

Kode>Nama Rumpun Ilmu : 742/Pendidikan Bahasa Inggris

**LAPORAN AKHIR
PENELITIAN**



**Improving Students' Vocabulary Mastery by Implementing Contextual Teaching Learning
at 2020/2021 Academic Year**

Tahun ke 1 dari rencana 1 tahun

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**UNIVERSITAS MAHAPUTRA MUHAMMAD YAMIN SOLOK
JUNI 2021**

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Judul : Improving Students' Vocabulary Mastery by
Implementing Contextual Teaching Learning at
2020/2021 Academic Year

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Tahun Pelaksanaan : 2020/2021
Sumber Dana : DIPA UMMY
Biaya Tahun Berjalan : 2020/2021
Biaya Keseluruhan : Rp. 4.500.000,-

Solok, 23 Juni 2021

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LAMPIRAN

RINGKASAN

Vocabulary is one of the language components that has important role in learning a foreign language. However, the grade VIII A1 Students of SMPN 3 X X Koto Singkarak got the problem on vocabulary mastery. Generally, one of the most problem is they difficulties to memorize and understanding the meaning of the words. So, the purpose of this thesis is to increase the students' in vocabulary mastery at grade VIII A1 students' of SMPN 3 X Koto Singkarak that they are basically classified good in English but difficulties on vocabulary mastery.

This research is Classroom Action Research where conducted in 2 cycles; plan, action, observation and reflection. Each cycle consisted of 3 meetings. The participants of this research were the grade VIII A1 students' of SMPN 3 X Koto Singkarak that consisted of 22 students. The data of this research were collected from students on their vocabulary test, observation from the teacher and collaborator at the end of each cycle

The result of this research can be seen from the test before conducting the research the average of the score is 66,7. After conducting the first cycle, the average of the score is 77,3 and after conducting the second cycle, the average is 84,4. There are some factors that influence the students' vocabulary improvement from this research. First, the researcher activities as a teacher. Second, the students' motivation and participation in the class. Third, media that the teacher used and classroom condition. Based on the findings, it can be concluded that the contextual teaching learning strategy better improves students' vocabulary mastery at grade VIII A1 SMPN 3 X Koto Singkarak.

LATAR BELAKANG

A. Background of the Problem

Vocabulary is one of the language components that has important role in learning a foreign language. Through a limited vocabulary, anyone will also have a limited understanding in four language skills of reading, speaking, listening and writing. So, vocabulary is very needed in learning a foreign language, without vocabulary the students cannot improve their ability in learning English well.

In learning vocabulary, the students not only focus to the basic of vocabulary but they also have to learn the productive vocabulary and receptive vocabulary. Moreover, the students should be able to differentiate and pronounce the words in learning vocabulary. The students have to learn and understand that minimal pairs and homophones in vocabularies. There are a lot of words in English that is pronounced at the same manner as another word but different meaning. In fact, the students could not differentiate the words in vocabulary.

Vocabulary included into material that is taught in junior high school. Teaching vocabulary at junior high school is a process of memorizing and understanding the meaning of the words in English. The students should be able to understand the words in order to communicate and understand what they read, speak, listen and write. Teaching Vocabulary at junior high school included in curriculum 2013 “*Pendidikan dan Kebudayaan Republik Indonesia*”. The material of teaching Vocabulary for junior high school focuses on students’ real life condition. The students have to learn about the words that related to their daily activities. Then, the students need to know the meaning of the word. So, they can catch a new vocabulary and use it appropriately in the daily activity. In order to achieve the goal, it is hope that the students have the vocabulary as much as possible.

Based on the researcher’s experience and observation to the teacher and also the researcher’s discussion with the entire English teacher when doing practice teaching at the eighth grade of SMPN 3 X Koto Singkarak from 27th July until 23rd December 2020, the researcher found some problems in the process of teaching and learning vocabulary. The first problem is the students have some difficulties to memorize the words and understanding the meaning of the words, because their English vocabulary are inadequate. It is very disturbing in achievement of competence in the curriculum. The teacher give shortcut by asks the students looked up the word in the dictionary or tell the meaning directly. In fact, only a few students brought a dictionary. Besides that, the students often wait on the meaning of the word that comes from the teacher. So, the achieving of basic competence is running longer.

The second problem is the students have difficulties to differentiate and pronounce the words of English because there are many vocabularies that have minimal pairs and homophones. There are a lot of words in English that is pronounced at the same manner as another word but different meaning, such as the word *eat* and *it*, *food* and *foot*, *make* and *made*. So, it makes the students ambiguous in remembering the vocabulary.

The last problem is the teacher had difficulties in motivating the students in teaching vocabulary. In this case, the teacher used discovery learning strategy. Discovery learning is used in the classroom during problem solving exercises. In the classroom, the teacher distributes the example in LKS (*Lembar Kerja Siswa*) that refers to the materials and asks the students to analyze the example. After that, the students have to answer the question based on the example in their LKS. Finally, the students will try to answer together and find the vocabulary that relate with the material. The teacher only as a facilitator by giving instructions and guiding questions directed. So, it can concluded that causes of teacher implement monotonous teaching strategy which is not interesting for the students.

In order to solve the problems above, the teacher should be able to improve the students' vocabulary mastery. The teacher should have to use different strategies to improve the students' vocabulary mastery at the eighth grade of SMPN 3 X Koto Singkarak at 2016/2017 academic year. One of the strategies is Contextual Teaching Learning. Contextual Teaching Learning is a strategy that helps the students to relate the subject matter content to the real world situation and motivate the students to make the connection between knowledge and its application to their lives, that is personal, social and culture circumstances. Students will discover meaningful relationship between abstract ideas and practical applications in the context of the real world and also learn individual or learn together with teammates to achieve the academic purposes.

Based on the explanation above, it shows that Contextual Teaching Learning is one of applicable strategy that can be used in the classroom. It is assumed that it can solve the problems that the students face in learning vocabulary. Certainly, it also help the problem come from the teacher side. In this case, the researcher implemented this strategy to improve the students' vocabulary mastery.

B. Research Questions

The research questions in this research are use to find the answer or the question in the formulation of the problem above:

1. To what extent Contextual Teaching Learning improve the students' vocabulary mastery at the eighth grade students of SMPN 3 X Koto Singkarak at 2016/2017 academic year?

2. What factors that improved students' vocabulary mastery by implementing Contextual Teaching Learning at the eighth grade students of SMPN 3 X Koto Singkarak at 2016/2017 academic year?

C. Purpose of the Research

In this research, the researcher has some purposes:

1. To find out to what extent of Contextual Teaching Learning can improve the students' vocabulary mastery at the eighth grade students SMPN 3 X Koto Singkarak at 2016/2017 academic year.
2. To find out some factors that can improve the students' vocabulary mastery by implementing Contextual Teaching Learning influence at the eighth grade students' SMPN 3 X Koto Singkarak at 2016/2017 academic year.

D. Significances of the Research

This research can be beneficial for developing knowledge and insight. This research has two significances, there are practically and theoretically. First, for the practical significance, the researcher predicts that this strategy can be contributed by the teachers, especially for teachers at SMPN 3 X Koto Singkarak as variation in teaching vocabulary. For the students, this strategy help the students to improve their vocabulary mastery by develop their ideas, thinking, and sharing with other friends in the classroom. Second, theoretical significance is the result of this research can be reference for the next researcher to continue the future research. This research can be expanded by conducting other research on the other variable.

TINJAUAN PUSTAKA

A. Vocabulary

1. Concept of Vocabulary

Vocabulary means the total numbers of the words that used by someone to make a sentence. Vocabulary is the knowledge of words and word meanings. According to Ur (1991:60), vocabulary is the words that people used in teaching foreign language.

However, a new item of vocabulary may be more than a single word. For example *home rest room* and *mother-in-law* are made up two or three words but express a single idea.

Besides that, Cruse (2000:179) defines that vocabulary is not just a collecting of words, it is at least partly structured and at various levels. The word has the base form and it realizes and inflection and a derivation the meaning of the different forms of the words are closely related and needs a little extra effort to learn. It means that vocabulary not only knowledge of the words, but also how the people communicate in the world.

Moreover, Richards (2001:4) says that vocabulary is the components of language and the first things that applied linguists turned their attention to. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. It means that vocabulary is not only knowledge of the words, but also how the people used it in communication.

In addition, Thornbury (2002:14) proposes that vocabulary is largely a collection of items. It is the largest and most important task facing the language learners. Through having adequate vocabulary, someone will be able to write effectively. It means that vocabulary is very important in every skill of the language, especially in writing skill.

Meanwhile, Hiebert and Kamil (2005:3) say that vocabulary is that set of words which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Through having sufficient vocabulary, it will make someone enable to convey the idea, opinion, feelings and emotions.

Moreover, McCarten (2007:18) states that vocabulary is a challenge for learners, because of the size of the task and the variety of vocabulary types to be learned. On the other word, vocabulary is stock of words of the students. The students have to know and understand the meaning of it, and use it in the sentence. So, vocabulary should be mastered by the students, because the exploration of vocabulary is essential to support life.

Based on theories above, it can be concluded that vocabulary mastery is the ability to learn words and the words meaning based on the context, because one word has more than one meaning or the same form of the words may have different meaning. For

instance, the word 'book' when the context is in a hotel it means register while in the library it is source of reading material.

2. Components of Vocabulary

In the classroom, the teacher should realize the components of vocabulary to measure the achievement of students' vocabulary mastery. According to McCarten (2007:18), there are some components of vocabulary. The components including: single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms and fixed expressions. Those components should be comprehended by the students.

Besides that, Gairns and Redman in Yuwarti (2013: 24) defines that there are some components of vocabulary: boundaries between conceptual meanings. It means that the students should know boundaries between conceptual meaning, homonymy, polysemy, synonymy, homophony, translation, affective meaning, grammar of vocabulary and pronunciations.

According to Ur in Yuwarti (2013: 56), there are some components of vocabulary: form consists of pronunciations and spelling of the word. How the students pronounce and spelling the word it well. Grammar where the students should know the correct grammatical form of word. Collocation where the students should know in what context they can use the word. Meaning involve of synonyms, antonyms, and hyponyms. Word formation where the students can create new word by modification it into compounding adding a prefix or suffix. So, the students should comprehend and understand about the component of vocabulary above.

Based on the experts' explanation above, it can be conclude that the component of vocabulary consists of form, grammar, collocation, meaning, word, formation. So in this case, the components of vocabulary that would be used in this research consists of form where it involves of meaning and Grammar. The meaning consists of synonym and antonym. Grammar consists of singular, plural and tenses.

3. Types of Vocabulary

There are many types of vocabulary. According to Nation (1990: 29), vocabulary divides into two types; they are active vocabulary and passive vocabulary. Active vocabulary is knowing words involves being able to pronounce the word, it means that

how the students to write and to spell it, and how to use it in grammatical pattern along with the word in usually collocates with it. Passive vocabulary is total of words that only understand in reading or listening.

According to Aeborsold and Field (1997: 139), vocabulary classified into two; they are active vocabulary and passive vocabulary. Active vocabulary refers to items the learner can use appropriately in speaking or writing and they also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce words it well, they must know and be able to use grammar of the language target. They are also hoped to familiar with collocation and understand the connotation meaning of the words. They are said that this type use in speaking and writing skill. Passive vocabulary refers to a language items that can be recognizes and understood in the context of reading or listening and they are also called as receptive vocabulary. Passive vocabulary consists of the words comprehended by the people, when they read and listen.

Besides that, Schmitt (2000: 4) states that there are two types of vocabulary, passive and active vocabulary. Passive vocabulary is language items that can be recognize and understand a word when the people read it in a text or hear it in a conversation. Passive vocabulary is normally connected with listening and reading. Active vocabulary is language items which the students know how to produce a words it well. This type connected with speaking and writing.

In addition, Hiebert and Kamil (2005: 3) classify the vocabulary into passive and active. Passive vocabulary refers to language items which can only be recognized and comprehended in the context of reading and listening materials. Active vocabulary to be language items which the learner can recall and use appropriately in speaking and writing.

Based on the experts' explanation above, the researcher concluded that there are two types of vocabulary, active and passive. Active vocabulary the items which the learner can use appropriately in speaking or writing. Passive vocabulary the language items that can be recognized and understand in the context of reading and listening.

B. Contextual Teaching Learning

1. Concept of Contextual Teaching Learning

Contextual Teaching learning is a learning concept that helps teacher to relate between the teaching learning materials and the learners' real world situation and motivate the learners' to make relationship between their knowledge and the apply in their daily life. According to Jhonson (2002:16), Contextual Teaching Learning is a system that stimulates the brain to weave pattern that express meaning. Contextual Teaching Learning is a brain-compatible system of instruction that generates meaning by linking academic content with the context of a student's daily life.

Furthermore, Nurhadi, et al (2004:11) states that Contextual Teaching Learning is a concept of the study where the teachers present the real world condition in the classroom. The teacher should motivate the students to make a correlation between their own knowledge and applied it in their own live. To get the ability and skill from the limited context and from constructivism by their self, it can help them to solve the problem in their live as a member of society.

In addition, Hasnawati (2006:55) states that Contextual Teaching Learning is everything that related with the ideas by getting from every daily life experience. So, Contextual Teaching Learning means someone relate the subject matter with the context in life experience. Moreover, Suprijono (2006:67) explains that Contextual Teaching Learning is a concept that helps the teacher to connect between materials with real world and motivate the student to make a relation between their own knowledge by application in their live as a member of family and society.

Continuation, Rusman (2012:187) states that Contextual Teaching Learning is an effort to make a student active to motivate their ability without suffer losses from benefit side. The student tries to study the concept, apply and link it with the real world. Contextual Teaching Learning itself has a connection every material or learning topic with real world. So, the student will get more benefits from this strategy.

Based on the theories above, it can be concluded that Contextual Teaching Learning is a concept of the study where the teachers present the real world condition in the classroom. The student can connect that everything related with the ideas or first knowledge which is get from every daily life experience. It means that Contextual Teaching Learning can be socializing as a new strategy alternative by the students that hoped learns through processed.

2. Component of Contextual Teaching Learning

, acquiring knowledge, understanding knowledge, applying knowledge and reflecting

Contextual Teaching Learning is a concept learning to make productive learning. In implementing Contextual Teaching Learning in the classroom, the teachers should apply seven components underlying Contextual Teaching Learning. According to Nurhadi et al (2004:31), the components of Contextual Teaching Learning consist of: 1) Constructivism. Constructivism is the foundation of Contextual Teaching Learning. In the classroom teaching learning process, the application of constructivism are applied in five step of learning that are activating knowledge on knowledge. 2) Inquiry. Inquiry is the part of learning activity in Contextual Teaching Learning. It refers to searching information, confirming what have been known, and directing attention to the unknown aspect. 3) Questioning. The teacher needs to give some questions to the student to get more information about the student's knowledge before the teacher starts the teaching-learning process. 4) Learning community. The result of the study is obtained by cooperating with others. The teaching - learning process can be done in-group. 5) Modeling. In a study of certain knowledge or skill, there is model imitated, the model can be the teacher or others. Modeling is needed, non-to be imitated precisely, but becoming reference of student competition attainment. 6) Reflection. Reflection is new way of thinking about the new learning or thinking about what is done in the past. The key of teaching - learning process is how the student can understand knowledge. 7) Authentic assessment. Authentic assessment is a procedure of achievement in the Contextual Teaching Learning. Authentic assessment is the process of collecting the data that can give the description of student learning development.

In addition, *Departemen Pendidikan Nasional* (2002:10) explains that Contextual Teaching Learning has seven principles, they are: constructivism, inquiry, questioning, community learning, modeling, reflection, and authentic assessment. A class that uses Contextual Teaching Learning should applying seventh of the components in learning process. First is constructivism. Constructivism is a basic thinking of Contextual Teaching Learning. It means that knowledge is built by people systematically, which its result is extended by limited context and does not directly. Knowledge is not the facts,

concepts, or methods that are prepared for taken and remembered. In this case, peoples must be constructive the knowledge and give meaning through real experience.

Second is inquiry. Inquiry is a basic activity in Contextual Teaching Learning. Knowledge and skill is obtained by learners which are not expected result of considering a set of facts, but a result is from learners finding by their selves. In this case, teacher that must always designs the methods to find the new way in teaching and learning. Inquiry cycles are: Observation, Questioning, Hypothesis, Data gathering and Conclusion. Processes in activities of inquiry are: Formulating problem, Observation, Analyzing and presenting result (article, picture, report, schema, and tables), Communicating or presenting the result of paper to the reader, classmate, or other audience.

Third is questioning. Questioning is a basic strategy in learning by using Contextual Teaching Learning. In process of learning, questioning is a teaching activity to support, guides, and assesses learner's thinking ability. For students questioning activity is an essential part in learning process being based on inquiry that important information, confirm what which have been checked and point the attention to aspect that has not been know.

Fourth is learning community. Learning community concept suggests that the result of study is obtained from cooperation with others. The result of learning is obtained from sharing between friends, group, know, and does know. Learning community can happened if there are communication process two directions, of someone who involve in learning community will gives information that required by the interlocutors and at the same time also asks information required from learning friends. Therefore, in class Contextual Teaching Learning teacher always suggest study execute in learning groups. So, by these learners can share with each other through learning community. It has some advantages for students to increase and improve their skill in speaking.

Fifth is modeling. Modeling it means that skill learning or certain knowledge must be imitated. Modeling will more effective in learning with approach of contextual teaching and learning to imitate, adaptation, or modified. By existence of a model can produce some methods and can generate new idea.

Sixth is Reflection. Reflection is way of thinking what that new leaner or things we had done in past time. Reflection is response to case, activity, or new knowledge is

received. Reflection is used to self-evaluation, correction, repair, or self improvement. Based on the explanation above, reflection can be actions. It can be note, that describe how far leaner mastery the speaking material after learning peaking process.

Last is authentic assessment. Authentic Assessment is a way of assessing knowledge and skill or performs that obtained by learners. Authentic Assessment is done after learning activities. Authentic assessment is used to monitor learners' progress and inform teaching practices. In addition, the learner got appreciation. Characteristics of authentic assessment are: Conducted during and after learning process, Can be used to formative and summative, Measured is skill and performance, not keep in fact, Continuous, Integrated and Can be used as feedback. The Matters which are can be used as base assess learners achievement: Project or activity and report, Home Work, Quiz, Portfolio, Presentation or learners' performance, Demonstration, Report, Journal, Test and Paper.

Based on the theories above, there are seven components of Contextual Teaching Learning. The components are constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment.

3. Procedure of Contextual Teaching Learning in Teaching Vocabulary

Seven main components of Contextual Teaching Learning are explained above the main requirements in classroom teaching learning process. According to Marsela (2014:296), there are some procedures how to apply Contextual Teaching Learning including vocabulary class activity: First, 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.

Second, doing the inquiring activity to achieved desired competences in vocabulary activity. In this step, the teacher presents the vocabulary material (example 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.

Third, create learning community or learning in groups. This step will help the 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.

Fourth, 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. Last, 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.

Based on the ways above, the researcher concludes that the ways to teaching vocabulary mastery by implementing Contextual Teaching Learning strategy are: First is constructivism. Constructivism student will learn more effectively through self-learning, self-inquiring, and self-constructing using their own knowledge and experience. Second is inquiry. The teacher presents the vocabulary material and the student need to analyze it by their self. Third is learning community. The students discuss the material with their friends and then they present it in front of the class. Fourth is questioning. The teacher allows the students to ask something related to the material after the discussion and presentation session finished. Last is reflection. The teacher needs to engage the students in searching the information that can be applied in solving the problem in their own life.

2. The Factors Improved the Students' Vocabulary Mastery by Implementing Contextual Teaching Learning Strategy

The factors improved the students' vocabulary mastery by implementing Contextual Teaching Learning can supporting teaching and learning process. According to Kusumayati (2010:2), there are many factors that improved the students' vocabulary mastery by implementing Contextual Teaching Learning, such as the using of appropriate media, class management and teacher's ability in developing and managing learning process optimally.

In teaching vocabulary by implementing Contextual Teaching Learning strategy, the first factor that influences in improving students' vocabulary mastery is appropriate media. The teacher should use appropriate media to increase the students' motivation in learning vocabulary. The media can be a picture, video, things in the classroom and other. In the classroom, the teacher should be creative to use that media in order to make the students understand about the lesson.

Then, the other factor is class management and the teacher's ability in developing and managing the learning process optimally. When the teaching and learning process takes place, problems would appear to the teacher. They have problems of how to teach the students and managing the class in order to gain satisfying result. A good teacher should prepare himself or herself in mastering the material in order to be understood by students, and make the students interested and happy in teaching and learning process in the classroom.

In addition, Marsela (2014:145) there are some factors that improved the students' vocabulary mastery by implementing Contextual Teaching Learning, there are students' motivation, creativity and interest in process learning, the using of appropriate media, the classroom management and teacher's activities in the classroom. Those factors can be run away if the teacher and students do the process appropriately.

In the classroom, the students' motivation, creativity, and interest in learning process become one of key that improved students' vocabulary mastery itself. The teacher should give motivation to the students by involve them in learning by context and also implementing appropriate media such as audio visual, picture and other. That can improve the students' vocabulary mastery by implementing Contextual Teaching Learning strategy in the classroom.

Then, the other factors that improved the students' vocabulary mastery by implementing Contextual Teaching Learning strategy are teacher's activities and classroom management. The teacher should prepare the activities and material that will be taught in the class and also relate with context. After that, the teacher should be able to manage the teaching and learning process in order to make the students understand with the material.

Based on the explanation above, it can be concluded that the factors improved the students' vocabulary mastery by implementing Contextual Teaching Learning strategy, there are; appropriate media, learning materials which support teaching learning process, classroom management, the teacher's ability and creativity in developing and managing learning process optimally, the students' motivation, creativity and interest in process learning.

C. Relevant Studies

There are three studies which is relevant with this research. The researcher uses these studies to support this research. The first study is conducted by Lubis (2002) with the title "*The Effect of Using Contextual Teaching Learning on Students Achievement in Writing Recount Text.*" Her research is experimental research. As the result, she found that there was a significant effect of Contextual Teaching Learning on students' achievement in writing recount text.

Then, Marsela (2014) with the title "*The Effect of the Application of Contextual Teaching Learning on the Students' Vocabulary Mastery at Grade Seven of SMP Gajah Mada Bandar Lampung in Academic Year 2013/2014.*" Her research is experimental research. Her research also designed to describe implementation of Contextual Teaching Learning approach in teaching English vocabulary mastery to junior high school. Her result of this research, she found that teaching vocabulary mastery by using Contextual Teaching Learning was successful to improve the students' vocabulary mastery.

Furthermore, Maria (2014) with the title of the research is "*The Effect of Using Contextual Teaching Learning in Teaching Speaking of Recount Text*". Her research is experimental research. As the result, she found that there was a significant effect of Contextual Teaching Learning on students' achievement in speaking of recount text.

The researchers above are considering relevant with this research. Both of the researchers have the same strategies where using Contextual Teaching Learning as a significant variable of the treatment. But this research focus on the application of using Contextual Teaching Learning which this strategy to make the students will learn effectively if they can make connection between what they are learning process in the classroom. The difference of this research with those relevant studies is experiment and

action research. This research is action research, which is the researcher would like to improve the students' vocabulary mastery by implement Contextual teaching Learning at the eighth grade of SMPN 3 X Koto Singkarak at 2016/2017 academic year.

METODE

A. Design of the Research

This research was Classroom Action Research. The purpose of this research is to solve the learning problem in the classroom. According to Mills (2003), classroom action research is a systematic inquiry conducted by using the teacher as a researcher, participants, school counselors, or other stake holders in the teaching and learning environment, to get information about the ways in their particular school operate and how well the students learn.

Action research is a process solving student's problem in teaching English to improve their vocabulary. In this research, the action improved the student's vocabulary in learning English. The action used in this research is Contextual Teaching Learning to improve the students' vocabulary mastery.

B. Subject of the Research

The subject of this research was the students at A1 class of grade VIII at SMPN 3 X Koto Singkarak 2016/2017 academic year. The number of the students consists of 22 students. It chose based on the researcher's observation there. The researcher chose this class because she found that the students in this class have low motivation and ability to study English, especially in learning vocabulary mastery.

C. Instrumentation

As a teacher, the researcher was the key of instrument in this research. The researcher involved in every step in the cycle. The other instruments that used in this research were as follow:

1. Vocabulary test

The test conducted for each cycle to see the improvement of students' vocabulary mastery. The item of the vocabulary constructed based on the material that used at the

VIIIA1 grade SMPN 3 X Koto Singkarak. There were 30 question items with the 45 minutes time. The indicators can be seen on the following table:

Table 1: The Indicator of Vocabulary Test

No	Aspect of Vocabulary	Indicator	Score	Total Score	Numbers of Item
1	Grammar	Singular	5	5	1,7,13,19,25
		Plural	5	5	2,8,14,20,26
		Tenses	5	5	3,9,15,21,27
2	Meaning	Meaning	5	5	4,10,16,22,28
		Antonym	5	5	5,11,17,23,29
		Synonym	5	5	6,12,18,24,30
Total					30

2. Observations sheets

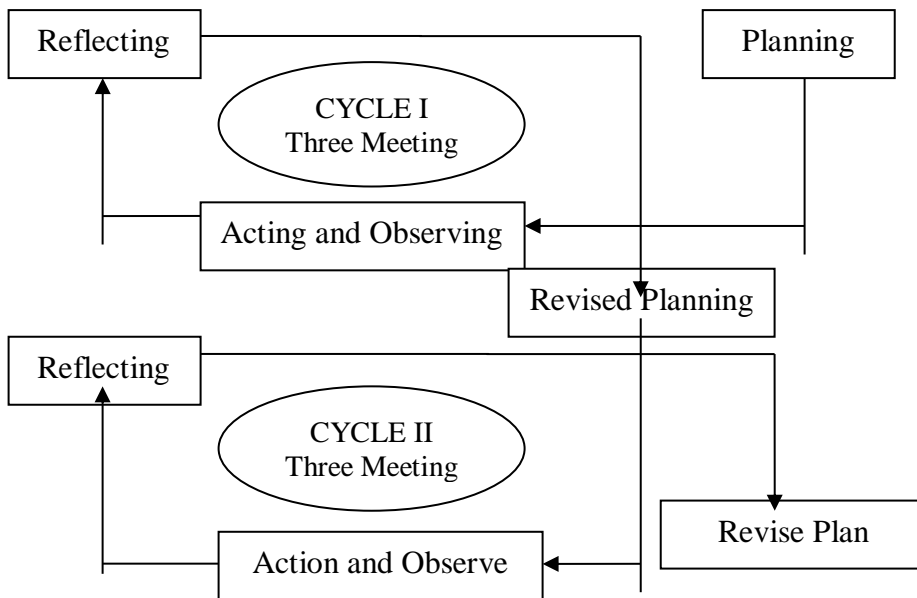
Information collected through observation during the students' activities in teaching and learning process. Then, the observation sheet took based on reality in the classroom. In doing this observation, it needed a collaborator. The researcher and the collaborator observed the teacher and students during the teaching and learning process. The observation sheet for the student's contain the indicators of vocabulary the students increased. It show on the table that contain of the indicator of vocabulary that give point for grammar and meaning.

3. Field Notes

The researcher used field notes to report the things that happen in teaching and learning process in the classroom. According to Zainal (2010:13), field note is direct observation contained the data in the classroom according to the fact. It gave information to the reseacher as a reason to improve action in the next cycle. Then, the collaborator collected the data by using field note to know about the events during the action research.

D. Procedure of the Research

The procedures of this action research adapted from Kemmis and Mc. Taggart (1991). There are four stages: planning, doing action, observing, and reflecting. The models are as follow:



Based on the model above, the classroom action research has been conducted in two cycles. Each cycle consists of four stages: plan, action, observation, and reflection. The stages were following:

1. Cycle 1

The first cycle was done in three meetings. The first meeting was on October 22nd 2016. The second meeting was on October 26th 2016 and the third meeting was on October 29th 2016.

a) Plan

In this step, the researcher knew the problem found in teaching. So, before coming to the classroom, there are some activities have been prepared:

- a. The researcher defined the English curriculum for the eighth grade of Junior high school.
- b. The researcher found of collaborator and explaining purpose of the researcher.

- c. The researcher established the standard competency, base competency, indicator and material use for teaching and learning process.
- d. The researcher designed syllabus and lesson plan and teacher aids.
- e. The researcher chose the topic that related to the students real life.
- f. The researcher designed some activities that will do for Contextual Teaching and Learning activities in each meeting.
- g. The researcher prepared research instrument (observation sheet and field note).
- h. The researcher arranged the research schedule.

b) Action

In this step, the researcher did the action based on the lesson plan that has been prepared. The researcher implemented the solution of the problem by using Contextual Teaching Learning in teaching vocabulary mastery to improve the number of vocabulary of the students in the class. These activities were the following:

a. Pre-Activity

- 1. The teacher greet the students and leads to pray.
- 2. The teacher checked the students' attendance.
- 3. The teacher built the students' background knowledge about the topic.

b. Whilst-Activity

- 1. The teacher gave a question that direct to the topic.
- 2. The teacher used the picture and asked the students to make some sentences based on the picture.
- 3. The students analyzed the picture by themselves. The teacher tried to challenge the students with their own ideas and conceptions to find some other words.
- 4. The teacher allowed the students to ask something related to the material such as the difficult word.
- 5. The teacher gave some questions that direct to the synonym or antonym of the word.
- 6. The students tried to model the pronunciation of difficult words that they find during the learning process.

7. Grouping students. In this step, the students discussed the material with their friends and then they present it in front of the class.
 8. Provide enough time to reflect, analyze, and respect all ideas that expressed by all students.
 9. Authentic assessment. The teacher gave the mark for every student in each pairs.
- c. Post-Activity
1. The teacher concluded the lesson together with the students.
 2. The teacher gave feedback to the process and result of learning.

c) Observation

- a. During the process of teaching and learning, the researcher is going to observe the student and the teaching process. In the classroom, the teacher conducted the research that helped by the collaborator.
- b. The collaborator took note of the process of the teaching from the beginning to the end of the teaching process.

d) Reflection

In the reflection, the researcher discussed the problem that found during the long process of learning. In the classroom activity, the researcher observed the improvement of the students. The researcher observed every activity by using field note. After all of the activities took place in the classroom, the researcher revised the plan that related to what are the lacks of the researcher strategy. Then, the research continued to the next cycle.

2. Cycle 2

The activities in 2nd cycle were similar with the activities on the 1st cycle. However there were some different emphasize in the teaching to overcome the problem which are unsolved in 1st cycle. The cycle was done in three meetings too. The 1st meeting was on November 2nd 2016. The second meeting was on November 5th 2016 and the third meeting was on November 9th 2016.

E. Technique of Data Collecting

The data of this research collected in two ways: qualitative data (experience-based) and quantitative data (number-based). The qualitative data used to know the factors that influence the change of the students' vocabulary mastery. The data collected through observation within the physical activity in the classroom and field note. The quantitative data used in order to know what extent the Contextual Teaching Learning could improve students' vocabulary mastery. The researcher collected the data through students' vocabulary test in cycle 1 and cycle 2 at the end of the meeting.

F. Data Analysis

There are two ways used in analyzing the data: qualitative and quantitative analysis.

1. Qualitative analysis

Qualitative analysis is a process of organizing the data into categorical pattern unit of basic analysis. After all the data collected, the researcher analyzed the data and organizing all the data from observation of the student activities during teaching learning process and field note. The researcher described all of the data from the observation and field note.

2. Quantitative analysis

In quantitative analysis, the data analyzed in the form of numerical based on the result of students score in vocabulary test. The researcher tried to get the average of students vocabulary score per action within one cycle. It used to know how well the students score as a whole on vocabulary skill.

The researcher used the formula of mean suggested by Gay and Airasian (2000:454):

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

$$\bar{X} = \text{Mean}$$

$$\sum X = \text{Score}$$

$$N = \text{Total number of participants}$$

Next, the students' classified based on their score in vocabulary ability in each indicator. The researcher used the following criteria of a good score for vocabulary by Arikunto (1992:249).

Table 2: The Score and Criteria a Good Vocabulary

No	Ranks of percentage	Description
1	80 – 100	Excellent
2	66 – 79	Good
3	56 – 65	Adequate
4	40 – 55	Poor
5	< 30 – 39	Very Poor

The researcher tried to get a class percentage of the students' ability in each criterion above. The researcher used the following formulation proposed by Sudjana (2003):

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

P = The class percentage of answer

F = Frequency of the students answer

N = Total respondent

G. Trustworthiness

According to Krefting (1991:218) the technique of checking the trustworthiness of the data is by using video recorded. It can be the empirical data to measure the qualitative data in a research. In this research, the data have trustworthiness by using video recorder during the researcher have the action.

HASIL

A. Findings

1. Findings on Pre-Test

The pre-test was conducted as the preliminary study or done before the classroom action research to identify the students' competence and problems in vocabulary. In the pre-test, the students' assigned to answer some questions related to their competence in English vocabulary and

the indicator of vocabulary; grammar (singular, plural and tenses) and meaning (meaning, antonym and synonym). There were 30 questions in the test. This pre-test was conducted on Saturday, October 22nd 2016. In doing the test, the students' carried out the test during 45 minutes. Before implementing Contextual Teaching Learning strategy, the results of the tests were not so good. The results can be seen as follows:

Table 3: The Description of the Tests Before Implementing Contextual Teaching Learning Strategy

No.	Result	Number of Students	Percentage	Description
1	80 – 100	7	32%	Excellent
2	66 – 79	7	32%	Good
3	56 – 65	4	18%	Adequate
4	40 – 55	2	9%	Poor
5	< 30 - 39	2	9%	Very Poor
Average		66,7		

Based on the table above, it found that there were seven students got the score in the range 80 up to 100 or 32% of students could pass *excellent* criteria, seven students got the score in the range 66 up to 79 or 32% of students could pass *good* criteria, four students got the score in the range 56 up to 65 or 38% of students could pass *adequate* criteria, two students got the score in the range 40 up to 55 or 9% of students could pass *poor* criteria and two students got the score in the range <30 up to 39 or 9% of students could pass *very poor* criteria. So, it can be concluded that the result of the students' vocabulary on pre-test was Poor.

2. Findings on Post-Test in Cycle 1

After conducted the research in the first cycle, the researcher gave the vocabulary test to the students. The score showed as below:

Table 4: The Description of the Tests After Implementing Contextual Teaching Learning Strategy at Cycle 1

No.	Result	Number of Students	Percentage	Description
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1	80 – 100	8	36%	Excellent
2	66 – 79	11	50%	Good
3	56 – 65	2	9%	Adequate
4	40 – 55	1	5%	Poor
5	< 30 - 39	-	0%	Very Poor
Average		77,3		

Based on the table above, it found that there were eleven students got the score in the range 80 up to 100 or 50% of students could pass *excellent* criteria, eight students got the score in the range 66 up to 79 or 36% of students could pass *good* criteria, two students got the score in the range 56 up to 65 or 9% of students could pass *adequate* criteria, only one student got the score in the range 40 up to 55 or 5% of students could pass *poor* criteria and no students got the score in the range <30 up to 39 or in other words 0% of students got *very poor* criteria. So, it can be concluded that there was an improvement for the students' vocabulary mastery after implementing Contextual Teaching Learning.

3. Findings on Post-Test in Cycle 2

To know the students' score on post test 2 in cycle 2, it is shown in the table below:

Table 5: The Description of the Tests After Implementing Contextual Teaching Learning Strategy at Cycle 2

No.	Result	Number of Students	Percentage	Description
1	80 – 100	17	77%	Excellent
2	66 – 79	4	18%	Good
3	56 – 65	1	5%	Adequate
4	40 – 55	-	0%	Poor
5	< 30 - 39	-	0%	Very Poor
Average		84,4		

Based on the table above, it found that there were Seventeen students got the score in the range 80 up to 100 or 77% of students could pass *excellent* criteria, four students got the score in the range 66 up to 79 or 18% of students could pass *good* criteria, only one student got the score in the range 56 up to 65 or 5% of students could pass *adequate* criteria, no student got the score in the range 40 up to 55 or in other words 0% of students got *poor* criteria and in the range <30 up to 39 or in

other words 0% of students got *very poor* criteria. So, it can be concluded that the implementing Contextual Teaching Learning could increase the ability of the students in vocabulary mastery.

Based on the results of vocabulary test begin from pre test, test 1 in cycle 1, and the test 2 in cycle 2, there were many different results compared between the students' score. The results can be seen as follows:

Table 6: The Results of the Tests Before and After Implementing Contextual Teaching Learning Strategy

No	Criteria Vocabulary Test	Pre Test		Cycle 1		Cycle 2	
		Number	%	Number	%	Number	%
1	Excellent	7	32	11	50	17	77
2	Good	7	32	8	36	4	18
3	Adequate	4	18	2	9	1	7
4	Poor	2	9	1	5	-	-
5	Very poor	2	9	-	-	-	-
Number		22	100	22	100	22	100
Average		66,7		77,3		84,4	

Based on the table above, it shows that there were improvements from pre test to cycle 1, and from cycle 1 to cycle 2. From pre test to cycle 1, the students' increased from 66,7 to 77,3. From cycle 1 to cycle 2, it increased from 77,3 to 84,4. So, teaching vocabulary mastery by implementing Contextual Teaching Learning could increase the students' vocabulary mastery.

4. Finding on Observation Sheet

a. Cycle 1

In this phase, the observation did by the collaborator. The collaborator observed the researcher and the students during the teaching and learning process. The result was as below:

- 1) In the first meeting, the observer found that the teacher gave no questions and just directly showed a picture. Then, the teacher just told the synonym of some words by herself and the teacher did not ask the new words they just learned. At the beginning,

most of the students look enthusiastic to learn, but when they are doing some assignments some of students do not have more attention.

- 2) In the second meeting, the observer found that the teacher not give warming up for encouraging the students to learn. Then, the teacher told the synonym and antonym of some words directly and there is no question before. There was no enough time for analyzing and respecting the students' expression from the teacher because the teacher has no enough time. In the middle of teaching and learning process, some students' have no enough attention in doing the task and they disturb their friends in doing the task.
- 3) In the third meeting, the observer found that the teacher did not built the students' background knowledge about the topic. It makes the students a little confused to start the learning process. Then, at the authentic assessment, the teacher has no enough time for giving the mark and correcting the students' works in the classroom. At the beginning the students look lazy to study but after warming up, they have spirit to learn. When they do the task in pairs, some of them just wait for their friends' answer. They depended much on dictionary in doing exercises.

Based on the problem of the students above, the researcher and her collaborator, one factor that made the students difficult to infer words through context was the students look lazy to study and they still depended much on dictionary in doing exercises. They used dictionary to find the meaning of the words and did not try to answer directly. They did not try to find synonym and antonym of underlined words by understanding the context given. Then, the researcher discussed with her collaborator to overcome this problem. They decided for the next cycle was lead the students to find synonym and antonym by giving them more exercise, lead the students to infer the meaning of learnt words into Indonesia and lead the students to understand the meaning of vocabulary by the context.

b. Cycle 2

The Observation in cycle 2 was similar to observation in cycle 1, but there were some different result. The result was as below:

- 1) In the first meeting, the observer found that the warming up is effective to encourage the students to learn but, there is no enough time for reflecting, analyzing and respecting all ideas that expressed by the students. If it is compared with the situation in cycle one, in cycle two the situation is good enough. Only two students did not care of the task.
- 2) In the second meeting, the observer found that the teacher has managed the time well. The situation during teaching and learning process is well prepared, although one student looked lazy in doing the task.

- 3) In the third meeting, the observer found that all of the teacher's activities did by the teacher. The teacher has good time management. At the beginning, two students are still lazy but then they involved in teaching and learning process.

Based on the observation sheet in cycle 1 and cycle two, the collaborator observed the students' participation in the process of vocabulary learning through observation sheet. The condition of the class was very well after implementing Contextual Teaching Learning strategy and the students become actively to the activity given by the researcher. They are interested to follow the lesson.

5. Finding on Field Note

a. Cycle 1

In this phase, the field note did by the collaborator and researcher. The result was as below:

- 1) In the first meeting, the researcher and collaborator found that most of the students were interest with Contextual Teaching Learning activity, but the researcher found that seven students were not motivated to study. They could not concentrate on the explanation. Then, the teacher as a researcher did not have enough time to review the material. She has to consider some things that can influence the process of teaching and learning. The teacher just told the synonym of some words directly it is better for the teacher to invite the students to find the synonyms by playing games.
- 2) In the second meeting, the teacher did not do warming up before coming to the materials. It will not encourage students to learn. Then, the teacher used her phone as a media to motivate the students in teaching and learning process. But, in the question sections, the teacher still told the synonyms and antonyms directly because there was no enough time for students to search the meaning of the word on their dictionary. After that, the students just memorized the words and it will be easy to forget and the teacher still had problem in time management. She should consider many things later.
- 3) In the third meeting, teacher forgot to build the students' background knowledge of the topic. It needed to bring the students mind to the material, but all the students did the exercises enthusiastically. They created some sentences based on the new word they get during the teaching and learning process. The researcher still had a little problem in time management.

b. Cycle 2

In the cycle 2, the field note did by the collaborator and researcher. The result was as below:

1. In the first meeting, the collaborator found that the teacher forgot to do warming up at the beginning. But it seemed she has accustomed to the situation and she can handle it well. Then, the researcher found that two students were not motivated to study. They could not

concentrate on the explanation given by the teacher because they have some problems with the teacher in the previous lesson. So, the teacher tried to active them to study by giving them shot video. They looked interest in learning process.

2. In the second meeting, the teacher has implemented Contextual Teaching Learning as a strategy to improve the students' vocabulary mastery. But, the teacher just needs more knowledge how to be a good teacher. Then, the researcher found that one student still not motivated to study and not understand much about English' vocabulary.
3. In the third meeting, Contextual Teaching Learning which consists of seven elements is one strategy that effective in improving the students' vocabulary mastery. The researcher found that all the students motivated to study and they understood the meaning of the words that they found in doing exercises. In group discussion, they involved actively during the learning process by implementing Contextual Teaching Learning as strategy in improving their vocabulary mastery.

B. Discussion

The finding of this research is the students vocabulary better improved by using Contextual Teaching Learning. This finding had answered the research questions. The extent to which teaching vocabulary could be effective by using Contextual Teaching Learning is show by the result of the analysis of the data that collected through vocabulary test, the observation sheet, and the field note. The improvement of student's involvement in learning process was analyzed from the data gained through observation sheet and field note. The analysis of the observation sheets and field note as stated in the findings, concluded that and students were getting more involved in the learning process.

The main factors that made effectiveness in teaching vocabulary were the activities done by the researcher at stage building knowledge and modeling. All factors above applied in the steps of teaching vocabulary. Firstly, in the vocabulary learning process, the researcher activated students' background knowledge by asking the previous lesson and gives the example of Contextual Teaching Learning. The researcher asked the students to determine the meaning of the vocabulary given to providing students' knowledge.

In the second step, the researcher gave a model to students how to blending the syllable to become the word. Here, as the preparation before their start the learning process, the researcher lead the students to understand the Contextual Teaching Learning by giving some questions and the answer. Based on the answers and the features of the words, the researcher and the students shared the ideas. The researcher explained the material. It was continue to develop the rules and the use of the

word. So, the students knew how to blend the syllable and analysis its meaning by discussion with each other, or for the beginning help, they can used the dictionary.

In the third step, the researcher let the students to start the learning process and let them to do the discussion and organize the vocabulary that the have found. The researcher monitored the group. The researcher and the collaborator helped the groups if they had a problem in the discussion. Besides that, the researcher also gave some questions as clue to help the students in order to find the vocabulary.

Next, there was a changing in classroom condition. The class was finally alive and active. The students were not being under pressured anymore to get a better understanding in the lesson. The condition allowed the students to be creative and more participate. There were a lot of opportunities gained by the students to be the members of the class. Their participation increased. Many students raised their hands as the result of being confident and appreciated. The students' participation was considered to be one of the factors that contributed to the changes of students' improvement in vocabulary.

Based on the discussion above, it found that the used of Contextual Teaching Learning in teaching and learning process can decrease the students' problems. In other words, based on the results it can be seen that Contextual Teaching and Learning can increase the students' vocabulary mastery.

SIMPULAN DAN SARAN

Based on the finding and discussing of this research, it can be concluded that:

1. Contextual Teaching Learning increased the students' vocabulary mastery for the Eight Grade of Students at SMP N 3 X Koto Singkarak.
2. The factors that increased the process of teaching and learning by implementing Contextual Teaching Learning strategy were:
 - a. The researcher activities as the teacher. The researcher activated students' background knowledge by asking the previous lesson and gives the example of Contextual Teaching Learning.
 - b. The students' motivation and participant. The researcher let the students to start the learning process and let them to do the discussion and organize the vocabulary that the have found.
 - c. Media that the teacher used and classroom condition. The teacher used pictures and videos in learning process. The class was finally alive and active.

Based on the result of this research, the researcher suggests the following:

1. The researcher suggests to the English teachers, especially at SMPN 3 X Koto Singkarak to use this strategy to improve the students' vocabulary mastery. The Contextual Teaching Learning strategy had made the students understand the context which helped them to improve their vocabulary mastery. It is proved by their vocabulary score increase better from cycle to the cycle where the increasing of their score statistically is significant.
2. Other English teachers can find other teaching media to improve the students' vocabulary mastery by implementing Contextual Teaching Learning.

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LAMPIRAN

Lampiran 1. Justifikasi Anggaran Penelitian

1. Honor				
Honor	Honor/Jam (Rp)	Waktu (jam/minggu)	Minggu	Honor per Tahun/ 12 bulan (Rp.)
Validator Instrument	150.000	2	2	600.000
Pengumpul Data	100.000	4	1	400.000
Analisis Data	200.000	2	1	400.000
Sub Total (Rp.)				1.400.000
2. Peralatan Penunjang				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp.)	Biaya per Tahun
Buku referensi	Referensi/ rujukan bahan penelitian	10	128.000	1.280.000

Fotocopy	Perbanyak instrument penelitian	5	96.000	480.000
Dokumentasi selama Penelitian	Penelitian	4	150.000	600.000
Jumlah				2.360.000
3. Bahan Habis Pakai				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp.)	Biaya per Tahun
Kertas HVS	Print laporan penelitian, instrument penelitian	3	60.000	180.000
Tinta Printer EPSON	Print laporan penelitian, instrument penelitian	7	175.000	1.225.000
Buku folio	Catatan lapangan penelitian	1	23.000	23.000
Pen Correction (Tipe X)	Catatan lapangan penelitian	2	8.500	17.000
Bulpoint	Catatan lapangan penelitian	6	4.000	24.000
Spidol Snowman	Pelaksanaan penelitian	2	9.000	18.000
Map File Bening	Penyimpanan SK Pelaksanaan kegiatan	8	7.500	60.000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	2	24.000	48.000
Materai 10.000	Kontrak penelitian	12	10.000	120.000
Jumlah				1.715.000
4. Perjalanan				
Material	Justifikasi Perjalanan	Kuantitas	Harga Satuan (Rp.)	Biaya/tahun/12 bulan (Rp.)
Biaya Transportasi Observasi	Perjalanan Observasi	2	50.000	100.000
Biaya Transportasi Penelitian	Perjalanan Penelitian	8	75.000	60.000
Jumlah				700.000
5. Lain-lain				
Kegiatan	Justifikasi	Kuantitas	Harga Satuan (Rp.)	Biaya per Tahun (Rp.)
Publikasi di Jurnal	Luaran	1	300.000	300.000
Sub Total (Rp.)				300.000

TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (Rp.)	4.500.000
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UNIVERSITAS MAHAPUTRA MUHAMMAD YAMIN
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Surat Tugas

No. /ST-P/LP3M-UMMY/VI-2021

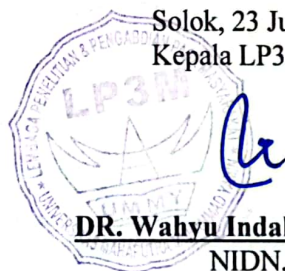
Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

Nama : Riyen Permata, S.Pd., M.Pd.
NIDN : 1029038401
Tempat/Tanggal Lahir : Jambi/29 Maret 1984
Pangkat/Golongan Ruang : Penata Muda Tk.1/IIIc
Prodi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Untuk melaksanakan kegiatan Penelitian dengan judul **Improving Students' Vocabulary Mastery by Implementing Contextual Teaching Learning at 2020/2021 Academic Year** pada Semester Genap Tahun Akademik 2020/2021.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggung jawab.

Solok, 23 Juni 2021
Kepala LP3M UMMY



DR. Wahyu Indah Mursalini, SE. MM.
NIDN. 1019017402