

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

There was a theoretical framework used to increase students' vocabulary mastery by using the Contextual Teaching and Learning (CTL) approach as the main topic in this research.

2. 1.1. Definition of Vocabulary

This research focused on the approach to help students in enhancing their vocabulary mastery, so that students more understand about vocabulary and vocabulary mastery. Learning a language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Language is the expression which constructed by words or vocabulary. To know what vocabulary is, there are some definitions of vocabulary. The definition of vocabulary according to Richard (2001:4) is one of the most obvious components of language and one of first things applied linguistic turned their attention. Next, Michael Lessard-Clouston (2013) said that vocabulary is central to English language teaching. Without sufficient vocabulary, students cannot understand others or express their own ideas.

Kamil and Hiebert (2007:282) defined vocabulary is knowledge of words and word meaning. Meanwhile, Hornby (2006: 1645) said that in advance learners' dictionary of current English says that vocabulary is:

(1) all the words that a person knows or use, (2) all the words in particular language, (3) the words that people use when they are talking, and (4) a list of words with their meanings,

especially in a book foreign language. It can be said that vocabulary is a word or list of a meaning which known by speakers and used to communicate among those speakers and used by a group or individual.

There are two factors which influence the students' vocabulary mastery. They are intrinsic and extrinsic factors. Intrinsic factors mean that factors which come from inside of the students such as: motivation, interest, patience, etc. Extrinsic factors which come from students that affect their learning process such as; economic background, learning equipment, teachers' performance including their teaching method. From the definition above, it can be stated that vocabulary is very important in learning English so that we can communicate well with other people by using good vocabulary.

Based on the definitions above, it can be concluded that vocabulary is a stock of words in a language used by the students to express their feeling. Without vocabulary, students cannot say anything. Vocabulary is very important to encourage students' ability in English. It can be called as a key of English learning.

2.1.2. The Importance of Vocabulary

Learning vocabulary is an important part in foreign language learning and vocabulary is the first important component of learning English for most learners. By mastering vocabulary, they are able to communicate both orally and in writing well. By having a lot of vocabulary, the learners are hoped to master four skills in English, such as reading, speaking, writing, and listening.

Dellar and Hocking (2002:13) also stated that when a person spends most of his time studying grammar, there is no significant improvement in his English. However, significant

improvement can be seen if one learns more words and expressions. David Wilkins famously said that “One can speak very little with grammar, but without words or vocabulary, one can say nothing”. This statement shows that vocabulary is an important element in language learning. In case, the role of vocabulary is no less important than grammar. Lack of vocabulary makes many difficulties for students in learning English because without good vocabulary mastery, they will find it difficult to communicate their ideas. Therefore, learning vocabulary can support students in mastering English skills.

2.1.3. Types of Vocabulary

Thornbury (2009:9) stated that there are two types of vocabularies, they are the grammatical words and the content words. The grammatical words are functional words that generally preposition, conjunctions, determiners and pronouns. The content words are words that carry a high information load. Content words are usually nouns, verbs, adjectives and adverbs.

a. Grammatical Words (Functional Words)

Grammatical words are functional words that generally preposition, conjunctions, determiners and pronouns

1. Preposition. Prepositions are words or group of words that used to show the way in each other words are connected. Example: for, of, in, etc.
2. Conjunction. Conjunction is the kind of word that used to connect word to word, phrase to phrase, and sentence to sentence. In addition, conjunctions are words that connect sentence, phrase or clauses. Example: and, so, but, because, etc
3. Determiners. Determiners are definite article, indefinite article, possessives, demonstrate, and quantifiers. Example: the, a, an, my, this, some, etc.

4. Pronoun. Pronoun is word that used in place of a noun or noun phrase. Besides that, pronoun is the word that used to replace noun for avoiding the word which continued.

Example: I, you, we, they, he, she, and it.

b. Content Words (Lexical Words)

Content words (lexical words) are words that carry the content or the meaning of a sentence and open-class words.

1. Nouns. Nouns are words or group of words that the name of a person, a place, a thing or activity or a quality or idea. Nouns can be used as the subject or object of a verb. On the other hand, noun is the word that used to indicate name, place, animal, day, plant, opinion or the name of a thing or some cases. Example: Marry, table, pencil, book, paper, tree, flower, etc.
2. Verbs. Verbs are words or group of words which used in describing an action, experience state. On the other hand, verbs are the word that used to point out of action or state of being from the subject. Example: do, look, write, listen, walk, talk, sleep, etc
3. Adjectives. Adjective is the word that used to give the adjective element on noun and pronoun. Example: old, new, tall, weight, smart, etc.
4. Adverbs. Adverb is word or group of words that described or added to the meaning of a verb, adjective, another adverb, or a whole sentence. Example: carefully, at home, etc.

2.1.3.1. Noun

A noun is a word that names something, place, thing, such as a person, or even an idea. In a sentence, nouns can act as subjects, direct objects, and indirect objects of clause, and may be subject complements or object complements. Types of nouns:

1. Common Noun and Proper Noun

A common noun is a name or item that is general in nature from a group or category. For example: City, Year, Boy. Example of common noun in the sentence: The boy crossed the river.

A proper noun is a specific name for a person, thing, place, etc. For example: Tina, Germany, September. Example of proper noun in the sentence: I would like to visit to Siantar.

2. Countable Noun and Uncountable Noun, Mixed Noun

A. Countable nouns are nouns that can be calculated or quantized through the possibilities are enormous. The characteristics of countable nouns are:

- a) It can be preceded by counting numbers one, two, three, and so on.
- b) It can be started with a (for nouns starting with a consonant letter), or an (applies if the noun starts with a vowel).
- c) Plural nouns ending in-s and -es
- d) It often starts with the, some, any, a few, and many.

Example of countable noun: a dog, an apple, one book, three chairs, some clothes.

B. Uncountable nouns are nouns that are impossible to count. Example: A little sand, some water, and any milk.

C. Mixed nouns are nouns that can be countable or uncountable, depending on the context, situation, or condition encountered. Example: a hair, the example of the sentences: I see a hair on the floor.

3. Abstract and Concrete Nouns

- A. Abstract nouns are a noun that cannot be observed by the five senses. This noun is abstract or only have the concept of “things”. The characteristics of abstract nouns end with ace, age, ance, ancy, ion, sion, tion, dom, hood, ice, ism, ment, ness, ship, ity, ty.

Here is an example of an abstract noun: freedom, courage, happiness, motivation, kingdom, age.

- B. Concrete nouns are nouns that can be observed by the five senses (can be seen, touched, felt, smelled, and heard). This noun refers to objects with concrete properties. Example of concrete nouns: pen, book, computer, wallet, paper, eraser.

4. Singular, Plural and Collective Nouns

- A. Singular Noun is a noun that only one number. Singular nouns can also be called single nouns which usually start with the articles “a, an, and the”. Example: a cat, an owl, a book.
- B. Plural noun is a noun that has more than one but can be counted.
- C. Collective nouns are a noun that showed a group/combination of people, places or things. The example: committee, congress, crowd, family.

5. Compound Noun and Noun Phrase

- A. Compound noun is a noun make of two or more nouns. When two or more nouns are combined, a meaning that is further or even very different is formed compared to standing alone. The example: post office, boyfriend.
- B. Noun phrase is a phrase consisting of a combination of nouns, pronouns or number. This phrase is used for a noun that is considered not too clear to be described as a noun.

An example of a noun phrase, the main is the fair-skinned woman, but the noun cannot really describe the context of the sentence. So can add it “the fair-skinned woman ared shirt and black skirt.

2.1.3.2. Adjectives

Adjectives are words that describe, explain, or limit common nouns or pronouns in a sentence. The type of the adjective:

- A. Possessive adjective is an adjective used to show the meaning of possessive pronouns, such as my, their, your, our, his, and her. Example the sentences: My rabbit is so cute; your dress is beautiful.
- B. Descriptive adjective is an adjective that describes the nature of humans, animals, or objects. Example the sentences: that man is thin and funny.
- C. Numeral adjective is an adjective that shows the meaning of a count number or the amount of something. Example the sentences: this is the second time I see her.
- D. Quantitative adjective is an adjective that describes a certain number of things, using words, such as little, much, no, any, some, enough, whole, sufficient, and half. Example the sentences: she adds too much sugar to the cake.
- E. Proper adjective is an adjective that describes a thing with a certain nouns proper name. Example the sentences: West Sumatra cuisine has even been elected as the most delicious food in the world.

- F. Distributive adjective is an adjective that function to divide a noun in a sentence, such as: each, every, either, and neither. Example the sentences: Each person got their own lunch.

2.1.4. Vocabulary Mastery

Vocabulary mastery needs to express our ideas, transfer our message, and to be able to understand others' sayings. According to Webster (1992:23), mastery refers to (1) the authority of a master: dominion, b. the upper hand in a contest or competition; superiority, ascendancy and (2) possession or display of great skill or technique, b. skill or knowledge that makes one master of a subject comment. While Hornby (2000:76) defined mastery as complete knowledge or complete skill. Moreover, mastery means complete knowledge or great skill that makes someone a master in a certain subject.

The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words (Hatch and Brown, 1995). Vocabulary mastery refer to the great skill in processing words of a language. It was an individual achievement and possession (Rivers, 1989:119). For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. Furthermore, in order to understand the language, Vocabulary is central to English language teaching (Clouston, 2013:287). When people have mastered vocabulary, they are able to used it and produce a sentence to build a good communication. From the definition above, it can be concluded that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests needed and motivation.

Vocabulary mastery plays an important role in the four language skills. It has to be considered that vocabulary mastery is one of the needed components of language.

2.1.5. Problems in Teaching Vocabulary

Students need a large number of the words to master English language well. This belief is not wrong because student must know that without a large vocabulary, it is impossible to use the language precisely and vividly. It is very important to teach English as a foreign language, because English has become an international language. And to communicate through a foreign language, grammatical competence and mastering vocabulary, and it is impossible to communicate without mastering vocabulary. The factors that make some words difficult for mastering are:

a. Pronunciation

Research shows that words are difficult to pronounce more difficult to learn. Many learners find that words with clusters of constants, *such as strength or crisps or breakfast, are problematic.*

b. Spelling

Sounds and spelling mismatches can be the cause of errors in pronunciation or in spelling, and contribute to a word's difficulty. For example: muscle, headache.

c. Length and Complexity

Long words are more difficult to learn than short ones. And the variable stresses or polysyllabic words are difficult too. For example: necessary, necessity, necessarily.

d. Range Connotation and Idiomatic

Words that always use in wider range be easier than with narrower range. For example: Thin is more used than skinny, slim and slender. Such the explanation above, at first maybe easier than grammar or any other lessons. But in reality, some people have difficulties in

speaking English because they are lack of vocabulary. Practice is a better way to enrich vocabulary.

e. Meaning

Word with multiple meaning, such as miss, lost, and take can also be difficulties for learners.

2.2. Contextual Teaching and Learning

Hudson and Whisler (2007:54) stated that Contextual Teaching and Learning (CTL) as a way to introduce content using variety of active learning teaching that is designed to help students connect what they already know to what they are expected to learn, the students can be better learning if what they have learnt related to what they already known.

Teaching process can be productive if the students are active in the process of teaching learning. Base on the contextual teaching and learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them in their own frames or reference (their own inner worlds of memory, experience, and response).

Contextual teaching and learning as an instructional system are based on the premise that meaning emerges from the relationship between content and its context. Context gives meaning to content. The broader of the context within which students were able to make connections, the more meaning content hold for them. Building upon this understanding, contextual learning theory focuses on the multiple aspects of any learning environments that incorporate as many different forms of experience as possible, social, cultural, physical, and psychological, in working toward the desired learning outcomes.

2.2.1. Definition of Contextual Teaching and Learning Approach

In this research, the researcher used Contextual Teaching and Learning as an approach to help the students to improve their vocabulary mastery. In order to understand more about Contextual Teaching and Learning. Here are some experts that define about Contextual Teaching and Learning approach. Johnson (2002:25) described that contextual Teaching and Learning approach is “an educational process that aim to help students see meaning in the academic material they are studied by connecting academic subjects with the context of their daily lives, that is, with context of their personal, social and cultural circumstances”.

According to Johnson (2010:4), there are some strategies in Contextual Teaching and Learning approach such as problem-based instruction, using multiple contexts, considering the students differentiation and students learning autonomy. Johnson (2010:4) also provided the component of Contextual Teaching and Learning approach. They are made meaning through meaningful task, independent learning, group work, critical thinking and creativity.

Johnson (2002:9) said that Contextual teaching and learning approach is a system of instruction based on the philosophy that students learn when they see meaning in academic material, and they see meaning in schoolwork when they can connect new information with prior knowledge and their own experience. Other researchers also stated the theory about the relationship between vocabulary and context. According to W Nagy and J Scott (2000:3), “words do not occur by themselves or in isolated sentences but as integrated elements of whole texts and discourse”.

2.2.2. Components of Contextual Teaching and Learning Approach

There are seven main components of Contextual Teaching and Learning Approach such as constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment. These components are the main requirements in classroom teaching learning process.

1. Constructivism

Muijs (2005:98) stated that Constructivism is teaching philosophy that has made strong inroads among teachers and educator in recent decades. It is based on the premise that students actively construct knowledge rather than receive it. It is from the teacher. Learning is a search for meaning. Teachers should encourage students to construct meaning by structuring learning activities around big ideas and exploration, giving them enough time to explore concepts thoroughly and connect new knowledge to what the students already know. Furthermore, Moreno (2010) explained that constructivism is the idea that students actively construct their knowledge from their personal experience with other people and the environment. Such that they can negotiate meaning and provide a variety of sensory experiences from which learning is built.

2. Inquiry

Inquiry is a complex idea that means many things to many people in many contexts. Inquiry means asking, asking something valuable that related to the topic talked. Inquiry is defined as a seeking for truth, information, or knowledge-seeking information by questioning. The characteristics of inquiry-based learning for instance; inquiry learning emphasizes constructivist ideas of learning; knowledge was built in a stepwise fashion. Learning occurs best in group situation. The teacher does not begin

with a statement, but with a question. Posing questions for students to solve is a more effective method of instruction in many areas.

The topic problem to be studied and methods used to answer this problem are determined by the students and not the teacher. It can be concluded that the inquiry is asking something valuable that relates to the topic discussed the classroom. The process of inquiring begins with gathering information and data through applying the human senses-seeing, hearing, touching, tasting, and smelling. Asking for something must be valuable and make sense because effective inquiry is more than just asking a question.

3. Questioning

Learning is basically asked question and answering. Questioning can be viewed as reflection from the curiosity of each individual, where as answering the question reflects someone' ability to think. In the learning process by using CTL, teacher is not directly transferring information. To the students but stimulate the students to find it. Therefore, it makes the role of questioning important.

It is because through the questions, the teacher can guide and direct the students to find the material that is learned. In every stage of lesson, questioning is almost been always. Therefore, it is necessary for teachers' abilities in developing question techniques.

4. Learning Community

In the learning community, result of learning can be gotten from gathering others. The result of learning can be taken from sharing with friends or other groups. In other words, sharing is needed among friends, group and among those who have known to

those who haven't. and this concept suggests that the result of learning be achieved from cooperative with another people.

5. Modeling

Basically, modeling is verbalization idea, teacher demonstrates to students to study, and acting what the teacher needed to be implemented by students. As stated, before the components of learning is as the model for other, it means that in learning activities there must be a model that can be imitated by students.

6. Reflection

Reflection is the way of thinking about what students have learned just now, and thinking about what students had done in the past. Reflection is figuration of activity and knowledge that just received. Reflection plays an important role in contextual teaching and learning. In reflection the teacher thinks of what she/he has been and heard. She/he pays more attentions to her/his teaching and open to ideas or suggestions from other people. The teacher needs to consider several aspects such as learning constraints, students' motivation, interesting and challenging task, and way to help students learn. Reflection directs a teacher to act on purpose: what and when she/he does something. Teacher can also motivate the students to reflect about their lesson.

7. Authentic Assessment

The term of authentic assessment describes the multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally relevant classroom activity. Example of authentic assessment include: performance assessment, portfolios, and students' self-assessment.

Assessment is authentic when directly examines student performance on worthy intellectual task. Authentic assessment tends to measure whether the students can craft polished, thorough and justifiable answers, performances, or projects. In the process of learning, not only the teacher that can be placed to provide accurate assessment of students' performance, but also students can be extremely effective at monitoring and judging their own language production.

2.2.3. Approaches to Apply Contextual Teaching and Learning

To apply CTL, a variety of teaching approaches may be used. Five teaching approaches have emerged that include context as critical components. They engage students in active learning process. These approaches are not discrete. They can be used individually or in conjunction with one or more others. They are:

a. Problem-based learning

Problem-based learning requires students to solve complex problems through sustained inquiry and investigation using inductive as well as deductive reasoning to come to a solution.

According to, Baden (2004) that Problem-based learning is an approach in which it acknowledges that learners should develop metacognitive skills and thus it is expected that students use reasoning abilities to manage or solve complex problem.

b. Cooperative learning

Cooperative learning is defined as a concept that encompasses all kinds of group work, including more teacher-led and directed form. Generally cooperative learning is seen as more teacher-directed, with the teacher setting the task and specific question

and providing students with materials and information that are designed to help them to solve the learning process.

Meanwhile, Felder and Brent (2007) stated the term cooperative learning (CL) refers to students working in terms on an assignment or project under conditions in which certain criteria are satisfied, including that the term members be held individually accountable for the complete content of the assignment or project. In these methods, cooperation between students is emphasized by the classroom rewards and tasks by the teacher, who try to communicate an all for one, one for all attitudes.

c. Project-based learning

Project-based learning is a comprehensive approach to classroom learning designed to engage student's investigation of authentic problem. This might include an in-depth study of a topic that is valued by the learner. Project based learning typically engages students in complex, real-world activities through which they develop and apply academic skills and knowledge.

d. Service learning

Service learning is a method of instruction that combines community service with a structured school-based opportunity for reflection about that service emphasizing the connections between service experiences and academic learning. Service learning is integrated into the students' academic curriculum or provides a structured time for students to think, talk and write about the learning that takes places. Service learning

enhances what is learned in school by extending students learning beyond the classroom and into the community while helping to foster a sense of caring for others.

e. Work-based learning

Work-based learning is an educational approach that used work place to structure learning experiences that contribute to the intellectual, social, academic, and career development of students. It also supplements these activities with school experiences that apply, reinforce, refine, or extend the learning that occurs at a work site. By so doing, students develop attitudes, knowledge, skills, insight, habits, and association from both work and school experiences and are able to connect learning with real life work activities.

2.2.4 The procedures to apply CTL in Teaching and Learning Vocabulary

Roya (2015:3) stated that contextual teaching and learning approach is a technique used to develop new word meanings as the words are found in the context of a selected story. This technique shows the student how to use context to figure out the meaning of new vocabulary words. This technique is used with paragraphs, three or four sentences long, in which the meaning of the new vocabulary is apparent from the surrounding context. Contextual teaching and learning processing make students to figure out unfamiliar words' meanings from the context.

Johnson (2002:25) added there are seven main components of CTL: Constructivism, Inquiry, Questioning, Learning community, Modeling, Reflections, and Authentic assessment. These components are the main requirements in classroom teaching learning process. The

procedures to apply Contextual teaching and learning approach in learning vocabulary process are in the following

a. Using Constructivism in Teaching and Learning Vocabulary

In teaching vocabulary, teacher needs to encourage student to actively involved in learning process and used the students' idea and experience to conduct the vocabulary learning process.

Teachers should encourage students to construct vocabulary meaning by structuring learning activities around big ideas and exploration, giving them enough time to explore concepts thoroughly and connect new knowledge to what the students already know. In short, teacher directs students to activate, acquire, understand, apply and reflect their vocabulary knowledge.

b. Making inquiry in Vocabulary Activity

In vocabulary activity, teacher can guide and direct students to find the material that is learned by making inquiry. Teacher presents the vocabulary material in the form of pictures or visual aid that describes some activities in which the student needs to analyze it. Then teacher tries to challenge the students with their own ideas to interpret the meaning of vocabulary. Then the teacher allows them to present their own idea and encourage them to apply their own ideas, experience and interest to direct vocabulary learning process by making their own inquiry.

c. Making Question

In teaching and learning vocabulary, teacher can guide and stimulate students to find the material that is learned by making question. Question is as a learning tool. It is useful for

enhancing students' curiosity. The teachers allow the students to ask something related to the material after the discussion and presentation session finished. It can give them more understanding in material discussed.

d. Creating learning community or learning in groups

In teaching and learning process, teacher can help students to enhance their leadership and cooperation among the student in the group's activity. Teacher directs students to discuss the vocabulary material with their friends and then they present the meaning of vocabulary in front of the class. Then teacher needs to encourage students to express their own ideas about the vocabulary before the teacher did it to make the learning process more effective.

e. Modelling

In teaching and learning process, teacher demonstrates to students about vocabulary learning. Teacher as the role model should direct students to act what the teacher implements. It means that in learning vocabulary activities, teacher can be a model that can be imitated by students.

f. Doing the Reflection

In vocabulary learning and teaching process, teacher provides enough time to reflect, analyze, and respect all ideas that are expressed by all students. Teacher needs to engage the students in searching the information that can be applied in solving the problem in their own life. So, the learning process can give them many benefits in their real life.

g. Making Assessment

In the process of learning, the teacher can be placed to provide accurate assessment of students' performance. Assessment tended to measure whether the students can answer about the vocabulary questions and do performance based on the projects. Students can be extremely effective at monitoring and judging their own language production.

2.3. Previous Studies

To support and to prove the originality of the research, the researcher used some previous studied which are relevant to the research about teaching vocabulary by applying contextual teaching and learning approach.

The first study entitles "*The Application of Contextual Teaching and Learning (CTL) Method to Increase Student's English Vocabulary Mastery*" by Andi Karimah (2022). The objectives of this study were to see if using contextual teaching and learning (CTL) for vocabulary instruction was helpful or not. The researchers applied a single group pre-test and post-test in a pre-experimental design. In the academic year 2021/2022, the population consisted of seventh-grade students at SMP Telkom Makasar. The result of this study showed that CTL had significant effect to teach vocabulary at Seventh-grade students of SMP Telkom.

The second study entitles "*The Implementation of CTL in Teaching English Vocabulary at SDN Gontara*" by Sartika Andi Patau (2021). The implementation of CTL could help the students to memorize many vocabularies. The teacher followed the flow of teaching and learning process using CTL method, they are constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment. The result of the test obtained that using CTL was effective in teaching vocabulary at fifth grade of SDN Gontara.

The third study entitles "*Contextual Teaching and Learning (CTL) Model to Improve Students' Vocabulary*" by Sitna Hawa Rajab (2020). The method used in this study is

quantitative method with t-test. The population in this is MTS Nurul Hidayah Bobaneigo, specifically class VII A consisting of 2 classes totaling 42 students. The researcher gave a pre-treatment test about vocabulary, and then give a post-test after treatment. The result of the test showed that using CTL was effective in teaching vocabulary at seventh grade of MTS Nurul Hidayah.

The fourth study entitles “*Contextual teaching and learning: an alternative method to teach speaking. SELL (Scope of English Language Teaching, Linguistics, and Literature)*” by Widodo (2020). The objective of this research was to know whether the contextual teaching and learning is better than audio-lingual method to teach speaking. This experimental research was carried out in the vocational school. The number of population was four classes (110 students) that consisted of eleventh grade A, B, C, and D. The sample were the eleventh grade A as the experimental group and B as the control group. Each group consisted of 30 students. The experimental group was taught by using Contextual Teaching and Learning, while the control group was taught by using Audio-Lingual Method. The data collection technique was through speaking test and data analysis technique was through descriptive statistic and inferential. The result of this study showed that CTL had significant effect to teach speaking at the vocational school.

The fifth study entitles “*The importance of the student worksheets of electronic (E-LKPD) contextual teaching and learning (CTL) in learning to write description text during pandemic COVID-19*” by Syafitri (2020). This research used the survey method using questionnaire or poll as the instrument of research. The poll was created teachers who teach in middle School (SMP). Once data was collected, this study showed that E-LKPD is indispensable in online learning in particular learning to write description text. This was evidenced by most

respondents agreeing that the contextual teaching and learning approach made learners able to write and complete 'worksheets (LKPD) with the updated description text into the form of electronic learners 'worksheets (E-LKPD).

The sixth study entitles "*The Effect of learning module with setting contextual teaching and learning to increase the understanding of concepts*" by Dewi (2019). This study was a quasi-experimental study using a pretest-posttest nonequivalent control groups design. The data collected in this study were data understanding concepts with concept understanding tests. The concept understanding data was collected by concept understanding tests in the form of reasoned objective tests consisting of 19 items. Data on understanding concepts were analyzed descriptively using one-way analysis of variance. The result of this study showed that CTL had significant effect to understand the concept.

The seventh study entitles "*Implementing Contextual Teaching and Learning (CTL) to Improving Vocabulary and to Raise Students Learning Motivation of The Seventh Grade Student's at MTS Negeri 1 Banggai*" by Ismail Manangkari (2018). The design of this study is pre-experimental with pre-test and post-test one group design. A total of 45 students in class VII A became samples in the experimental class and 45 students in class VII C became samples in the collect data are test and questionnaires. The average score of the pretest in experimental class is 50.84 and the average score of pretests in control class is 48.24. The result of the study showed that using CTL can improve vocabulary mastery of *the seventh-grade students at MTS Negeri 1 Banggai*.

The eighth study entitles "*Contextual teaching and learning (CTL) approach through react strategies on improving the students' critical thinking in writing*", by Nawas (2018). This approach helped students to think critically and understand the material they are learning by

connecting their subject with their lives' context. This study aimed to investigate the effectiveness of CTL approach through REACT strategies on developing the students' writing skill which implemented to the third-grade students of Islamic Senior High School Madani, Indonesia. A quasi- experimental design was employed in this research. The sample of study consisted of 40 students that divided into two groups; 20 students in control group, and 20 students in experimental group. Both groups took pre-test and post-test as data collection, however only the experimental group was treated by using CTL approach through REACT strategies. Furthermore, descriptive statistical analysis (Mean, Standard Deviation, and t-test) used to measure the students' writing skill. The result showed that there was a statistically significant difference at ($\alpha=0.05$) between the achievement of the experimental group and that of control group on post-test in favour of the experimental group. The difference implied that the implementation of CTL approach through REACH strategies was effective to improve the students' writing skill. The Mean score and Standard Deviation for the experimental group on the post-test was ($M=4.9$, $SD=0.43$) while that of the control group was ($M=3.49$, $SD=0.25$). The researcher proposed some recommendations that Contextual Teaching and Learning (CTL) approach through REACT strategies is recommended to be applied in teaching and improving the students' writing skill to the secondary school.

The ninth study entitles "*The effectiveness of scientific approach and contextual teaching and learning approach in teaching writing*". By Indrilla, N. (2018). This research used a quasi-experimental design. The population was eight grade students of SMP XX Yogyakarta that consisted of four classes. The sample consisted of three classes, namely class 8A used CTL approach and class 8B used the scientific approach as the experimental groups, while class 8D used the conventional approach as the control group. The instruments used were tests in the form

of writing composition. The hypotheses testing was analyzed using ANCOVA test. The results are (1) there are significant differences in writing achievement among the students taught by using the scientific approach, CTL approach, and conventional approach. (2) The use of the scientific approach and the CTL approach are more effective than that of the conventional approach in teaching writing. (3) The use of the scientific approach is not more effective than that of the CTL approach in teaching writing.

Considering these previous studies above, the researcher analyzed a similar topic. In this case, the researcher conducted a study on “*The Effect of Applying Contextual Teaching and Learning (CTL) Approach on Students’ Vocabulary Mastery*”. This study aimed to find out the students’ *Vocabulary Mastery* by applying *Contextual Teaching and Learning (CTL) Approach*. The differences between the researchers above were in the place of research, the sample, some of the steps and treatments to apply *Contextual Teaching and Learning (CTL) Approach*.

2.4. Conceptual Framework

Vocabulary is an important aspect of learning a language. Students start to learn a language by knowing the vocabulary of the language itself. When students learn vocabulary, they also learn how the words are used, study the words in context, and apply what they learn by writing sentences with the words. Words do not occur by themselves or in isolated sentences but as integrated elements of whole texts and discourse, the way that we interpret a word is significantly influenced by the context in which it occurs (Read, 2000:4). It means that vocabulary and context are two aspects that cannot be separated.

Teaching vocabulary is a very important task in learning English. It is easier for students to remember words and they are motivated in class to improve their vocabulary by using suitable

approaches to learn vocabulary. One of the approaches to help students in learning vocabulary is applying contextual teaching and learning approach. The application of the CTL approach in classroom activities can significantly relate the meaning of real-world situations to students. The application of CTL, especially using the context and environment of learning, as well as the management of language classrooms, are important on language teaching methodology." The situation and condition that happen in CTL approach can help students to enhance their vocabulary. Johnson (2002:25) said there are seven main components of CTL: Constructivism, Inquiry, Questioning, learning community, Modeling, Reflections, and Authentic assessment. These components are the main requirements in the classroom teaching-learning process.

The procedures to apply the contextual teaching and learning approach in learning vocabulary by integrating any learning requirements to teach vocabulary, so the learning process can be more effective for the students by using their own knowledge and experience. In this research was to help the eight-grade students at SMP Swasta Pelita Medan to master English vocabulary easier by knowing the context where the word occurred or used.

There were three processes described in the conceptual framework of this research: Firstly, in the input process, the researcher explained Contextual Teaching and Learning Approach to teach vocabulary for the eight grade students of SMP Swasta Pelita in the classroom. Next, in the process, the researcher applied treatment to the students of SMP Swasta Pelita Medan by using the Contextual Teaching and Learning Approach to enhance students' vocabulary mastery. And then, in the output process, the result of the treatment showed that there was an increase of the students' vocabulary mastery by using Contextual Teaching and Learning Approach. The conceptual framework of this research can be seen in the following figure 2.1:

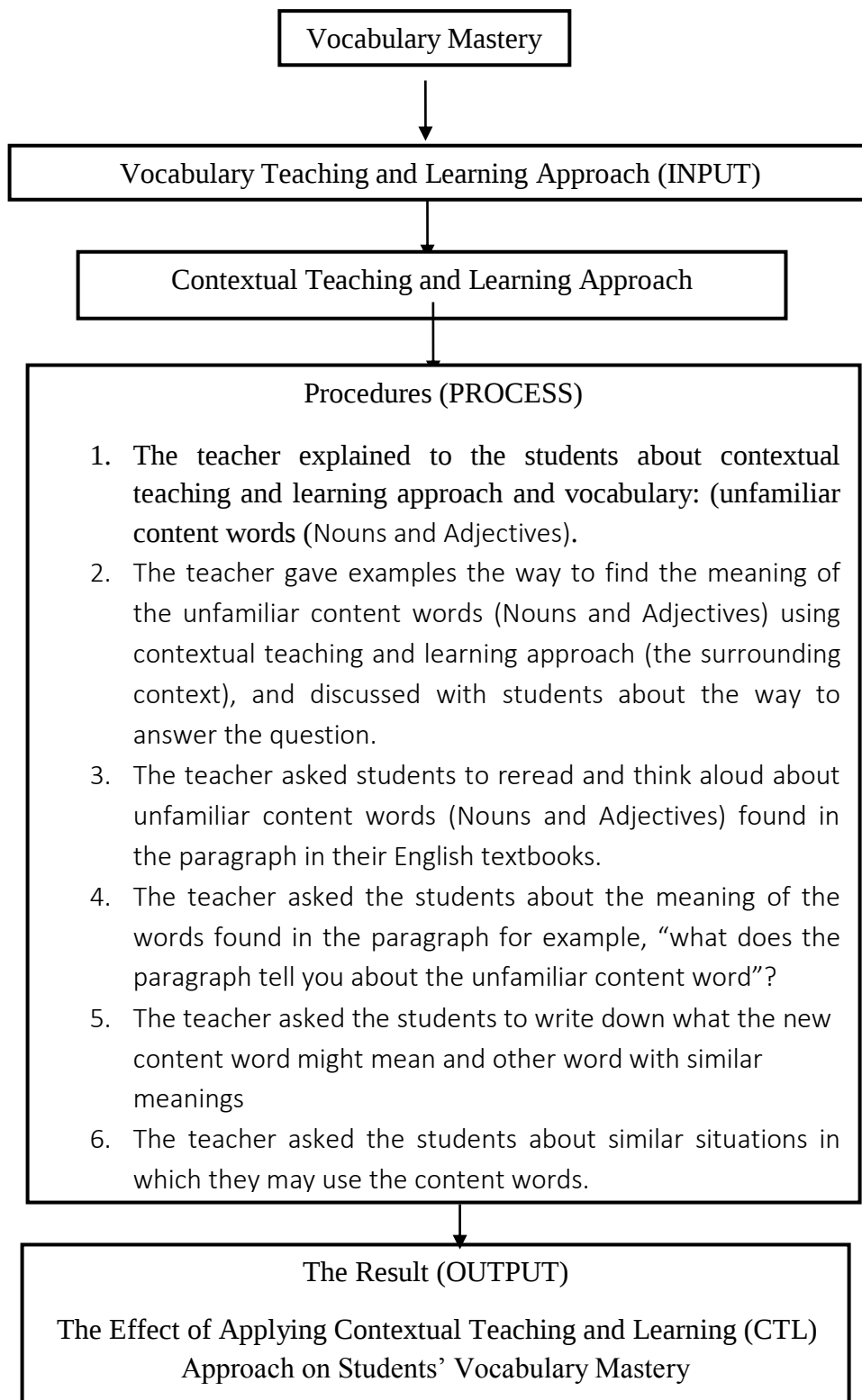


Figure 2.1 Conceptual Framework of "The Effect Applying of Contextual Teaching and Learning (CTL) Approach on Students' Vocabulary Mastery".

(Valensia, 2023)

2.5. Hypotheses

Based on the theoretical framework and conceptual framework above, the hypotheses can be formulated. The hypotheses in this study consist of two types as the following:

1. Ha (Alternative Hypotheses): There is significant effect applying Contextual Teaching and Learning (CTL) Approach on Students' Vocabulary Mastery.
2. Ho (Null Hypotheses): There is no significant effect applying Contextual Teaching and Learning (CTL) Approach on Students' Vocabulary Mastery.