

THE IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING (CTL) IN TEACHING VOCABULARY

(Study in the fifth Grade Students of an Elementary School at SDN Tangkil)

A RESEARCH PAPER

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APPROVAL SHEET
THE IMPLEMENTATION OF CONTEXTUAL
TEACHING AND LEARNING (CTL) IN TEACHING
VOCABULARY

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STATEMENT

I hereby certify that this research paper entitled “The Implementation of Contextual Teaching and Learning (CTL) in Teaching Vocabulary at SDN Tangkil” is completely my own work, except where due references are made in the text and the contains no material which has been submitted for the awards of any other Degree or Diploma in any University or Institution. I am fully aware that I have cited some statements and ides from many sources, and all of the citations re properly acknowledged. If any claims related to this paper persist in the future, I will be fully responsible for clarifications.

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ABSTRACT

The English teaching and learning is still dominated by teacher centered approach. As a result, students' have problems to understand academic concepts. Therefore, the teacher should shift their teaching to learner centered approach by using Contextual Teaching and Learning (CTL). The main objective of this research is to identify the implementation of Contextual Teaching and Learning (CTL) in teaching vocabulary at fifth grade students' of SDN Tangkil academic years 2015-2016. It is to reveal whether or not using CTL in learning English vocabulary increased the students' vocabulary mastery. The research method used is quantitative research, or more specifically the quasi-experimental design with the three classrooms. It's consist of (90 students) as the sample and test as the instrument is Cloze test. The data is gathered in this study through gained score from pretest and posttest of both classes. The findings found that the mean of post-test scores in experiment class is 26.17 and in control class is 15.33. The data shows that the experimental class has the higher score than controlled class. In other words, is a significant difference from measurement score in the experimental and the controlled class. And the result of Sig.(2-tailed) is 0.004 lower than 0.05.its means the Null hypothesis (H_0) is rejected and the Alternative hypothesis (H_a) is accepted. It can be concluded that the use of Contextual Teaching and Learning (CTL) is able to improve vocabulary mastery of fifth grade students' of SDN Tangkil.

Keywords: Contextual Teaching and Learning (CTL), Vocabulary Mastery.

PREFACE

Alhamdulillahirobbilalamin, praise Alloh SWT for all the blessing. Finally the writer finished writing a paper entitled "The Implementation of Contextual Teaching and Learning (CTL) in Teaching Vocabulary". It is submitted as a partial fulfillment of the requirement for *Sarjana Pendidikan* Degree in English Education Study Program Language and Arts Department of STKIP Siliwangi Bandung.

Regarding to the topic above, the writer pays attention to the influence of CTL in improving students' vocabulary mastery. The writer realizes that this writing is still far from being perfect. She would appreciate all criticism, comments and helpful suggestions.

Finally, the writer respectfully dedicates this paper to the reader. The writer hopes that the paper will be advantageous in language development.

Cimahi, June 2016

The writer

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Cimahi, June 2016

The writer

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MOTTO AND DEDICATION

**"Anytime you see someone more successful than you are, they are
doing something you're not."**

(Malcolm X)

To my Parents and Family

CHAPTER I

INTRODUCTION

This chapter explains about; Background of the research, Research Questions, Objective of the Research, Limitation of the Problem, Hypothesis, Benefits, Definition of Key Terms and Organization of the Research Paper.

A. Background of the Research

In recent year, English as a foreign language has been learned by Indonesian learners since they were in Elementary School. At the Elementary School, English is taught as local content subject. The importance of English as the key to the international communication and commerce makes it compulsory subject for students from the Junior High School up to the Senior High School.

English vocabulary is one of the elements in learning English which should be mastered by every student. Vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary.

In the field of education, including English education in Indonesia, our education is still dominated by the view that knowledge is a set of facts which have to be memorized. In general, teaching learning process focuses on teachers as prominent source of knowledge. As a result, students have problems to understand academic concepts as what they usually get is something abstract and

inappropriate lecturing method. Many students can reach good level of memorization of teaching material, but at the end of teaching learning process, they actually only understand parts of what they are studied. In fact, memorization of teaching materials lasts for a short time in their memory, and knowledge is not set of a fact which has to be memorized.

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

The teachers should concern that teaching vocabulary is something new and different from students' native language. They have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of young learners. Pinter (2006) states that "They have a holistic approach to language; means that they understand meaningful messages but cannot analyze language yet". The teachers need to prepare good techniques and a suitable material in order to gain the target of language teaching to the children. Unlike adults who can learn formally in the classroom by following and attending teachers' explanation in the classroom, children

tend to learn things by playing. For children, things are easy to learn when they are totally in their context. Children will learn something more meaningfully and interestingly when they can relate these things with their needs and personal experience. Students learn best by actively constructing their own understanding.

The writer found the students of elementary school at SDN Tangkil Cikalong Wetan Kabupaten Bandung Barat faced many problems to spell, to understand the meaning and to pronounce English words. Some factors can cause these problems, like: (1) the way English words are written differ from the way the words are pronounced; (2) the rare use of the English language; (3) the lack of understanding of the teacher about who the children are; and (4) the method used is not suitable for the students.

The writer wants to apply Contextual Teaching and Learning (CTL) in teaching Vocabulary to fifth grade Student of Elementary School. Contextual Teaching and Learning (CTL) involves students totally in learning process. Students are motivated to be active to study the materials of learning suitable with the topic. CTL emphasizes on the process of students' involvement in order to be able to find the materials they will learn and connect it with the real situation, so it will motivate the students to apply what they learn in their daily lives. Learning in CTL is not just listening and taking notes but learning is direct experiencing process. By that experience, it is hoped that students'

development can happen. They do not only develop cognitive aspect but also affective and psychomotor aspects. By using CTL, it is expected that the students find the learning materials directly (not given by the teacher).

Johnson (2009: 65) states that CTL is a comprehensive system. CTL consists of components which are connected. If these components combine each other, it will give effect more than the result when the components are separated. Every different part of CTL contributes to help the students understand learning materials and assignments which connect with those materials. Students are assisted to form a system which makes it possible for the students to see the meaning and remember the learning materials they had studied before.

Based on the background above, the writer decides to do further research entitled; “The Implementation of Contextual Teaching and Learning (CTL) in Teaching Vocabulary to Fifth Grade Students of SDN Tangkil Cikalong Wetan”.

A. Research Question

The research question which will guide the writer in conducting this research. “Is the implementation of contextual teaching and learning able to improve the students’ vocabulary mastery of Fifth Grade Students of SDN Tangkil, Cikalong Wetan.?”

B. Hypothesis

The null hypothesis (H₀):

The implementation of contextual teaching and learning (CTL) is not able to improve vocabulary mastery of fifth grade students of SDN Tangkil, Cikalong Wetan.

The alternative hypothesis (H_a):

The implementation of contextual teaching and learning (CTL) is able to improve vocabulary mastery of fifth grade students of SDN Tangkil, Cikalong Wetan.

The writer tends to choose the (H_a) that is contextual teaching and learning is able to improve the student's vocabulary mastery of fifth grade students of SDN Tangkil, Cikalong Wetan.

C. Objective of The Research

The objective of the research is to find out whether contextual teaching and learning (CTL) is able to improve students' vocabulary mastery.

D. Limitation Of The Problem

The problem is limited to implementation of contextual teaching and learning in teaching vocabulary to Fifth Grade Students of SDN Tangkil, Cikalong Wetan Bandung Barat.

E. Benefits

This research is expected to:

1. The Teacher

It enables teachers to get information and to select a suitable technique in teaching vocabulary at Elementary Schools. It is an important thing for the teacher to develop the technique in their classroom in order to make the students interested in the subject.

2. The Students

It gives spirit and knowledge for students that learning English can be fun and interesting. The students will not feel to be forced in learning English but they will feel happy to learn since they are put in an enjoyable situation.

3. The further researcher

Increase theoretical information about The Implementation of Contextual teaching and learning in teaching Vocabulary.

F. Definition of Key Terms.

1. Contextual Teaching and Learning in Johnson (2002: 25)

“System is an educational process that aims to help student see meaning in the academic material they are studying by connecting academic subject with the context of their daily lives.”

2. **Teaching** in Brown (2000: 7) is defined as “guiding and facilitating learning enabling the learner to learn, setting the conditions for learning”.
3. **Vocabulary** in Hornby (1995: 1331) “defines vocabulary as the total number of words in a language; vocabulary is a list of words with their meanings.”
4. **Characteristic of Young Learners in Pinter (2006)** “They have a holistic approach to language; means that they understand meaningful messages but cannot analyze language yet”.

G. Organizations of the Research Paper.

The result of this research will be presented in five chapters, the will be as follow:

CHAPTER I : INTRODUCTION

It discusses background of the problem, the research question, the limitation of the problem, the benefit of research, the research methodology, population and sample, the definition of key terms, and organization of research paper.

CHAPTER II : LITERATURE REVIEW

It covers the entire concept of the theoretical framework and previous of the study variable.

CHAPTER III : RESEARCH METHODOLOGY

Describes or explain about the method of research, population and sample, instrument and material, research procedure, and procedure of data analysis.

CHAPTER IV : RESULT AND DISCUSSION

Explain and discusses about the result of the study obtained from the data computation.

CHAPTER V : CONCLUSION AND SUGGESTION

Explain about conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature review of this research. it includes: Definition of Vocabulary, Element of Vocabulary, Types and Kinds of vocabulary, The important of teaching vocabulary, Definition of Contextual Teaching and Learning (CTL) and its procedures, Characteristic of young learners, Definition of young learners, Teaching Vocabulary to Young Learners, Teaching Vocabulary through Contextual Teaching and Learning (CTL) and Previous Studies.

A. Theoretical Framework

1. Vocabulary

a. Definition of vocabulary

There are some definitions of vocabulary, According to Hornby (1995: 1331) “Vocabulary as the total number of words in a language; vocabulary is a list of words with their meanings.” And Linse (2005: 121) state “vocabulary is the collection of word that an individual know.” While Brown (2001: 377) explained that “vocabulary is the basic building blocks of language”. It is line with Baskara (2006:65) who stated that vocabulary is the basic unit of language form.

From definitions above the writer can conclude that vocabulary is the total number of words which are needed to communicate ideas and express the speaker’s means that become element in a foreign language. That is the

reason why it is important to learn vocabulary. Vocabulary supporting mastery of language skills such as listening, speaking, reading and writing. In order to communicate well in language.

b. Element of Vocabulary

Vocabulary is one of the vital elements in constructing meaningful communication. Without knowing the words needed to convey their ideas and feeling the learners cannot speak and write well. A student who masters a good structure seems to lose its function whenever it is not supported by the abundance of words. Lado (1979: 121-126) gives some steps in vocabulary learning, namely: (1) listening the words, (2) pronouncing the words, (3) understanding the meaning, (4) making illustration in the form of sentence, (5) doing practice in expressing the meaning, (6) pronouncing the words in loud voice, and (7) spelling the words.

Another expert, Ur (1996: 60-63) states the learners need to be taught the form of the words, then grammar, collocations, meaning and word formation. Based on explanation above, many aspects of vocabulary to learn. But, vocabulary mastery in elementary school especially at the fifth grade students still in the level of receptive use. They able to identify the words when they meet them but they are not able to produce or use the words speaking or writing. Pinter (2006:86) stated that “for younger children, vocabulary and grammar should be learnt in a holistic way”.

It can be summarized that knowing the word and understanding its meaning go hand in hand. It is also easier to remember concrete words like a

chair or a dog than abstract words. Young learners often put words together with what they can see, hear or with what they can touch. The third grade students able to master vocabularies in the form of pronouncing the words, understanding the meaning of the words and grammar (still basic level).

c. Types of Vocabulary

According to Brown (2011:11), there are some types of vocabulary they are:

a. Reading vocabulary.

A person's reading vocabulary is all the words he or she can recognize when reading.

b. Listening vocabulary

A person listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Writing vocabulary

A person writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking vocabulary

A person speaking vocabulary is all the words he or she can use in speech. Duo to the spontaneous nature of the speaking vocabulary, words are often misused- though slight and unintentional- may be compensated by facial expressions, tone of voice, or hand gestures.

d. Kinds of Vocabulary

Some experts divide two types of vocabulary: active and passive vocabulary. Harmer (1991: 150) distinguishes between these two kinds of vocabulary. The first kind of vocabulary refers to the one that the students have been taught or learn and which they are expected to be able to use. Meanwhile, the second term refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown (1995: 369), "divides two kinds of vocabulary, namely receptive vocabulary and productive vocabulary."

1). Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they are used in the context, but which they cannot produce. It is vocabulary that the learners recognize when they see or meet in reading text but do not use it in speaking and writing.

2). Productive Vocabulary

Productive vocabulary is the words which the learners understand, can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

According to Gray (1963:12-13) Vocabulary divided into three (concrete words, relative words and abstract words).

a. Concrete words

Concrete words have meanings established by more or less regular reference to actual object. For example is Chair.

b. Relative words

Words for qualities have not so much definite meanings as a direction of meanings, and their reference in a given instance depend on the experience and intention of the user, for instance is red.

c. Abstract words

Words that do not have specific observable referents against which their meanings can be checked.

There are so many statements about kinds of vocabulary. Based on the statement above, the writer say the vocabulary is divided two kind, functions and content word. The function words are closed class, we cannot add the preposition or auxiliaries or modals or any structure words of the language. The content words can be added to at any times as new scientific advances make new words and communication about new invention necessary.

d. The Importance of Teaching Vocabulary

According to Cameron (2001:73) “Vocabulary is about learning words, children are not only expected to know the word but also they have to know what the meaning of that word.” Vocabulary is very important in learning English we cannot communicate and write better and if vocabulary our down.

It does not mean only translating or giving meaning directly words with dictionary but also giving meaning of the words.

According to Jack C. Richard and Theodore S. Rodgers (1986: 6) word should be practice in meaningful context and in sentences and should be isolated, disconnected elements. This statement shows that vocabulary is taught contextual meaning in sentences. So we can guess the meaning of words or new items by seeing in the context. It means that using teaching aids in teaching concrete vocabulary has important role. Students can understand the writing more easily by vocabulary.

2. Contextual Teaching and Learning

a. Definition of contextual Teaching and Learning (CTL) and its principles.

There are some definitions of Contextual Teaching and Learning. Contextual teaching and learning is “identified as a promising strategy that actively engages students and promotes improved learning and skills development.” Chancellor’s office of the California community college. (2009).

Johnson (2002: 25) states that ”CTL system is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their personal, social, and cultural circumstances”

Based on Johnson (2002: 24-25), CTL is a holistic system. It consists of interrelated parts that. And in CTL material, they are studying connecting with context of daily lives that is, with the context of their personal, social, and creative thinking, nurturing the individual, reaching high standards, using authentic assessment.

Based on the preceding definition of CTL above, the writer concludes that CTL is a conception of teaching and learning that help the student to get a better understanding about the knowledge as they relate to the context of real life.

b. The Procedure of Contextual Teaching and Learning (CTL) in Teaching Vocabulary Mastery

Based on Departement Pendidikan Nasional (2003), as cited in Komalasari (2010:11-13), CTL has Seven main components, those are constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment. The main requirements is classroom teaching learning process. Below are the procedures how to apply CTL, including vocabulary class activity, in the classroom teaching learning process:

- 1). Improve the understanding that student will learn more effectively through self-learning, self-inquiring, and self-constructing using their own knowledge and experience. Teacher need to encourage student to

actively involved in learning process and use the student's idea and experience to conduct the learning and whole learning unit.

2). Doing the inquiring activity to achieved desired competences in vocabulary activity. In this step, the teacher presents the vocabulary material (e.g. in the form of certain pictures or visual aid that describes some activities) in which the student need to analyze it by their self. Try to challenge the students with their own ideas and conceptions to interpret it. Allow them to present their own idea and encourage them to apply their own ideas, experience and interest to direct learning process.

3). Create learning community or learning in groups. This step will help student to improve their leadership and their cooperation among the student. In this step, the students discuss the material with their friends and then they present it in front of the class. To make the learning process more effective, teacher need to encourage the students to express their own ideas before the teacher did it.

4). Questioning as a learning tool. It is useful for improving student's curiosity. The teachers allow the students to ask something related to the material after the discussion and presentation session finished. It will give them more understanding in material discussed.

5). Do the reflection in the end of learning to make student feel that they have learned something. Provide enough time to reflect, analyze, and respect all ideas that are expressed by all students. Teacher need to engage the students in searching the information that can be applied in

solving the problem in their own life. So, the learning process will give them many benefits in their real life.

6). Authentic assessment is the ongoing process of gathering and analyzing evidence of what a student can do. For example student presentation in front of class and answer questions sheet.

c. The Characteristics of Young Learners

Cameron (2001:1) stated that children have a number of characteristic that teachers of English need to keep in mind when they are planning to set up activities. They are high-motivated, enthusiastic and lively learners. On the other hand, they do not find it easy to use language to talk about something because they do not have the same access as the older learners to reach meanings (Cameron, 2001:1). Teachers are the one who can help them maximizing their ability to acquire the given knowledge.

d. Definition of Young Learners.

Pinter (2006) believes that Young Learners are children at pre-school/in the first couple of years of schooling. Generally, they have a holistic approach to language; means that they understand meaningful messages but cannot analyze language yet. They have lower levels of awareness about themselves as language learners as well as about process of learning. They have limited reading and writing skills even in their first language. Generally, they are more concerned about themselves than

others. They have a limited knowledge about the world. They enjoy fantasy, imagination, and movement.

Mustafa (2003) recommends six characteristics of children and how they learn in theoretical generalization.

- a. Children are always active in exploring their environments and accumulating knowledge and experiences. The environment they explore here includes physical, social, informational, and ideological. Children construct their understanding of how things work, including their language use both as a system as well as a way of communication by this exploration. It is not too much to say that children learn naturally.
- b. Children know a lot of literacy before schooling. For example, their knowledge about traffic signs, traffic lights, and brand names of their favorite toys and foods.
- c. Children tend to learn things in the form of scripts holistically. This tendency is reflected very well in children's play such as playing: "school teachers and students," "a doctor and patients" etc. Children learn best when learning is meaningful, interesting, and fun.
- d. The learning becomes meaningful for the children when the decision making is related to their needs. Based on this opinion, children must be given different formats of learning activities so that they can choose based on what they think are important and useful. Children learn best when they make their own choices. Children cannot be expected to sit

down and do a certain activity for a long time. The children get bored easily. They will do what they want to do to make their own decision.

- e. Children tend to do things and relate to others in a cooperative way, unlike adults who can benefit from spirits of competition to boost up their motivation for achievement. One important implication for the context of language instruction in the classroom is that, rather than encouraging children to compete against one another, it would be more productive if they are to work collaboratively towards the achievement of shared goals. Children learn best as a community of learners in a non-competitive environment.
- f. Children learn best by talking and doing in a social context. By using the language for social communication in the group, children acquire the language. In the classroom context, this means that English as a foreign language should be treated as a tool for communication and the children should be encouraged to use the language for many different social purposes by talking and doing things in a social context using English.

Children themselves cover a wide age range. They can be anybody from the age of three to the age of ten. There is a big difference between what a five year old child can do and what a child of ten can do. Scott and Yteberg (1998: 1-2) divide the characteristics of the children into two main groups, the first group is the five to seven year olds and the second group is the eight to ten year olds. The former

has some characteristics, such as talking about what they are doing, telling you about what they have done or heard, planning activities, using logical reasoning, and understanding direct human interaction.

Based on the explanation above, teaching young learners differs from adult. It requires the knowledge of knowing all the development differences. Consequently, teaching them requires different methods. Understanding the development differences can help the teacher to develop method and a system of work that he or she will use in the process of teaching. The teacher should know and be aware of some characteristics in order to choose the best technique and media in helping the children to learn.

e. Teaching Vocabulary to Young Learners

According to Linse (2005:120-134), young children learn vocabulary items related to the different concepts they are learning. When children learn numbers or colors in their native language, they are adding concepts as well as vocabulary items.

It is important to help them expand their vocabulary knowledge through formal (planned instruction: teaching the meaning of the words and ways to discover the meaning) and informal instruction (“by the way” instruction: with no rule or systematic approach). Both formal and informal vocabulary instructions are important to engage students’ cognitive skills and to give opportunities for YL to use the

words. Having different learning opportunities improves learners' overall language ability by improving their vocabulary.

Teachers should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help learners figure out meanings on their own. Useful words are words that children are likely to encounter and words that occur in a high frequency.

Learners need to acquire vocabulary learning strategies, in order to discover the meaning of new words. The strategies are useful in in-class and also in out-of-class situations where they encounter new and unfamiliar words. These strategies also help them acquire new vocabulary items they see or hear. The students can benefit from how to use contextual clues and guessing the meaning from the content to deal with unfamiliar items (Linse, 2005: 134)

Based on explanation above, it can be summarized that knowing the word and understanding its meaning go hand in hand. It is also easier to remember concrete words like a chair or a dog than abstract words. Young learners often put words together with what they can see, hear or with what they can touch. But as said above they also need to know other aspects of the words they learn. The children able to master vocabulary in the form of listening the words, pronouncing the words and understanding the meaning of the words.

f. Teaching Vocabulary through Contextual Teaching and Learning (CTL)

According to Rosalin (2008: 24) Contextual Teaching and Learning (CTL) is an approach that require teacher to relate the material in the class to the real life. CTL is developed based on constructivism concept. It is a concept that states that meaningful learning start from students' knowledge and experience. Learning process in the classroom is not enough when the process is only a transformation of information and knowledge without any relationship with the students' life. This approach also motivates students to implement their knowledge into their daily life.

In addition, quoted from Scott Thornburry (2004: 24) statement before that one of teaching vocabulary technique is labeling. It is mapping the word to a concept. In the same book, he also states that on of way vocabulary remembered is through repetition. This repetition will reinforce the vocabulary in students' memory. Therefore, researcher argues that it is better if teacher can teach vocabulary based on the students' daily life. Because, it will provide students to repeat the words in their daily life without taking special time to repeat it. In other side, students also will be able to connect directly the words to the concept, because they experience the concept in their daily life and this will help students to understand the word easily and deeply.

Based on the statement above, Contextual Teaching and Learning could run effectively, especially in teaching vocabulary to young learners.

g. The Weakness and Strength of Teaching Vocabulary through Contextual Teaching and Learning.

Johnson (2002: viii) The Strengths In teaching vocabulary, especially in using Contextual Teaching and Learning we can find some advantage is follow:

- 1) Contextual Teaching and Learning making that holds meaning.
- 2) Contextual Teaching and Learning self-regulated learning.
- 3) Doing significant work.
- 4) With Contextual Teaching and Learning the students have collaboration.
- 5) The student is critical and creative thinking.
- 6) Reaching high standards.
- 7) Contextual Teaching and Learning has authentic assessment.

Johnson (2002: 13) The Weakness of Contextual Teaching and Learning was teacher must look at each child in the classroom expressly to understand child emotional state, learning style, English speaking skill, cultural and racial context, and financial circumstance.

B. Previous Study

There are some researches that have been done related to this topic. Dewi Ratnawati (2006) had conducted a research about the correlation

between vocabulary mastery and reading comprehension at seventh grade students of SMPN 13 Semarang. The research concludes that there is a significant correlation between the vocabulary mastery and reading comprehension. She said that students should have a good mastery of vocabulary to have good mastery of reading comprehension.

The research result of Dewi Ratnawati is in line with research result of Abdurrachman (2011) who research about the correlation between students' achievement in vocabulary and reading ability at second grade of SMAN 16 Surabaya. The result shows us that there is significant correlation between students' vocabulary mastery and their reading comprehension.

While in Istikomah (2009) had ever conducted had ever conducted a research at SMU PGRI 56 Ciputat. The research purposed to gain the information about teaching vocabulary through CTL; moreover it is conducted to get the effective technique in teaching vocabulary. But, the research did not talk about students' daily life, but only the implementation of Contextual Teaching Learning (CTL) in general. The research found that CTL has significant influence to the students' vocabulary mastery.

Dewi Marsela (2014) also conducted a research which carried out to show how Contextual Teaching and Learning (CTL) is used to improve the students' vocabulary mastery at grade seven of SMP

Gajah Mada Bandar Lampung in academic year 2013-2014. Its result shows that the students' level of enjoyment in doing the activities in the classroom increased. The students are not shy any longer and enjoyed in doing the activities. Finally, their vocabulary mastery improved well.

The fourth previous researches talk about the importance of teaching vocabulary to improve language skill and teaching vocabulary by Contextual Teaching and Learning method. However, none of them talk about the use daily life-based learning to develop students' vocabulary mastery specifically, and this research talks about it.

CHAPTER III

RESEARCH METHODOLOGY

This chapter mostly discusses research methodology applied in the study to investigate whether or not the implementation of CTL could help students to improve vocabulary. It consists to research design, research method, population and sample, instruments and data collection technique and analysis.

A. Research design

In this study the writer uses quasi experimental design by using pretest and posttest nonequivalent group design, in which the experimental class and controlled class were conducted by the writer. Pretest is the best which the experimental class and controlled class given to students before the treatment and the posttest is given to students after the treatment to find out the students' achievement.

As stated by Kaswan and Suprijadi (2013: 25) “ Quasi experimental design, or sometime called naturally occurring group design, are similar to the true experimental design except that the writer make comparisons between the means of the scores of the two or more that occur naturally.” Also, Daniel Muijs, (2004: 27) stated that “quasi-experimental research is especially suited to looking of the effects of an educational invention, such as a school improvement program, a project to improve a specific element”.

According to Sugiono (2010:77) the Quasi- experimental design is a study which is aimed at discovering influence of particular treatment. This design covers quantitative data and statistical technique in analyzing the data. Furthermore, the quasi experimental design as closely as possible (Hact and Farhady, 1982:23-24).

B. Research method

This research used the quantitative research method to analysis and gets the data because it will use numbers or statistic with experimental research. Kothari (2004: 3). Sates “quantitative research is based on the measurement of quality or amount. It is applicable to phenomena that can be expressed in term of quantity”.

Fraenkel and wallen (2008:261) explained that in experimental research after the treatment has been administered for an appropriate length researcher observe or measure the group receiving different treatments (by mean of a posttest of a some of time sort), to see if they differ, experimental research also enables researcher to beyond description and prediction, beyond the identification of relationship, to at least to partial determination of what causes them.

To conduct this research, the writer took two classes of the fifth grade students of Elementary School on the second semester as the experimental class and controlled class to see the effectiveness of CTL by looking pretest and posttest measurement and comparing the gained scores between both

classes. The effectiveness can be seen from the improvement of students' score of experimental class in posttest after they had been given some treatments and from the computation of both classes. The experimental class was given the technique by using CTL and the controlled class without CTL.

C. Population and sample

1. Population

According to Fraenkel and Wallen (2008:90) "The larger group to which one hopes to apply the result is called the population". The population of the study is the entire students' fifth grade of SDN Tangkil Kecamatan Cikalong Wetan Kabupaten Bandung Barat in academic years 2015/2016. There are three classes which consist of 90 students, (Class Va until Vc).

2. Sample

Sample, as defined by Cowl (1996: 8) "which are subject of people used to represent populations". While Fraenkel and Wallen (2008:90) "a sample in a research study is the group on which information is obtained". So, samples are a small of population selected for observation and analysis. In choosing the sample for the study, the writer will use cluster random sampling method. Fraenkel and Wallen state that cluster random sampling is the selection of individuals rather than single individual. All individuals in a cluster are included in the sample.

Based on the explanation above, the writer took two classes of the fifth grade of Elementary School on the second semester; there is Va for controlled group class and Vb for experimental group class. Each class consists of 30 students.

D. Research Instruments

In this study, pretest and posttest are the instruments to answer the research question about the implementation of CTL in teaching vocabulary. Before and after treatment, they were:

1. Pretest

The writer gave the same test to both groups. It is the first step of study that purposed to obtain the data of students' vocabulary knowledge and to find out to students from both group had the same capability of English vocabulary before they received the treatment. In this case, the pretest it will be used of the Cloze test. That is, the students read and fill in the blank of text in the form of images with their knowledge vocabulary correctly.

2. Posttest

The posttest of the study employed at the end of the study. At measured the students' vocabulary mastery after the treatment. It is employed in both groups: experimental group and control group. The posttest it will be used of the Cloze test. That is, the students read and fill in the blank of text in the form of images with their knowledge vocabulary correctly.

E. Treatment

In this study, the writer chooses the Flashcard for implementing CTL in teaching vocabulary to the experimental group. In this steps, the teacher presents the vocabulary material (e.g. in the form of certain pictures flashcard or visual aid that describes some fruits, vegetables, flowers and others) in which the student need to analyze it by their self. Try to challenge the students with their own ideas and conceptions to interpret it. Allow them to present their own idea and encourage them to apply their own ideas, experience and interest to direct learning process. After that, the student makes a small group to discuss the material with their friends and then they present it in front of the class. To make the learning process more effective, teacher need to encourage the students to express their own ideas before the teacher did it.

F. Data Collection Technique

The data of this research were collected by giving English vocabulary test to the students' sample. The writer collected the data using two instruments. They were the pretest and posttest. Pre-test is used to measure the students' understanding in vocabulary before teacher used CTL as teaching technique. Then, post-test is used when the treatment had been done. It is to find out whether CTL is able to improve students' vocabulary mastery in experimental class. There are 10 items of fill in the blank of

text in vocabulary test. Both experiment and control classes were given the same test.

G. Technique of Data Analysis.

After getting the data, the writer analyzed and processed the data. In this research, the writer used statistical data analysis through SPSS 21 to know the difference between the students' scores before and after being taught by CTL technique in teaching vocabulary. Fraenkel and Wallen (2008 : 186), explained that SPSS is a computer program that can be used to calculate many of the descriptive statistic.

CHAPTER IV

RESULT AND DISCUSSION

This chapter present the result of the data obtained from instruments used in this research, pretest and posttest. Then, the gathered data were discussed.

A. RESULT

1. Pretest and posttest scores at experimental class

The pretest and posttest scores of students in class VB were presented in the table below:

Table 1.1

The scores of pretest and posttest experimental class VB

No	Name	Score Pretest	Score Posttest	Gain score
1	Student 1	45	80	35
2	Student 2	35	65	30
3	Student 3	50	90	40
4	Student 4	55	90	35
5	Student 5	45	60	15
6	Student 6	60	85	25
7	Student 7	80	90	10
8	Student 8	45	85	40
9	Student 9	45	75	30
10	Student 10	65	90	25
11	Student 11	30	85	55
12	Student 12	65	75	10
13	Student 13	60	90	30
14	Student 14	50	75	25
15	Student 15	50	75	25

16	Student 16	35	55	20
17	Student 17	60	85	25
18	Student 18	50	70	20
19	Student 19	80	85	5
20	Student 20	55	70	15
21	Student 21	50	65	15
22	Student 22	80	90	10
23	Student 23	80	95	15
24	Student 24	70	75	5
25	Student 25	55	70	15
26	Student 26	55	75	20
27	Student 27	30	75	45
28	Student 28	30	65	35
29	Student 29	20	80	60
30	Student 30	30	80	50

The table above showed the score of pre-test, post-test and gained score for the experimental class. The pre-test had been done before the teaching and learning of vocabulary with CTL. The number of students in experimental class who participated in test was 30. The lowest score for pre-test is 20, post-test is 55, and gained score is 5. And for the higher score of pre-test is 80, post-test is 95, and gained score is 60.

2. Pretest and posttest scores at control class

The pretest and posttest scores of students in control class VA were presented in the table below:

Table 1.2

The scores of pretest and posttest Control class VA

No	Name	Score Pretest	Score Posttest	Gain Score
1	Student 1	45	65	20
2	Student 2	65	75	10
3	Student 3	60	70	10
4	Student 4	35	70	35
5	Student 5	85	90	5
6	Student 6	20	30	10
7	Student 7	55	70	15
8	Student 8	30	40	10
9	Student 9	75	80	5
10	Student 10	45	50	5
11	Student 11	55	70	15
12	Student 12	55	70	15
13	Student 13	35	40	5
14	Student 14	30	80	50
15	Student 15	45	55	10
16	Student 16	55	65	10
17	Student 17	50	55	5
18	Student 18	70	80	10
19	Student 19	55	85	30
20	Student 20	55	70	15
21	Student 21	65	70	5
22	Student 22	25	30	5
23	Student 23	45	85	40
24	Student 24	35	65	30
25	Student 25	70	75	5
26	Student 26	30	85	50
27	Student 27	50	65	15
28	Student 28	55	60	5
29	Student 29	45	55	10
30	Student 30	40	45	5

The table above showed the score of pre-test, post-test and gained score for the control class. The number of students in control class who participated in test was

30. The lowest score for pre-test is 20, post-test is 30, and gained score is 5. And for the highest score of pre-test is 85, post-test is 90, and gained score is 50. For the next step the writer calculated that gain score of experiment and control class to research the mean, median, mode and sum as follow:

3. Statistic Data

Table 1.3

		Statistics	
		The scores of mean, median, mode and sum at gained scores	
		Experimental	Control
N	Valid	30	30
	Missing	30	30
Mean		26.17	15.33
Median		25.00	10.00
Mode		15 ^a	5
Sum		785	460

a. Multiple modes exist. The smallest value is shown

The table above reports the mean score of experimental class which is 26.17 and control class which is 15.33, median scores of experimental class is 25.00 and control class 10.00, mode scores of experimental class is 15^a and control class is 5 and sum scores of experimental class is 785 and control class is 460. After getting the mean, median, mode and sum score of gain score pre-test and post-test score both of the experimental and the control class, then the writer presents the Standard Deviation scores as follow:

Table 1.4

Statistics
The scores of Standard Deviation

		Experimental	Control
N	Valid	30	30
	Missing	30	30
Mean		26.17	15.33
Std. Error of Mean		2.623	2.432
Median		25.00	10.00
Mode		15 ^a	5
Std. Deviation		14.365	13.322
Variance		206.351	177.471
Range		55	45
Minimum		5	5
Maximum		60	50
Sum		785	460

a. Multiple modes exist. The smallest value is shown

Based on the table above the result of Standard Deviation score of experimental class is 14.365 and the control class is 13.322. And then, minimum score of experimental class is 5 and control class is 5 and maximum score of experimental class is 60 and control class is 50. For the next step, the writer presents the normality test as follow:

4. Normality Test

Table 1.5

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment	.132	30	.190	.951	30	.183
Control	.277	30	.000	.753	30	.000

a. Lilliefors Significance Correction

Based on the table above, it shows that the Sig of the experimental class and Control class are .183 and 0.000. The result in the test of normality above, the level of significance was set up at 0.05. It means .183 higher than 0.05 and 0.000 lower than 0.005. In other word, the data of both groups are normally distributed. With the result that the writer calculated the t- Test as follow:

5. T-test

Table 1.6

The Scores of Independent Sample Test and T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.487	.488	3.029	58	.004	10.833	3.577	3.673	17.993
	Equal variances not assumed			3.029	57.673	.004	10.833	3.577	3.673	17.994

The table above present the result of Sig.(2-tailed) is .004 and lower than 0.05. It means that a significant different between experiment class and control class.

B. Discussions

In the field of education, including English education in Indonesia, specifically in Elementary school at SDN Tangkil our education is still dominated by the

view that knowledge is a set of facts which have to be memorized. Teaching learning process focuses on teachers as prominent source of knowledge in other words teaching and learning as teacher centered approach. As a result, students have problems to understand academic concepts as what they usually get is something abstract and inappropriate lecturing method. Many students can reach good level of memorization of teaching material, but at the end of teaching learning process, they actually only understand parts of what they are studied. In fact, memorization of teaching materials lasts for a short time in their memory, and knowledge is not set of a fact which has to be memorized. Regarding to the background above, the writer wants to apply Contextual Teaching and Learning (CTL) in teaching Vocabulary to fifth grade Student of Elementary School.

According to Brown (2001: 377) explained that “vocabulary is the basic building blocks of language”. Its mean that vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary. That is the reason why it is important to learn vocabulary. Meanwhile, teaching learning process still focuses on teachers as prominent source of knowledge. As a result, students have problems to understand academic concepts as what they usually get is something abstract and inappropriate lecturing method. Therefore, the writer wants to apply Contextual Teaching and Learning (CTL) in teaching Vocabulary to fifth

grade Student of Elementary School. Because According to Johnson (2002: 25) states that "CTL system is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their personal, social, and cultural circumstances".

Based on the explanation above, the writer conducted of the research in Elementary School at SDN Tangkil to answer the research question. The research method used is quantitative research, or more specifically the quasi-experimental design with the two classrooms, experimental class and control class. It's consist of (60 students) as the sample and test as the instrument is Cloze test. For the first step, the writer gave a pretest for the experimental class and control class, to find out the students' ability in vocabulary. The second, the writer gave a treatment for the experimental class by using CTL and control class without CTL. After that, the writer gave a posttest to experimental class and control class to saw the effectiveness of CTL. And the third, the writer has collected the data from pretest; posttest and comparing gained scores between both classes to analysis by using SPSS 21 for windows.

From the result of statistic calculation, the mean score of experimental class is 26.17 and control class is 15.33, median scores of experimental class is 25.00 and control class 10.00, mode scores of experimental class is 15^a and control class is 5 and sum scores of experimental class is 785 and control class is 460. The data shows that the experimental class has the higher score than controlled class. So, it was a significant difference from measurement score in the

experimental and the controlled class. It means that the experiment in this study is successful. Then, the result of Standard Deviation score of experimental class is 14.365 and the control class is 13.322. And then, minimum score of experimental class is 5 and control class is 5 and maximum score of experimental class is 60 and control class is 50.

Before analyzing the standard deviation, the writer had to analyze the normality of the data. This analysis is used to see whether or not the data got in the research has been normally distributed. The result showed that the Sig of the experimental class and Control class are .183 and 0.000. The level of significance was set up at 0.05. It means .183 higher than 0.05 and 0.000 lower than 0.005. In other word, the data of both groups are normally distributed.

The next analyzing is analyzing homogeneity of data. The purpose is to see whether the data or sample in both classes was homogenous or heterogonous. The result of score equal variances assumed F is .487 and Sig is .488. It means bigger than 0.05. It indicates that the variance of data is homogenous. And for the last, the writer analyzes the t-test. And the result of t-test for equality of means showed the t scores is 3.029, with df is 58 and significance ($Sig.(2-tailed)$) is .004. In other word, .004 lower than 0.05. It can be concluded that the Null hypothesis (H_0) is rejected and the Alternative hypothesis (H_a) is accepted. It means the use of Contextual Teaching and Learning (CTL) is able to improve vocabulary mastery of fifth grade students of SDN Tangkil, Cikalong Wetan in academic years 2015/2016.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter covers about conclusions and suggestions, the conclusions are drawn as interpretations towards the result of the research while the suggestions are written to be address to teachers, students and also the researchers.

A. Conclusion

The study investigated the Contextual Teaching and Learning (CTL) in teaching vocabulary at fifth grade SDN Tangkil. The treatment of CTL apply in experimental class it is aimed at finding out whether CTL can improve students' vocabulary mastery.

Based on the result from data and any factual conditions of the students during the process of this study, indicated that there was a significant improvement in vocabulary mastery using CTL to help students' vocabulary mastery in pretest and posttest. The result was obtained through comparing the mean scores of experimental and control class in gained score of pretest and posttest which were 26.17 and 15.33. In addition, it is proven that the independent *t*- test result which depicts that probability is lower than 0.05, and the result of the analysis in the research is 0.004 lower than 0.05. In other words, Alternative hypothesis (H_a) is accepted because sig.(2-tailed) lower than 0.05 it can be inferred that CTL is able to improve students' vocabulary at fifth grade SDN Tangkil Cikalong Wetan.

B. Suggestions

There are some suggestions for the teacher, student and further researcher as follow:

1) For the teacher

The teachers should plan the material, the method, and the technique before starting the lesson. They should be able to select the interesting technique in order that the students can accept the materials not only focus on transferring information. And as the motivator, the teachers should motivate their students to develop their English, especially in develop students' mastery in vocabulary and CTL can be alternative method in teaching English language to improve students' skill.

2) For the student

The students must improve their language components and language skills in their context first; it will help them to increase English achievement at the school.

3) For the researcher

The further researcher is suggest to study about the CTL not only in Elementary school but in Junior and Senior high School and not only for teaching vocabulary but to teach Speaking, listening, reading and writing.

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