DEVELOPING CREATE, CATEGORIZE AND COLLECT TECHNIQUE (3CT) BASED ON CONTEXTUAL TEACHING AND LEARNING (CTL).

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Abstract


Kata kunci: R & D, Teknik, Kosakata, Pembelajaran Kontekstual (CTL).

Abstract

The most basic aspect in language is vocabulary. Learning vocabulary will facilitate students to learn all English skills; Speaking, Listening, Writing, and Reading. There are some problems in teaching vocabulary, those are the using of boring technique incommunicative teaching and irrelevant approach to the students' background. CTL is an approach which facilitate teacher to teach student contextually. This approach make the teacher connect the teaching materials in classroom to the real world. It means that the students experience the real world condition abstractedly in the classroom. Thus, this approach is effective to be implemented in students’ learning process. This research was purposed to develop 3CT based on CTL approach for teaching English vocabulary. Besides, this research had an objective to arrange the steps to make the
students learning vocabulary with CTL approach. This research was Research and Development (R&D) conducted by ADDIE for design the procedure. ADDIE design is stand for the procedure itself, these are Analyzing, Designing, Developing, Implementing and Evaluating. This research was designed by mixing vocabulary teaching technique and CTL approach. The subject of this research was university students of English Department of Muhammadiyah University of Metro in the second semester. The researcher analyzed the data from the field test as the reference for the revision of the final product. According to the research, the product is ready to be used in the learning process. This product also became a new technique developed by the researcher as an alternative technique to teach vocabulary easier.

Keywords: R&D, Technique, Vocabulary, Contextual Teaching and Learning (CTL).

1. INTRODUCTION

English is the most common language used in commerce, business, technology, and education. It is spoken and learned by people as means of communication for different purposes. The most basic aspect in language is vocabulary. Learning vocabulary will facilitate students to learn all English skills; Speaking, Listening, Writing, and Reading. Knowing appropriate vocabulary is very important to understand language, because without knowing the vocabulary people cannot use the language at all. Vocabulary can be defined, roughly, as the words teachers teach in the foreign language [1]. Therefore, when the students have known enough vocabulary, it will help them make their learning process easier and will optimize the result.

Minimum mastering the materials sometime are made basic graduated for the students who learn the material. But then usually up to mastery moving material among 75% up to 80%. Those requirements must be fulfilled to be a good material [2]. There are some problems in teaching vocabulary. It is proven by the data of vocabulary test taken by the researcher in the pre-survey from the second semester students of English Education Study Program of Muhammadiyah University. The minimum passing grade is 70. There are 36 students in the class, and only 1 student reach 76, it means 2,7% of the class, and other 97,3% do not pass the grade. The average score is only 54, the highest is 76, and the lowest is 12. The standard of the mastered materials by the students according to Dikti should be 75% to 80%. It is far from the standard.

CTL is an approach which facilitate teacher to teach student contextually. This approach make the teacher connect the teaching materials in classroom to the real world. To make easy the teacher in teaching vocabulary the researcher develop a technique based on CTL approach. The technique is 3CT which stand for Create, Categorize, And Collect Technique. Create, Categorize and Collect Technique (3CT), which is based on CTL, will provide the teacher to teach vocabulary the way CTL approach does. Therefore the researcher will develop 3CT based on CTL.

The researcher conducts some research as a previous research overview and it will help the researcher to consider the research to be better. The first is conducted by Bachtiar Mohammad Hafidz 2010 about “The Implementation of CTL Method in Improving Students’ English Speaking Skill At Junior High School Al Falah Sumbergayam Kadur Pamekasan”. Based on the result of this research that teaching and learning process in implementing the component (constructivism, questioning, inquiry, modeling, reflection, learning community and authentic assessment) of CTL method is effective enough, especially in improving students’ English speaking skill because most student are motivated to speak highly.

The second research is conducted by Fahri Widyas Tanto, 2014. The title of the research is “Developing English Learning Material for Vocabulary Mastery based on
Word Games Technique at First Semester of Eleventh Grade of Senior High School. In field test, the researcher got a good response from the students. It means that, the prototype is successful and it can be applied in eighth grade at Junior High School.

1.1. Theoretical Review

a. The Concept of Vocabulary

Vocabulary is the knowledge of meanings of words [3]. Vocabulary as the words the teachers teach in the foreign language [1]. Importance of having an extensive vocabulary that is knowing lots of words. Word is a microcosm of human consciousness. In conclusion, vocabulary is the knowledge of meaning of words which is taught for another language as the smallest consciousness of human [4].

b. The Concept of Vocabulary Mastery

The term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use [5]. Vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language [6]. Vocabulary is the stock of words used by a person, class or professional, all having in much in common, yet each distinctly different [7]. Mastery as comprehensive knowledge or use of a subject or instrument [8]. Mastery is learning or understanding something completely and having no difficulty in using it [9]. Mastery as skill or through knowledge [6]. From these definitions, it comes to the conclusion that vocabulary mastery means the competency to understand and apply learned vocabulary.

c. The Concept of Contextual Teaching and Learning (CTL)

CTL is defined as a learning which takes the information according to students’ need and is related to various fields of study then relate it to the background knowledge of the students to be implemented with authentic assessment through partial implementation for students’ problem solving in the learning process [10]. Therefore, CTL can be defined as a sign of learning associated with a particular condition according to students’ condition and background knowledge. There are seven principles of Contextual Teaching and Learning process. The following are those principles:

a) Constructivism

Constructivism emphasize on the construction of the learners understanding which is done actively, creatively, and productively not only based to their knowledge and their previous knowledge but also from their meaningful learning experiences.

b) Questioning

Questioning activity is useful for: (1) digging information, (2) checking students understanding, (3) knowing the students current interest, (4) knowing things which are known by the students, (5) arousing more questions for the students and refreshing the students’ knowledge. c) Inquiry

   Knowledge is the result of the process of finding itself instead of considering a number of facts.

d) Learning Community

In CTL, learning can be done through study groups. Students are divided into groups whose members are heterogeneous.

e) Modeling

Modeling is an example to demonstrate something that can be imitated by every student.

f) Reflection
Reflection is a process of strengthening out the experience that has been learned by re-organizing events or events that have gone through the learning.

g) Authentic Assessment

Authentic Assessment is the process where the teachers gather information about the students learning progress [11].

d. The Concept of Technique

Technique is a part of learning process such as method and approach. Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well [5].

e. The Concept of 3CT

The product is supposed to help the teacher to teach easily vocabulary. 3CT stands for Create, Categorize and Collect Technique which taken from the steps, those are:

a) Create Technique CTL

Teacher ask the students to make a group consist of 5 student each group.

b) Categorize Create Technique CTL

The teacher choose the theme of materials for the student. The materials is choosen according to student condition.
c) Collect Create Technique CTL

The teacher ask the students to search some vocabulary according to the team given by the teacher to the student. And then the student should come infront of the class to speak the vocabulary the students have found. This technique is supposed to help teacher in teaching students contextually.

1.2. Thinking Framework

The necessity of learning vocabulary can be solved by contextual teaching and learning (CTL) which make the teaching real world to the students in the classroom. 3CT, which is based on CTL, will provide the teacher to teach vocabulary the way CTL approach does. Therefore the researcher will develop 3CT based on CTL.

From the explanation above, it can be inferred that the use 3CT of CTL technique can increase the student’s vocabulary mastery.

Picture I: Thinking framework 3CT of CTL technique toward speaking skill.

*Figure 1 Thinking Framework [10]*
2. METHODOLOGY
2.1. Research Design
The steps of this research are adapting from research and development (R&D) which is well-known as ADDIE model [12].

Figure 2 ADDIE Model

2.2. Research Procedure
The steps of this research are adapting from research and development (R & D) steps which is well-known as ADDIE model. There are five steps in ADDIE model; analyzing, designing, developing, implementing, and evaluating.

The steps bellow are the summary of the research procedures that the researcher will do. Those are:

a. Analyzing
   The researcher analyzes the problems from the subject of the research. It is determined from the pre-survey the researcher conducted the field.

b. Designing
   In this step, the researcher designs a product to solve the problems from the analyzing process. The designed product is formed in the planning for developing step.

c. Developing
   In developing step, the researcher develops the product design to solve the problem from analyzing process. The researcher develops the design guided by the experts review process.

d. Implementing
   In this step, the product is implemented in the subject of the research. The researcher takes the data from some processes; those are one-to-one and small group.

e. Evaluating
   The researcher evaluates the product by doing the last test of the product in the field test. The researcher does the final revision of the product from the data taken in the field test. This process will result the final product revision from the research.

2.3. Product Testing
   a. Product Design Development
      The prototype of the product is designed from the result of the analyzing step from the pre-survey process. The second revision of the product is the result of the expert review in the development step. The result of one-to-one and small group in development process is the third revision for the
product. In the evaluation step, the result of field test is the final revision for the product development.
b. Research Subject

The subjects of this research are the students of Muhammadiyah University of Metro. The researcher will take small group test. The second prototype will be applied and the student will be given the questionnaire of the second prototype.
c. Type of Data

The type of data in this research is qualitative data. This research, research and development, is able to be defined as a mix research. The data is taken from two kinds of instrument; those are readability instrument and implementability. Those instruments try to find the information about the technique is suitable and applicable to the students or not. Some questionnaires are given to the students to know how well the technique facilitate them to learn more vocabulary.
d. Data Collecting Instrument

Once the overall research question has been determined, the next task is to construct an instrument that will provide the desired information [13]. There are two kinds of instrument to collect the data. Meanwhile, the researcher uses qualitative design. Because survey data consist of peoples responses to individual questions, it is essential to start with good questions. Related to the research, the researcher gives ice-breaking to the students before implementing the product and analyzes the result of the ice-breaking.
e. Data Analysis Technique of the Research

Typically, the qualitative researcher will collect a massive amount of data from the interviews, observations, and field notes. From the explanation, the qualitative design of research only analyze the data from interviews, observation, and/or field notes to revise the product [13]. To collect the data in this research, the researcher uses a written interview, so the analyzed data is the score of the questionnaires.

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Simplicity Level</th>
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<tbody>
<tr>
<td></td>
<td>1. The technique is easy to follow.</td>
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<td></td>
<td>2. The interaction in the technique understandable.</td>
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<td></td>
<td>3. The technique is suitable to the material.</td>
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<td>4. The interaction of the student is high by using this technique.</td>
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<td></td>
<td>5. The interaction in this technique helps the student to learn vocabulary.</td>
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<td>6. The technique supports the material.</td>
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<td></td>
<td>7. The class more active by using this technique.</td>
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<tr>
<td></td>
<td>8. The learning is interesting by using the technique.</td>
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</tbody>
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Source: Formative Technique Plan [14]
Chart 1 Expert Validation
3. RESULT AND DISCUSSION

3.1. Research Data Presentation

a. Data Presentation of One-to-One

Data presentation One-to-One is the data taken from One-to-One step. It is taken from the questionnaires given to two students. The data is including One-to-One data per Item and per Indicator.

Chart 2. One-to-One

b. Data Presentation of Small Group

Data presentation Small Group is the data taken from Small Group step. It is taken from the questionnaires given to five students. The data is including Small Group data per Item and per Indicator.

Chart 3. Small Group

c. Data Presentation of Field Test

Data presentation Field Test is the data taken from Field Test step. It is taken from the questionnaires given to twenty-two students. The data is including Field Test data per Item and per Indicator.

Chart 4. Field Test
3.2. Data Analysis

a. One-to-One Data Analysis

From the data taken in One-to-One step, it can be generally concluded that the product is applicable. It was shown by the average result of level simplicity with 70%, clarity of instruction with 70%, students' knowledge exploration with 78%, and opinion with 80%. However, the product should be revise due to the average score of the One-to-One data is 76%. It means the product could be more applicable.

b. Small Group Data Analysis

Based on the data of Small Group step, it explained that the product improved compare to the One-to-One step. It could be seen from the average result of level simplicity with 76%, clarity of instruction with 76%, students' knowledge exploration with 88%, and opinion with 88%. The data of per item average increased from 76% to 85%. It can be concluded that the product which was applied in Small Group step is more applicable than the product which was applied in the One-to-One step.

c. Field Test Data Analysis

According to the data taken in the Field Test step, it can be seen that the product is suitably applicable. It was analyzed from the average result of level simplicity with 88%, clarity of instruction with 91%, students' knowledge exploration with 90%, and opinion with 96%. It can be proved from the average of the Field Test Data which reach 92%. In conclusion, the product is ready to be used in the learning process.

3.3. Product Revision

Product Revision is the part conducted by the researcher which explains the development of the product revision. In this part, the researcher analyze the data from One-to-One, Small Group and Field Test according to four indicators, Level Simplicity, Clarity of Instruction, Students' Knowledge Exploration and Opinion.

a. Revision of the First Product Testing

From the data of One-to-One, it can be seen that the product has weaknesses in two indicators, Level Simplicity and Clarity of Instruction. Those two indicators got the lowest score, which was 70% in average for both, whereas the Students' Knowledge Exploration got 78% and Opinion got 80%. Thus, the researcher revised the product by simplifying the learning level and clarify the instruction for the students.

b. Revision of the Second Product Testing

From Small Group data, it can be seen that the data showed the weaknesses of the product in the same indicators as the first revision, Level Simplicity and Clarity of Instruction. However, the score for those data increased from 70% to 76% in average for both. Beside, the score for Students' Knowledge Exploration and Opinion increased to 88% in average for both. In conclusion, the product increased in overall, even though the Level Simplicity and Clarity of Instruction still got the lowest score.

c. Revision of the Final Product

The data from the Field Test shows that the score of the Field Test increased which are 76% to 88% for Level Simplicity, 76% to 91% for Clarity of Instruction, 88% to 90 for Students' Knowledge Exploration and 88% to 96% for Opinion. The result described the real condition in the class which was shown by the enthusiasm of the students. The enthusiasm of the students was caused by the high relevance of the material to the condition of the students’ background knowledge. In conclusion, the product is ready to be used in the learning process.
4. CONCLUSION AND RECOMMENDATION

4.1. Conclusion

Supported by CTL approach and vocabulary mastery theory, this product has some strenghts and weaknesses. This product is able to make the students learn actively, creatively, productively and make a meaningful learning. It is proven by the result of two indicators, students' knowledge exploration and opinion. However, the researcher found some weaknesses on the product especially in Level Simplicity and Clarity of Instruction Indicator which scored lower than others. Therefore, the researcher revised the product along the research steps; One-to-One, Small Group and Field Test. The revisions is purposed to improve the product according to four indicators; Level Simplicity, Clarity of Instruction, Exploration of Students' Knowledge and Opinion. In conclusion, those revision improves the product into the final product revision.

4.2. Recommendation, Dissemination and Product Continuity

Development

a. Recommendation

According to the research, this product is a new technique developed by the researcher as an alternative technique to teach vocabulary easier. This technique was developed based on CTL to adapt students' background to make the vocabulary familiar to the student. It will make the students learn more vocabulary in daily use. Therefore, the researcher recommend every educator to use this technique in teaching vocabulary due to its benefits.

b. Dissemination

This product was developed for wide range of vocabulary teaching. It can be applied in many subjects out of English, for example Law, Economics, Science and etc. It can be proved from the basic of this product, which is CTL, that has to be adapt the students background knowledge. Thus, this product can help non-English students to learn English vocabulary for their own subject.

c. Product Continuity Development

The researcher is open for any product continuity of this research. It can be seen that there were some weaknesses happens in this research. The researcher recommend for other researchers to develop more technique to mend the weaknesses in this imperfect product. Therefore, it will be useful for students, not only English but also other subjects.

REFERENCE


