

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the meaning of vocabulary, contextual teaching and learning (CTL), The Components of Contextual Teaching and Learning (CTL), Procedure of using contextual teaching and learning in teaching vocabulary, The nature of teaching vocabulary and Previous of the study.

2.1 The Meaning of Vocabulary

There are many definitions of vocabulary. According to Finocchiaro (1974: 35) "Vocabulary is words become meaningful only when studied and considered in context, that is, with all the other word which surround them and which help give them their meaning". Penny (1996: 60) explained " Vocabulary can be defined as the words we teach in the foreign language". Heriyawati (2010: 153) defined vocabulary as stock of words in a language that can support the learners to learn the skill of the language. From the explanation above, it can be known that all words in language are called vocabulary.

2.2 Contextual Teaching and Learning (CTL)

Jhonson (2002) defines the contextual teaching and learning (CTL) as an Educational process that aims to help students to see meaning in the academic material that they are studying by connecting academic subject with context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. So, the main aim of CTL is properly to help student attach meaning to academic lessons. When students find meaning in their lesson, they will learn and remember what they study.

In addition, Jhonson states that CTL has three significant principles. *They are the principle of interdependence, the principle of differentiation, and the principle of self-*

organization (2002:26). The interdependence principle lets the students make connections that reveal meaning. It also makes possible critical and creative thinking, both of which involve identifying relationships to arrive at new insights. Furthermore, this principle makes the possibility of clear objectives to high academic standard and supports collaborative work which helps the students to identify issues, design plans and explore solutions Johnson (2002:29).

The next CTL principle of differentiation. This principle frees the students to explore their individual talents, cultivate their own learning style, and progress at their own pace Johnson (2002:31). This principle also supports the students to show off their own ability and skills. It shows that each student has his own talent.

The last is the principle of self-organization. This principle requires the teacher to encourage each of the students to actualize that he is full potential. In line with this principle, the central aim of the CTL system is to help students to achieve academic excellence, acquire career skills, and develop character by connecting school-work with their own experience and knowledge Johnson (2002:34). It is hoped that the students' knowledge and experience that are achieved at school could help them to solve the problem in their daily lives.

So, CTL is the academic material learnt by the students in class which connected to the students' real life. The academic subjects are context of their daily lives, that is, with the context of their personal, and social. It makes students understand the meaning of the learning and it encourages students to practice the language they learn in meaningful ways.

2.3 The Components of Contextual Teaching and Learning (CTL)

Johnson (2008:8) states that "There are eight component in CTL , they are making meaningful connections, doing significant work, self-regulated learning, collaborating,

critical and creative thinking, nurturing the individual, reaching the high standard, and authentic assessment.”

2.3.1 Making meaningful connections

The heart of CTL is the connection that leads to meaning (Johnson 2002:43). When students can connect the content of an academic subject, they discover meaning, and meaning give them a reason for learning. Connecting learning to one’s lives makes studies come alive, and this connection is what CTL is primarily about. CTL is grounded in the knowledge that making connections is a natural human activity (Johnson 2002:75).

From the explanation above, making connections is to find the meaning can increase knowledge of what they are learning subject given by the teacher in learning context.

2.3.2 Doing significant work

CTL is best known as the instructional system that connects school with the world of work Johnson (2002:61). During the teaching learning process, the students do many activities that related to real world context as a part of community and society.

So, the characteristic of significant work is the existence of pair work or group work. This activity showed good solidarity because students asked her or his friend and it can get more information from her or his friend.

2.3.3 Self-regulated learning

Self-regulated learning is a learning process that engages students in independent action involving sometimes one person, usually a group. This independent action is designed to connect academic knowledge with the context of students’ daily lives in ways that achieve a meaningful purpose Johnson (2002:83).

Self regulated learning future active, independent acquire. It involves connecting academic study with daily life in meaningful ways to achieve a significance purpose (Johnson 2002:81).

Self regulated learning process is a method of engaging students in actions that involves a number of steps and produces a significant result. These steps use the skills and knowledge described earlier as well as academic content (Johnson 2002:92).

Moreover, self-regulated learning process can stimulate the students to be active in the learning process to acquire knowledge and solve the problems.

2.3.4 Collaborating

Collaborating is an essential of the CTL system Johnson (2002:88). It removes the mental blinders imposed by limited experience and narrow perceptions. It makes it possible to discover personal strengths and weaknesses learn to respect others, listen with an open mind, and build consensus. Working together, members of small groups are able to overcome obstacles, act independently and responsibly, rely on talents of team members, trust others, speak up, and make decisions (Johnson 2002:89).

Furthermore, Johnson also adds that in collaboration, part in a group are so related that one person's knowledge becomes that person's output, and this output is received by another as input (2002:90).

So, collaborating can transfer knowledge and experience each other. It makes students get more information and knowledge from other students.

2.3.5 Critical and Creative thinking

Johnson says that critical thinking is a clear, organized process used in such mental activities as problem solving, decision making, persuading, analyzing assumptions, and scientific inquiry. Critical thinking is the ability to reason in an organized way. It is ability to systematically evaluate the quality of one's own reasoning and that of others. Creative thinking is the mental activity that nurtures originality and insight. Thinking creatively and critically enables students to study problems systematically, to meet myriad challenges in an organized manner, to formulate innovative questions and design original solutions (2002:100).

Moreover, the goal of critical thinking is to achieve the fullest understanding possible.

2.3.6 Nurturing the individual

Students try to organize, give attention, motivate, and strengthen themselves. Then teacher has to help them because they cannot do those things successfully by themselves. CTL teachers nurture the individual students effort to develop as a whole person Johnson (2002:128). Furthermore, he also states that "CTL asks teachers to nurture every student, in part because relationships weave a context for personal growth".

Furthermore, teacher who does know the students well can do more than seize opportunities to connect learning with their personal interest.

2.3.7 Using authentic assessment

Authentic assessment challenges students to apply new academic information skill to a real situation for a significant purpose. It allows the students may, for example, illustrate academic information they have learned by designing something or making a presentation. In

doing such authentic task, young people face the challenges that accompany any attempt to achieve a significant result in the context of work or the community Johnson (2002:165).

Then Nurhadi (2004) brings those eight components stated by Johnson into seven basic major components of CTL in the classroom, those are:

1. Constructivism

One thing that differentiates CTL from traditional method of teaching is the students do not receive knowledge from the teacher but they construct the knowledge by themselves by connecting their new experience with their basic (previous) knowledge. Constructivism is the basic principle of CTL.

Moreover, the aim is to know the students' prior knowledge about the material given in that day and activate the students' prior knowledge since the students have already known the basic material for the lesson that will be given.

2. Questioning

Questioning is the main strategy in CTL. In the teaching learning process, the teacher uses questions to lead the students to think or they also can be used to assess the students continuously.

Moreover, when the researcher asks questions, the students can think more creatively and critically and it will build the students' self-regulated learning because the students try to develop their knowledge.

3. Inquiry

Inquiry is a complex idea that means many things to many people in many contexts. This component leads the student to think creatively and critically, do significant works, and also build the students self regulated learning.

4. Learning community

In learning community, students can share their experiences and ideas with their friends. Learning in group will give deeper impression to the students that learning individually. More over, Johnson (2002: 59-61) states that the learning community as the integrated where the students discover that knowledge overlaps intertwines.

Besides, learning community show good solidarity because students asked her or his friend and it can get more information.

5. Modeling

In teaching and learning process, students need a model to be imitated. By giving a model, teacher tries to help the students before doing the works or activities in the classroom and it will stimulate students motivation in doing the works or activities.

So, modelling activity support the teaching learning process very much. It deals with giving example and demonstrating.

6. Reflection

Reflection is an overview of the activities or knowledge which has just been achieved by students. It is response given by the students toward the knowledge that has just been achieved or activities that have just been done.

Furthermore, reflection makes students more understand the material that is given.

7. Authentic assesment

Authentic assesment invites students to use academic knowledge in area world context for a significant purpose. According to Johnson, authentic assesment usually includes a task for student to perform a task or assignment (2002: 165).

Besides, this assesmnet is not only done the final pf teaching and learning process but also during the teaching and learning process.

2.4 Procedure of using contextual teaching and learning in teaching vocabulary.

According to Jhonson (2002: 165), seven component of CTL in teaching English vocabulary in the classroom. They are constructivism, questioning, inquiry, Learning comunity, Modeling,reflection, authentic assesment.

(*Contructivism*) before start our lesson the teacher link to the students knowledge about the topic and than teacher ask the students to give question about the materi given (*question*), after that teacher give an example about the task that will be given to them, in order they can do it independent without depending on the teacher role (*modelling*) , so teacher give the task and students should think creatively (*inquiry*), and students can share idea with group (*learning community*). After that if finish the teacher review the materi (*reflection*), and the last the teacher asses the students task (*authentic assesment*).

2.5 The nature of teaching vocabulary

Many english teachers have not fully recognize the tremendous communicative advantage in developing an extensive vocabulary. For a long time, teaching approaches such as the direct method and audio legalism gave greater priority to teaching of grammatical structures (Thornbury, 2002:14). Then Thornbory adds that “In order not to distract from the learning of these structures, the numbers of words introduced in such courses was kept fairly

low”. Then , CTL gives attention of the role of vocabulary has been arisen. Thornbury states that ”The CTL set the stage for a major rethink of the role of vocabulary. The CTL value of a core vocabulary has always been recognized (2002:14). “So, CTL pays attention in vocabulary.

2.6 Previous of the study

They are many researchers who have studied teaching vocabulary. in her study entitled “ Improving student’s mastery using contextual teaching learning through problrm solving : a classroom action reserach in the fourth years class of SDN 01 Tegalsuruh, Sragi pekalongan in 2007/2008 academic years”. Nurmayanti focuses her action in teaching the students by using problem solving in one of strategy in CTL.

The second previous study is from UNESA by Tri Sulistyowati (2008) and the tittle is” A study on the implementation of contextual teaching learning strategy (CTL) for teaching english in junior high school”. In this study she focuses on the implementation of CTL components, teaching set in the classroom, the problem and solution and the effect of using CTL.

The third previous study is from UNIPA by Muncorowati (2008) with the title is “A study of teaching speaking using CTL strategy at the first grade od SMP Barunawati Surabaya”. This study is to know the effectiveness of using CTL strategy in teaching speaking.

Based on the previous studies above, the resarcher found the similarity of the previous studies and this study. It is about the use of CTL technique to teach english. howefer, there are some differences with the researcher’s going to do. The differences from present study

can be seen from the subject of the study, skill and reserach problem. In this study, the researcher will describe the use of CTL to improve english vocabulary.

The subject of the study is the eight grade students of SMP NEGERI 1 BUNGAH. The skill is teaching english vocabulary. The result of the study is going to apply contextual teaching and learning to improve vocabulary.