

CHAPTER I

INTRODUCTION

1.1.The Background of the Study

Language is a communication system that has fundamental component of human life. Language is one of the tools used to communicate with other people. It is also stated by Kramsch, C. (2014:296), that language is used for communication. By using language, people can tell their thought, feeling, and ideas to other people. In the globalization era, people use English to communicate with other people in various countries. As an International language, English is an important role as a communication language used in many sectors of life, such as trading, bilateral relationship, politic, science, technology, and many others. Therefore, students are required to learn English as a foreign language in school since it is a language that is very important to master and use to be able to communicate with people in all over the world.

Related to learning English, there are four skills namely listening, speaking, reading, and writing. These four skills can be mastered by learning of language elements. They are grammar, vocabulary, pronunciation and spelling. It is impossible to master one skill without mastering vocabulary. Therefore, vocabulary is an important part in foreign language learning, (Susanto, 2017:183).

Vocabulary is an important thing for students in the process of acquiring, learning, mastering, and using the language they learn. Learning vocabulary becomes an effective way to

help students in order to master other skills such as speaking and writing. Moras (2001:149) said that advanced learners can generally communicate well after learning and mastering all the basic structures of the language, one of them are vocabulary.

Based on the pre-observation conducted at SMP Pelita, students had some difficulties in mastering vocabulary. Some of their difficulties were the first, there were still many students couldn't use dictionaries to find the words with their meanings. The second, the lack of adequate media to support students in learning vocabulary. The third, the lack of the students interest and motivation to learn English so students always found it difficult to pronounce the words and memorize them. And the last, the method used in learning vocabulary in schools did not attract students in learning vocabulary. Therefore, students needed to broaden their vocabulary to express themselves more clearly and appropriately in a wide range of situations so that they can develop language skill to gain language proficiency in either a second or foreign language context, (Deccarico, 2001:23). It is needed a way in order to help the students to master vocabulary easily. One of the approaches is by applying Contextual Teaching and Learning approach in the teaching process.

Berns and Erickson (2001:2) stated that the contextual teaching and learning approach is a concept of teaching and learning that helps teachers relate subject matter content to real-world situations and motivates students to make connections between knowledge, their lived as family members, citizens, and workers, and engage in the hard work that learning requires. CTL is also to make vocabulary easier to learn, and make the students gain their motivation in Learning English.

Johnson (2002:23) said that the use of the contextual teaching and learning approach can help students connect academic material with the context of their own experiences and encourages them to think about how humans have the power and responsibility to shape a variety of contexts, including the family, classroom, workplace, community, and world at large and also meaningfully for them. In short, contextual teaching and learning approach is one of good approach to learn vocabulary and make easy to remember vocabulary. Johnson (2002:23) mentioned that students can consolidate, improve, and apply their knowledge and language skills at various levels inside and outside of the classroom through contextual teaching and learning approach. Therefore, the researcher conducted the research entitle the effect of applying contextual teaching and learning approach to enhance students' vocabulary mastery, so that the reserch could know the greater impact of contextual teaching and learning approach to enhance their English vocabulary mastery.

Based on the background above, the researcher was interested in conducting research entitle: **“The Effect of Applying Contextual Teaching and Learning (CTL) Approach on Students' Vocabulary Mastery.”**

1.2.The Problem of the Study

The problem of the study is briefly stated as follows:

“Was there any significant effect of applying Contextual Teaching and Learning (CTL) Approach on Students' Vocabulary Mastery?”

1.3.The Objective of the Study

Based on the problem of the research, the objective of this study is to find out the empirical evidence about “The Effect of Applying Contextual Teaching and Learning (CTL) Approach on Students’ Vocabulary Mastery.

1.4.The Scope and Limitation of the Study

The scope of the study was limited to the subject and object investigated. The subject of this study was the Eighth-grade students of SMP Swasta Pelita Medan in the academy year 2023/2024. The object of this study was The Effect of Applying Contextual Teaching and Learning (CTL) Approach on Students’ Vocabulary Mastery. This study used pre-test, post-test, so that the researcher can know how much influence of teaching vocabulary using Contextual Teaching and Learning approach and without using the Contextual Teaching and Learning approach for Eighth-grade students of SMP Swasta Pelita Medan. The vocabulary used in this study was the unfamiliar content words (nouns and adjectives) in English textbook of the eighth-grade students. The vocabulary was used in this reserch related to traveling, holiday or vacation.

1.5.The Significance of the Study

The researcher hoped that the study of applying Contextual Teaching and Learning (CTL) approach on students’ vocabulary mastery has been beneficial for researcher, teachers and students. This study expected to give some major significances, practical and theoretical significances:

1.5.1 Theoretical Significances

- a. For schools, it is expected that the result of the research can expand the theory of teaching vocabulary by applying Contextual Teaching and Learning approach in enhancing students' vocabulary mastery.
- b. For the researcher, this research gives solution to find out the appropriate approach in teaching vocabulary.

1.5.2 Practical Significances

- a. For the English teachers, the result of this research is expected to provide them with an alternative approach to teach vocabulary. It is also expected to motivate the teachers to be more creative so the students can be more enthusiastic in learning English in the class.
- b. For the researcher, the result of this research can develop her experience related to her knowledge in research on education and English teaching, especially for vocabulary
- c. For the students, the result of this research is expected to give them new experience in English learning, especially in learning vocabulary so they can be more motivated to learn vocabulary.