and 'back,' 'mad' and 'made,' and "set" and 'seat.' This is consistent with preliminary research observations of mishearing, misunderstanding, and lack of comprehension among students. For vocabulary tests, students demonstrated a lack of general vocabulary, not knowing the meanings of words such as 'disturb,' 'flight,' or 'office clerk,' and difficulty with synonyms such as 'disturb' and 'annoy,' or 'passionate' and 'excited,' "sunny" and 'bright.' These specific challenges highlight the urgent need for targeted interventions to improve basic vocabulary acquisition and phonemic discrimination skills.

The strong positive correlation, even in the context of low overall proficiency, emphasises that improving vocabulary skills is a critical pathway to improving listening skills. This study provides empirical evidence that students with stronger vocabularies tend to demonstrate better listening comprehension, and conversely, those with limited vocabularies struggle more with listening tasks. Therefore, pedagogical efforts should focus on strategies that simultaneously build vocabulary and hone listening comprehension. However, it is important to acknowledge the limitations of this study.

This study used purposive sampling techniques, involving only fifteen students from one specific class (Visual Communication Design) at SMK Muhammadiyah 1 Palu. This limits the generalisation of findings to a broader student population. Future research could benefit from a larger and more diverse sample to validate these correlations across different educational contexts and proficiency levels. Additionally, exploring various types of listening tasks and vocabulary assessment methods could provide a more nuanced understanding of this complex relationship.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the study and discussion, it can be concluded that there is a significant positive correlation between vocabulary ability and listening skills of grade XI students at SMK Muhammadiyah 1 Palu.

This is evidenced by the calculated correlation coefficient ($r_{counted}$) of 13.294, which is significantly higher than the critical correlation coefficient (r_{table}) of 0.553 at a significance level of 5% (0.05) with 13 degrees of freedom (df). Furthermore, the correlation coefficient between the vocabulary ability variable (X) and listening

skills (Y) is 0.874. When this result is compared with the critical value standard for Pearson's Product Moment Correlation (r), it is categorised as 'high to very high' (0.60-0.80).

The implication of these findings is that the better the students' vocabulary ability, the better their listening skills, and vice versa. However, the study also shows that the overall vocabulary ability and listening skills of students are still classified as 'very poor.' This highlights the challenges faced by students in distinguishing words with similar sounds and their lack of mastery of word meanings.

Suggestions

Based on the above conclusions, several suggestions need to be conveyed to students and teachers in order to achieve better improvement in the future:

- Students are expected to pay more attention to their English vocabulary skills, considering that the results of the study show that their vocabulary skills are still very low. They need to actively search for and learn new words, understand the context in which they are used, and practise distinguishing words that have similar sounds.
- Teachers are advised to apply various innovative and interesting teaching methods to stimulate students' interest in learning and mastering vocabulary. In addition, teachers should also be more motivating, stimulating, and provide more opportunities for students in the teaching and learning process so that students can achieve significant improvement in vocabulary and listening skills. This can be achieved through interactive activities, the use of authentic materials, and the provision of constructive feedback.

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