

**THE EFFECT OF CONTEXTUAL TEACHING AND LEARNING
(CTL) METHOD ON VOCABULARY MASTERY
AT THE EIGHTH GRADE STUDENTS OF
SMPN 2 PADANGSIDIMPUAN**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfilment of the Requirement
of the Graduate Degree of Education (S.Pd.) in English*

Written By:

SAHRI RAMADANI SIREGAR

Reg. Num. 2120300066

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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LETTER OF AGREEMENT

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To:
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Assalamu'alaikum Wr. Wb.

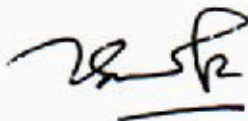
After reading, studying and giving advices for necessary revision on thesis belongs to **Sahri Ramadani Siregar**, entitled "*The Effect of Contextual Teaching and Learning (CTL) Method on Vocabulary Mastery at the Eighth Grade Students of SMPN 2 Padangsidempuan*". We approved that the thesis has been acceptable to complete the requirement to fulfill for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Thank you

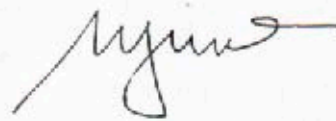
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ABSTRACT

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Title of Thesis : The Effect of Contextual Teaching and Learning (CTL)
Method on Vocabulary Mastery at the Eighth Grade
Students of SMPN 2 Padangsidimpuan.

The purposes of this research were to examine the students' vocabulary mastery before and after applying Contextual Teaching and Learning (CTL) Method, and to examine whether there was significant effect of Contextual Teaching and Learning (CTL) Method to the students' vocabulary mastery or not. The kind of this research was true experimental research with pre-test – post-test control group design. The population of this research was all the VIII grade students at SMPN 2 Padangsidimpuan. The sample of this research was the VIII-7 students as the experimental class that consist of 30 students, and VIII-3 students as the control class that consist of 30 students. Furthermore, the instrument used in this research was multiple choice test. The researcher used Product Moment formula to validate the instrument and Cronbach's Alpha formula to test the reliability of the instrument. The researcher used t-test formula to verify the hypothesis.

The result showed that the t_{count} was 8.622 and t_{table} was 2.000. The t-test proved that t_{count}

was greater than t_{table} , which means H_a was accepted and H_o was rejected. The result of this research showed that there was significant effect of Contextual Teaching and Learning (CTL) Method on vocabulary mastery at the eighth grade students of SMPN 2 Padangsidimpuan.

Keywords: *Contextual Teaching and Learning (CTL) Method; Vocabulary Mastery*

ABSTRAK

Nama : Sahri Ramadani Siregar
Nim : 2120300066
Judul Skripsi : Pengaruh Metode Pembelajaran Kontekstual pada Penguasaan Kosakata di Kelas Delapan siswa SMPN 2 Padangsidimpuan.

Tujuan penelitian ini adalah untuk mengetahui penguasaan kosakata siswa sebelum dan setelah pembelajaran dengan menerapkan Metode Pembelajaran Kontekstual terhadap penguasaan kosakata siswa. Selain itu untuk mengetahui apakah ada pengaruh yang signifikan antara Metode Pembelajaran Kontekstual terhadap penguasaan kosakata siswa atau tidak. Jenis penelitian ini adalah true penelitian dengan desain pre-test post-test control group. Populasi penelitian ini adalah seluruh siswa kelas delapan SMPN 2 Padangsidimpuan. Sampel penelitian ini adalah siswa kelas VIII-7 sebagai kelas eksperimen yang berjumlah 30 siswa dan siswa kelas VIII-3 sebagai kelas kontrol yang berjumlah 30 siswa. Instrument yang digunakan dalam penelitian ini adalah tes pilihan ganda. Peneliti menggunakan rumus Product Momen untuk memvalidasi instrument dan rumus Cronbach's Alpha untuk reliabilitas instrumen. Peneliti menggunakan rumus t-test untuk menghitung hipotesis yang kemudian menemukan

bahwa thitung senilai 8.622 dan ttable senilai 2.000. Hasil menunjukkan bahwa thitung lebih

tinggi dari ttable yang berarti H_a diterima dan H_o ditolak. Penelitian ini menunjukkan bahwa ada pengaruh yang signifikan dari Metode Pembelajaran Kontekstual terhadap penguasaan kosakata siswa di kelas delapan SMPN 2 Padangsidimpuan.

Kata Kunci: Metode Pembelajaran Kontekstual; Penguasaan Kosakata

ملخص

الاسم: سهرى رمضاؤ سِرْجَار
رقم هوة الطالبة: ١١٠٠٠٠٠٦٦٦
عنوان: تأثير أساليب التعلم السياقي على إتقان المفردات الصيغ
الثامه ف مدرسة باداوجسيدمبوان الحكومة الإلعدادة
رقم ٦

ما انذف ز اندساست حذيد ذ إحقا اطلالاب يفسدات قبو
بَعْدُ انخعي خلالاه حطبيق طشيق انخي اسياقي عي إحقا اطلالاب يفسدات.
بالإلضافت إي ربل، ما انذف حذيد إ إرا ما أك حائش مبيش بي طشيق
انخي اسياقي إحقا اطلالاب يفسدات. ماج ز اندساست دساست حقيقت
بخصي جعت شاقبت إ قبو الااخاباس إ بعد الااخاباس. شيج ز اندساست
جيع طلالاب اصف انثا في دسست دسست باداوسيدنيا انثيت
الإلعداديت سق ٢. ماج عيت ز اندساست ي انفصو ٧ مفصو حشيب، يخائف
٠٣ طابا، انفصو ٠ مفصو شاقبت، يخائف ٠٣ طابا. ماج الأداة
انسخذت في ز اندساست ي اخاباس الااخاباس خعد. اسخذ اباحت صيغت
حظت انخ بيحقق صحت الأداة صيغت انفا مشباخ بيحقق ثقت
الأداة. اسخذ اباحت صيغت اخاباس بحساب انفضيت، انخي جذت أ قيت t
ي ٦٢٢ ٨ ي t قيت جذه أيعي، ما أعي جذه t ٢.. أ ح
قبئ ح سفض. طششا بقه، أظش ز اندساست أ أك حائششا مبيششا
بطشيق انخي اسياقي عي إحقا انفسدات بذ طلالاب اصف انثا في. دسست
باداوسيدنيا انثيت الإلعداديت سق ٢.

الكلمات المفتاحية: طريقة التعلم السياقي؛ إتقان المفردات

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Finally, I realize that this thesis is far from perfect. Therefore, constructive criticism and suggestions are kindly welcomed for the improvement of this work. May Alloh SWT reward all the kindness and support given to me, and may this thesis bring benefit to readers and contribute to the field of English education.

Padangsidempuan, 20 August 2025
Researcher

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TABLE OF CONTENTS

	<i>Page</i>
INSIDE TITLE PAGE	
LEGALIZATION ADVISORS SHEET	
LETTER OF AGREEMENT	
DECLARATION OF SELF THESIS COMPLETION	
PUBLICATION APPROVAL STATEMEN	
LEGALIZATION	
ABSTRACT	<i>i</i>
ABSTRAK	<i>ii</i>
<i>iii</i>	ملخص
ACKNOWLEDGEMENT	<i>iv</i>
TABLE OF CONTENTS	<i>vi</i>
LIST OF TABLES	<i>viii</i>
LIST OF FIGURES	<i>ix</i>
LIST OF APPENDIXES	<i>x</i>
CHAPTER I: INTRODUCTION	<i>1</i>
A. Background of the Problem	1
B. Identifications of the Problem	5
C. Limitation of the Problem	5
D. Definition of Operational Variables.....	5
E. Formulations of the Problem	6
F. Objectives of the Research	6
G. Significances of the Research	7
H. Outline of the Research	8
CHAPTER II: LITERATURE REVIEW	<i>9</i>
A. Concept of Vocabulary	9
1. Definition of Vocabulary	9
2. Kinds of Vocabulary	12
3. Types of Vocabulary	15
4. Importance of Vocabulary	17
5. Description of Noun	19
6. Assessing Vocabulary	22
7. Principles of Teaching Vocabulary	23
8. Material of Teaching Vocabulary	23
B. Concept of Contextual Teaching and Learning	26
1. Understanding of Contextual Teaching and Learning	26
2. Definition of Contextual Teaching and Learning	27
3. Components of Contextual Teaching and Learning	29
4. Characteristics of Contextual Teaching and Learning	31
5. Strategies of Contextual Teaching and Learning	33
6. Procedures of CTL Method in Teaching Vocabulary	

	Page
Mastery	35
C. Related Findings	38
D. Conceptual Framework	40
E. Hypothesis	42
CHAPTER III: METHODOLOGY OF THE RESEARCH	43
A. Research Design	43
B. Time and the Location of the Research	44
C. Population and The Sample	44
D. Instrument of Data Collection	46
E. Validity and Reliability of Instrument	47
F. Research Procedure.....	49
G. Technique of Data Analysis	51
CHAPTER IV: THE RESULT OF THE RESEARCH	55
A. Description of Data	55
1. Data Description of Pre-test	55
2. Data Description of Post-test	61
3. Description of Comparison the Score of Pre - test and Post – test	65
B. Result of the Research.....	68
C. Discussion	69
D. The Threats of the Research Findings.....	71
CHAPTER V: CLOSURE	72
A. Conclusion	72
B. Implication	72
C. Suggestion	73
REFERENCES	
CURRICULUM VITAE	
APPENDIXES	

LIST OF TABLES

	<i>Page</i>
Table II.1 Teaching Vocabulary using CTL Method.....	25
Table III.1 Pretest Posttest Control Group Design	44
Table III.2 Population	45
Table III.3 Sample	46
Table III.4 Indicators of Vocabulary Mastery.....	47
Table III.5 Normality Test	52
Table III.6 Homogeneity Test	53
Table III.7 Comparison of Score Pre-test and Post-test in Experimental Class	54
Table IV.1 Pre-test Score Description in Experimental Class	56
Table IV.2 Frequency of Students Score (pre-test) Experimental Class	56
Table IV.3 Pre-test Score Description in Control Class	58
Table IV.4 Frequency of Students Score (pre-test) Control Class	59
Table IV.5 Score of Post-test Experimental Class	61
Table IV.6 Frequency of Students Score (post-test Experimental Class)	62
Table IV.7 Score of Post-test Control Class	64
Table IV.8 Frequency of Students Score (post-test Control Class)	66
Table IV.9 Comparison of Score Pre-Test and Post-test in Experimental Class	68
Table IV.10 Comparison of Score Pre- Test and Post-test in Control Class	69
Table IV.11 Normality Test	70
Table IV.12 Homogeneity Test	71
Table IV.13 Gain of Score in Experimental Class and Control Class	72

LIST OF FIGURES

	<i>Page</i>
Figure II.1: Vocabulary about Names of Animals	25
Figure II.2: Conceptual Framework	41
Figure IV.1: Data Description of Students Vocabulary Mastery in Experimental Class (Pre-test)	57
Figure IV.2: Data Description of Students Vocabulary Mastery in Control Class (Pre-test)	60
Figure IV.3: Data Description of Students Vocabulary Mastery in Experimental Class (Post-test)	63
Figure IV.4: Data Description of Students Vocabulary Mastery in Control Class (Post-test)	67

LIST OF APPENDIXES

	<i>Page</i>
Appendix 1 Lesson Plan in Experimental Class (RPP).....	
Appendix 2 Learning Media for the Experimental Class and Control Class	
Appendix 3 Instruments of Pre-test and Post-test	
Appendix 4 Comparison Score of Pre-Test and Post-Test in Experimental Class.....	
Appendix 5 Valid and Invalid Items of Instrument	
Appendix 6 Reliability of Instrument.....	
Appendix 7 Normality Test.....	
Appendix 8 Homogeneity Test.....	
Appendix 9 Hypothesis Test.....	
Appendix 10 Result of Students' Post-test	
Appendix 11 Documentations in Experimental Class and Control Class	

CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is the means of thought, self-expression, translation, and communication in language learning. Possessing a large vocabulary will improve language learner ability to listen, speak, read, and write. Words were the main means of communication between individuals. The general definition of vocabulary is the understanding of words and their meanings. More precisely, language learner use vocabulary to describe the kind of words that students need to understand in order to read texts that get harder and harder.¹ Understanding and expanding vocabulary is crucial for anyone learning a language since the more word students know, the more students can comprehend the meaning of the vocabulary.

Vocabulary is an initial element of English instruction that is crucial to students' comprehension. Therefore, the instructor must employ a good method to encourage student participation in the classroom if they want the best learning outcomes. Due to a lack of experience speaking, shyness, hesitancy, and fear of making mistakes, most people and students in various disciplines struggle to articulate their thoughts and opinions clearly. Usually, the limited vocabulary was the cause.² So many students have big problems in learning

¹ Elizabeth Goldman, C. Ralph Adler, and Robert Kozman, "A Review of the Current Research on Vocabulary Instruction," *National Reading Technical Assistance Center*, 2021, 1–19. <https://core.ac.uk/outputs/103405879/>.
Asrul Asrul and Suratman Dahlan, "The Use of Communicative Language Teaching (CLT) Method in Improving Students' English Vocabulary," *Journal of Languages and Language Teaching* 10, no. 4 (2022): 541, <https://doi.org/10.33394/jollt.v10i4.5669>.

which is also because the students have lack know meaning of the vocabulary.

Some of the students at SMP NEGERI 2 Padangsidimpuan seem confused about the meaning of certain vocabulary words. The students have difficulty in remembering new words that are given by the teacher. The students have trouble repeat new words. When the teacher introduces new terms to the class, the students find it difficult to repeat the words because they are too sluggish to pronounce and retain them. When the teacher assigns vocabulary, the students only remember it for one day; if the teacher asks them to repeat, they forget and are unaware of what the teacher said.

Many students have difficulties in memorizing vocabulary and after memorizing, they only last for a very short period of time. vocabulary can have varied meanings depending on the context in which they are used. The use of context in learning process is important. Because it can improve the students' ability to use the words effectively especially in communication setting. But some of the students lack of engagement in process of learning English. Students have little opportunities to actively practice their English may be less exposed to language use in daily situation, which may hinder their ability to use newly learned words in authentic settings. Students also find it difficult to relate new terms to their real-world experiences in a less encouraging learning environment, which can impede their ability to internalize new vocabulary.³ For this reason, students especially in junior high school and teachers must work together to increase vocabulary and choose the better methods to teach

³ Juniati Eva, privateinterview with English teacher at SMP Negeri 2 Padang Sidimpuan, on November 9th 2024, at 10.00 am.

the vocabulary as much as possible.

To solve the problems above, several teaching methods have been introduced, one of which is the contextual teaching and learning (CTL). In educational literature, CTL is defined differently by various experts. Trianto classifies CTL as a learning model because it contains structured components, steps, and procedures for classroom implementation. On the other hand Sanjaya states that CTL functions as a strategy that helps students construct meaning by connecting new information with their daily live experiences.⁵ In addition, CTL considered an approach by Nurhadi et. al explain that CTL provides a philosophical foundation for designing learning activities that link classroom instruction to students' real-life contexts. So,⁶ CTL is defined in various ways by different experts.

Although CTL is categorized in various ways, this research adopts CTL as a method because it provides detailed procedures for applying CTL in the classroom. Johnson describes CTL as an educational method that helps students understand academic information. They were studying by relating academic subjects to the context of their daily lives, specifically their personal, social, and cultural conditions. Furthermore, Mazrur provides detailed classroom

⁴ Trianto, *Mendesai Model Pembelajaran Inovatif, Progresif, dan Kontekstual*, (Jakarta: KENCANA, 2017), <https://bukukita.com/isbn/9786021186053>.

⁵ W. Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana Prenada Media Group, 2008), https://www.academia.edu/3415465/Strategi_pembelajaran_berorientasi_standar_proses_pendidikan.

⁶ Nurhadi et. al, *Pembelajaran Kontekstual dan Penerapannya dalam KBK*, (Malang: Universitas Negeri Malang, 2004), https://perpustakaan.umsida.ac.id/index.php?id=67977&keywords=%p=show_detail.

⁷ Johnson, E. B, *Contextual Teaching and Learning; What It Is and Why It's Here To Stay*, (Amerika Serikat: Corwin Press, 2002).

procedures that further justify CTL as a method suitable for instructional application.⁸ Because of these clear and systematic procedures, this study adopts CTL as a method, as it aligns with student-centered instruction and is operationally applicable for vocabulary learning.

Following the theoretical foundation, numerous empirical studies have shown that CTL significantly improves students' vocabulary mastery. Aisah and Lailan found that CTL enhances vocabulary achievement by encouraging students to relate new vocabulary items to authentic contexts, which strengthens understanding and retention.⁹ Marsela reported similar findings, emphasizing that CTL collaborative learning and contextual examples contribute to increase vocabulary mastery. Likewise,¹⁰ Kamsiah et al. concluded that CTL promotes better vocabulary retention because students construct meaning through inquiry and real-world task. These¹¹ studies demonstrate that CTL is not only theoretically strong but it also empirically supported as an effective method for improving students' vocabulary mastery.

The result of many researchers shown that contextual teaching and

Belajar⁸ HMazrur, Contextual Teaching and Learning Dan Gaya Belajar, Implikasi Pada Hasil Mata Pelajaran Fikih, Sustainability (Switzerland), vol. 11, 2020, <http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484>.

Aisah and Elfi Lailan, Pengaruh Metode Pembelajaran Kontekstual Teaching and Learning (CTL) dan Motivasi Belajar terhadap Kemampuan Kosakata Bahasa Inggris Siswa Kelas V SDN 050662 Stabat, Jurnal Bina Gogik, 2023, <https://doi.org/10.61290/pgsd.v1i0i2.732>.

Dewi Marsela, "The Effect of the Application of Contextual Teaching and Learning (CTL) on the Students' Vocabulary Mastery at Grade Seven of SMP Gajah Mada Bandar Lampung ...," *International Conference on Education and Language ...*, 2014, 295–300, <http://artikel.ubl.ac.id/index.php/icel/article/view/299%0Ahttp://artikel.ubl.ac.id/index.php/icel/article/download/299/838>.

¹¹ Kamsiah, et al., Pengaruh Model Contextual Teaching and Learning terhadap Penguasaan Kosakata dan Kemampuan Menulis Bahasa Inggris di SMPN 10 Bengkalis, Jurnal Intelek Insan Cendikia, vol. 1, no. 8, 2024, <https://jicnusantara.com/index.php/jiic/article/view/1274>.

learning method can improve students' vocabulary mastery. Contextual teaching and learning provide reference support for students during reading and writing activities. so, contextual teaching and learning has any effect on students' vocabulary mastery. Based on the explanation above, the researcher is interested in conducting a research entitled "The Effect of Contextual Teaching and Learning (CTL) Method on Vocabulary Mastery at the Eight Grade Students of SMPN 2 Padangsidempuan."

B. Identifications of the Problem

Based on the background of the problem the researcher found that the problems in vocabulary mastery at eighth grade of SMPN 2 Padangsidempuan, Such as the students have trouble to express their ideas, difficult in remembering the vocabularies in a long period time, especially nouns, the students difficult to apply the vocabulary to their lives.

C. The Limitation of the Problem

Based on the identification of the problem above, the researcher focused on lack of vocabulary of the students in noun (body parts of animal) and in the method of teaching vocabulary, the method focused on contextual teaching and learning method.

D. The Definitions of Operational Variables

In order to prevent misunderstandings and discouragement from this research, the operational idea is employed to explain the theoretical framework. To gather the necessary data at the research site, an operational concept must be clearly stated for this study. This research is consisted of two variables, they

are:

1. Contextual Teaching and Learning Method (X)

Contextual teaching and learning is a method where students have to learn the material and connect it to their real word situation.

2. Vocabulary Mastery (Y)

Vocabulary mastery is an individual talent that enables one to master the quantity of words in English as a foreign language.

E. The Formulations of the Problem

The formulations of the problem are stated as follow:

1. How is the students" vocabulary mastery before learning by using contextual teaching and learning at SMP Negeri 2 Padangsidimpuan?
2. How is the students" vocabulary mastery after learning by using contextual teaching and learning at SMP Negeri 2 Padangsidimpuan?
3. Is there any significant effect of using contextual teaching and learning to vocabulary mastery at SMP Negeri 2 Padangsidimpuan?

F. The Objectives of the Research

Considering the formulation of the problems above, the objectives of this research can be formulated to know the effectiveness of contextual teaching and learning to students" vocabulary at SMP Negeri 2 Padangsidimpuan which is described as:

1. To find out the students" vocabulary mastery at eighth grade of SMP Negeri 2 Padangsidimpuan before using contextual teaching and learning.
2. To find out the students" vocabulary mastery at eighth grade of SMP

Negeri 2 Padangsidempuan after using contextual teaching and learning.

3. To examine the effect of using contextual teaching and learning method to vocabulary mastery at eighth grade of SMP Negeri 2 Padangsidempuan.

G. The Significances of the Research

Based on the research objectives above, this research is intended to provide benefits, theoretical and practical effects. The benefits intended from the research are:

1. Theoretically

- a. Readers, to gain more understanding and information about contextual teaching and learning method.
- b. Another researcher, to provide valuable information for developing a new concept regarding an effective vocabulary teaching strategy to demonstrate students' mastery of the language.

2. Practically

- a. Students, it will be motivated for students to understand English better. Maintain students' enthusiasm for learning English while lowering reading and pronunciation challenges related to vocabulary. In order for the students to properly do the teacher's assigned task.
- b. Teacher, the research gave one of the useful solutions to the vocabulary mastering issue in English instruction and allowed teachers to continue using their creativity in the classroom, which will make learning more enjoyable for students.

H. The Outline of the Thesis

In this research, the researcher divided the research into five chapters, each chapter consist of some subtitles or chapters with detail as follow:

Chapter I discusses of introduction that consisted of background of the problem, identification of the problem, limitation of the problem, definition operational variable, formulation of the problem, objective of the research, and significances of the research. Chapter II contains about literature review that consist of theoretical description with some sub theory about CTL method, related findings, conceptual framework and hypothesis.

Chapter III is about the research methodology that is used the research methodology explain about place and time of the research, the research design, population and sample, instrument of the data collection, validity of instrument, procedure of data collection, and technique of data analysis. Chapter IV consist of the result of the research, this chapter is talking about data analysis, description of the data and threats of research. Chapter V deals with conclusions, implications and suggestions. There are several conclusions that can be drawn from the results of this study.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Vocabulary

1. Definitions of vocabulary

Vocabulary is the group and collection of words that are known and used by particular person. Ulpa et.al states that vocabulary as part of language skills and provides a large part of how to learn to speak, listen, read and write well.¹² Many people think of vocabulary as just single words, it can also be understood as uncommon or remarkable terms that typically draw attention.¹³ So, vocabulary is not something ordinary, as a basic component of knowledge, it is definitely very important for a student to know the existence of vocabulary.

Vocabulary is basic element of English material and become one of the most important components of good communication. Vocabulary is the collection of all the words they know, a collection of words that belong to a specific language or are known to an individual or other entity is called vocabulary. A person's vocabulary is the collection of all the words they know or are likely to make up new phrases.¹⁴ It is commonly believed that a person's vocabulary richness reflects their educational background. This

¹² UlpaDewi et al., "Vocabulary Learning Strategies", *English education: English Journal for Teaching and Learning*, (Sumatera utara: Indonesia) vol.12, no. 1 (2024): 42–52.
<https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/download/11796/pdf>

¹³ Fikriani Aminun Omolu, Fariani, and Mochtar Marhum, "Improving Vocabulary Mastery of Junior High School Students Through Contextual Teaching and Learning Strategy," *Journal of Foreign Language and Educational Research* 5, no. 2 (2022): 22–32,
<https://www.jurnal.unismuhpalu.ac.id/index.php/JOFLER/article/view/2939>. p.22

¹⁴ Arista Sri Devi, *1 Jam Menguasai vocabulary Bahasa Inggris secara Otodidak*, (Tangerang: Lembar Pustaka Indonesia, 2015)

shows that vocabulary become the most useful for students to know. Because words find in sentence, text, paragraph and when the humans speak all over the world.

Languages, which are essential to communication, are produced by vocabulary in the foundation. Ibrohim et.al stated that lexicon plays a crucial part in global communication. A key component of language skills (listening, speaking, reading, and writing) is vocabulary. Furthermore, Ibrohim et.al said vocabulary is essential to learning a foreign language in junior high school. This indicates that expanding one's vocabulary is crucial to learning a new language. However, learning vocabulary is a challenge for many English language learners. As a result, teachers should give their students certain strategies for learning vocabulary related to the English language.¹⁵ It can be concluded that without a strong vocabulary students can face many problems in learning English.

Additionally, Rayani states that vocabulary is an important component in learning a language. Mastering vocabulary would be helpful for the students to assist them in comprehending the language being learned.

Without vocabulary, nothing can be conveyed.¹⁷ The last in addition Puji and Tri mentioned vocabulary is connected with components such as

¹⁵ Achmad TaufiqIbrohim, Astri Septianti, and Irma Savitri Sadikin, "Students" Perception Toward Teaching English Vocabulary Through Total Physical Response (Tpr) Method," *PROJECT (Professional Journal of English Education)* 1, no. 2 (2019): 145, <https://doi.org/10.22460/project.v1i2.p145-156>.

¹⁶ Fitri Rayani, "Male and Female Students" Vocabulary Mastery," *English Education : English Journal for Teaching and Learning* 10, no. 2 (2022): 237–49, <https://doi.org/10.24952/ee.v10i2.6755>.

Like Raškova Octaberlina et al., "Teaching Vocabulary Through Picture Cards in Islamic Elementary School: A Case Study in Nida Suksa School, Thailand", *Jurnal Pendidikan Madrasah* no. 1 January (2023), <https://repository.uin-malang.ac.id/7514/>.

listening, speaking, reading, and writing. Overall,¹⁸ good vocabulary mastery supports success in all aspects of language communication.

The fundamental building block of language is the word. People cannot articulate thoughts or communicate successfully without a large enough vocabulary. Another obstacle that keeps students from learning a foreign language is a small vocabulary. students progressively lost interest in learning if they are unable to increase their vocabulary.¹⁹ In conclusion words are the cornerstone of language, and without a large vocabulary, it is difficult to communicate or express ideas. A small vocabulary becomes a significant barrier for students studying a foreign language, causing them to lose interest if they are unable to expand it.

Vocabulary definitions have been provided by numerous authors. In the first, Ur explains that vocabulary is the words taught in the foreign language. A new vocabulary, on the other hand, can consist of more than one word that is grouped together with two or three other words to communicate a meaning. Additionally, there are multiword idioms in which a breakdown of the component words does not yield the phrase's meaning.²⁰ Then, Richards and Renandya added that one important aspect of language learning that serves as a foundation for kids' ability to read, write, talk, and

Skill,”¹⁸ Puji Anto and Tri Anita, “The Effect of Vocabulary Mastery on Student’s Writing” *Candradimuka: Journal of Education* 1, no. 2 (2023): 94–102, <https://doi.org/10.60012/cje.v1i2.49>.

¹⁹ McNutt S Rymer H y Stix J H Sigurdsson Houghton B. and Frances M Wedge, “Learning Words,” *Encyclopedia of Volcanoes*. 3, no. July (2000): 662, <https://example.com/encyclopedia-of-volcanoes-learning-words>.

²⁰ Penny Ur, “A Course in Language Teaching: Practice and Theory,” *IOSR Journal of Humanities and Social Science*, 2014, <https://doi.org/10.9790/0837-19664456>. p.60.

listen effectively is vocabulary.²¹ Thus, vocabulary is a fundamental aspect of language learning that includes single words, word combinations, and idioms, all of which support the development of key language skills.

As a result, vocabulary refers to the all words that someone had. As an important component of language, by having many vocabularies, someone would be easier to communicate. Given its importance, vocabulary can be categorized into various kinds, each of them has a specific function in language acquisition and communication. These kinds include active and passive vocabulary as well as the content and the function of words, which together form the foundation of effective language use. As will be shown below.

2. *Kinds of Vocabulary*

There are many different types of vocabulary, and in this instance, the author presents a number of professional perspectives. According to Aebersold and Field²² vocabulary can be divided into two groups: productive vocabulary and receptive vocabulary. This classification illustrates the distinct roles that each type of vocabulary plays in the process of language use. It can be also providedf a clearer understanding of how learners employ and comprehend lexical items within communication.

a. A group of words known as receptive or passive vocabulary are ones that

²¹ Willy A. Renandya Jack C. Richards, *Methodology In Language Teaching: An Anthology Of Current Practiummah, Masfi Sya'fiatulce, Sustainability (Switzerland)*, Vol. 11, 2019, [Http://Scioteca.Caf.Com/Bitstream/Handle/123456789/1091/RED2017-Eng-8ene.Pdf?Sequence=12&Isallowed=Y%0Ahttp://Dx.Doi.Org/10.1016/J.Regsciurbeco.2008.06.005%0Ahttps://Www.Researchgate.Net/Publication/305320484_Sistem_Pembetulan_Terpusat_Strategi_Melestari](http://Scioteca.Caf.Com/Bitstream/Handle/123456789/1091/RED2017-Eng-8ene.Pdf?Sequence=12&Isallowed=Y%0Ahttp://Dx.Doi.Org/10.1016/J.Regsciurbeco.2008.06.005%0Ahttps://Www.Researchgate.Net/Publication/305320484_Sistem_Pembetulan_Terpusat_Strategi_Melestari). P. 255

²² J. N. Aebersold and Marry L. F., *From Reader To Reading Teacher* (Cambridge: Cambridge University Press, 1998), P. 11.

students can comprehend and identify when they appear in a context, but they are not suitable for use in writing or speaking. Although they are unsure of a word's exact meaning, the students have a rough idea of what it means.

- b. Conversely, productive or active vocabulary refers to words that students can accurately pronounce, comprehend, and utilize in both writing and speaking. This distinguishes it from ineffective use in speaking and writing, learners should be familiar with some vocabulary.

Furthermore, Thornburry²³ classified vocabulary into nine kinds. They are:

1) Word classes

Word classes are or another name for parts of speech. They are separated into eight groups, which include nouns, verbs, pronouns, adjectives, adverbs, prepositions, and determiners.

2) Nouns

Nouns are words that designate a person, object, or location. All of these nouns are common. Additionally, there are proper nouns, which are the names of certain people, places, events, etc. examples of these include Saleh, Java, Tree, and Table.

3) Pronouns

Pronouns are words known used to substitute for a person

²³ Scott Thornburry, "How To Teach Vocabulary" (England: Malaysia, 2002).

or object. Typically, pronouns are regarded as a distinct subclass of nouns. They do this because they represent a noun or collection of nouns. Pronouns include I, you, they, we, she, he, it.

4) Verbs

Verbs are words to inform the listener or reader of what is happening in the sentences. Verbs include things like go, write, read, walk, eat and so on.

5) Adjectives

Adjectives are words that describe or change someone, a location, or something. An adjective expands or defines a noun. Examples, include: young, old, handsome, lovely, and new.

6) Adverbs

Adverbs represent verb adjectives or adverbs, such as arrived, early, slowly, upstairs, or ago.

7) Prepositions

Prepositions are words used in front of nouns or pronouns to indicate their relationship to other parts of the sentence. These words include: in, on, at into, under, besides, through, within, before, and opposite.

8) Conjunctions

Conjunctions connect words inside a group or sentence.

Conjunctions are typically employed in adverbial clause. There are two types of conjunctions: coordinating (and, but, or) and

subordinating (when, and, because, if and although).

9) Determiners

Determiners include words such as a, the, some, this, and last.

Words categorize into two groups: grammatical or function words and content words. Grammatical words include preparations, determiners, and pronouns.

In conclusion, understanding the kinds of vocabulary enhances language learning by showing how words are grouped and used. Furthermore, this foundation leads to exploring vocabulary used in speaking and writing, or productive and receptive vocabulary which help learners grasp both the structure and practical usage of language more effectively and are categorized into types.

3. Types of Vocabulary

There are four categories of vocabulary that are essential to be understood, they are: Speaking vocabulary, writing vocabulary, productive vocabulary and receptive vocabulary.

a. Speaking vocabulary is the collection of words that individuals are familiar with when reading aloud or speaking.

b. Writing vocabulary is words that have a known meaning when individuals write or read aloud. The collection of words that beginning readers are familiar with are primarily oral representations, therefore these differences are crucial. As students become more proficient readers, writing vocabulary becomes more important to literacy than spoken

vocabulary.

c. Productive vocabulary is the collection of words they can utilize in both writing and speaking. These are familiar, well known, and often used terms. It includes both the necessary receptive vocabulary and the capacity to write or speak at the right moment. Productive vocabulary is an active process since students generate the words to express their ideas to others.

d. Receptive vocabulary is the group of words that a person can give meanings to when reading or hearing. These are terms that students usually use regularly and are not as familiar with. Even if they might not fully understand the nuances of the distinction, people might be able to give them some kind of meaning. These are usually also word that people do, however, recognize these terms when they come across them, however inadequately.²⁴

Learning a term from the target language to the source language is a prototypical approach. Learning to communicate a concept using a term from the target language is known as productive vocabulary learning. Put differently, learning receptive vocabulary entails comprehending the meaning of foreign language terms.²⁵ So there are four types of vocabulary, they are speaking vocabulary, writing vocabulary, productive vocabulary and receptive vocabulary. speaking vocabulary known as oral, writing

²⁴ Elfrieda, H., Hiebert and Michael L., Kamil, *Teaching and Learning Vocabulary*, (New York: Lawrence Erlbaum Associates, 2005) P.3.

²⁵ “Paul Bogards, Batia Laufer, *Vocabulary in a second language*, (USA : Benjamin Publisher 2004), p. 32.”

vocabulary known as written expression, productive vocabulary is produced in writing or speaking skill and receptive vocabulary is got from listening or reading skill.

Recognizing the types of vocabulary not only aids in identifying the role of specific word categories but also emphasizes the critical role vocabulary plays in all aspects of language learning. This understanding leads to a deeper appreciation of the importance of vocabulary, as it serves as the foundation for developing reading, writing speaking and listening skill, making it an essential element of communication an education.

4. Importance of Vocabulary

Vocabulary is very important aspect in language. It is because people need vocabulary in expressing their ideas. As like Britz and William stated that vocabulary is critical important because a word is an instrument for thinking about the meanings which it expresses. It means²⁶ vocabulary always become the essential part of English as a foreign language. So, every person who learns a language must learn the vocabulary of the language in order to make the learning process easier.

Therefore, Wilkins in Aslan explains that lack of vocabulary knowledge will result in lack of meaningful communication. The researcher can give the vocabulary in communication, which can sometimes be a very effective way.²⁷ It is mean that it cannot deny that vocabulary learning plays

²⁶ Britz and WilliamP, Teaching Vocabulary Across the Curriculum, *Middle School Journal*, vol 42 (4), 2011.

²⁷ Aslan, Teaching Vocabulary Effectively Through Flashcard, *International journal of Arts & Sciences: Cumberland* vol.4, iss.11, 2011,

a very important role in second language learning and a large vocabulary will help learners improve their language proficiency.

Having a broad vocabulary facilitates understanding written texts, communicating ideas with others, and understanding spoken language. As

like Thornburry stated that “very little can be communicated without grammar, and nothing can be communicated without vocabulary.”²⁸ From this statement vocabulary is the primary means of communicating ideas and opinions; without it, people cannot communicate their thoughts and will be seen as stupid and unable to comprehend anything.

Vocabulary can be considered the mother of English since it facilitates speaking, writing, reading and listening. Another factor is one of the best indicators of overall reading proficiency is vocabulary. improved reading comprehension is mostly dependent on having a large vocabulary.²⁹ It can be concluded that vocabulary is essential for effective communication and overall language proficiency and it has the important role in mastering all English skill. Given its importance, teaching vocabulary requires methods that make learning meaningful and relevant. The concept of contextual teaching and learning (CTL) aligns with this need by emphasizing the use of real-life contexts to enhance students’ understanding and retention of vocabulary.

<https://www.proquest.com/openview/1545f65aa4381cb31786d16be20620d2/1?pq-origsite=gscholar&cbl=626342%E2%80%9D>

Thornburry, “*How To Teach Vocabulary*” (England: Pearson Education Limited, 2002).

Kozeta Hyso and Elida Tabaku, “Importance of Vocabulary Teaching to Advanced Foreign Language Students in Improving Reading Comprehension,” *Problems of Education in the 21st Century* 29 (2011): 53–62, <https://www.scientiasocialis.lt/pec/node/535>.

5. *Description of Noun*

a. The Definition of Noun

According to Hornby in Mayasari that a noun is a word used to name or identify any of a class of thing, people, place or ideas or particular one of these.³⁰ In English, nouns are part of speech which is quite important to learn. Nouns themselves are used to store all objects and concepts that exist in this world. Apart from that, nouns can also be interpreted as words used to refer to people, objects, places and also ideas. In other words, this word refers to a physical object.

b. Classification of Nouns

According to Betti³¹ the classification of nouns can be seen below:

1) Countable and Uncountable Noun

a) Countable Noun

Count noun or countable nouns are common nouns that can take a plural, can combine with numerals or counting quantifiers (e.g., one, two, several, every, most), and can take an indefinite article such as a or an (in language which have such articles).

Examples of count nouns are chair, nose, and occasion.

b) Uncountable noun

Mass nouns or uncountable (or non-count) nouns

differ from count nouns in precisely that respect: they cannot take

³⁰ NilaMayasari, "Memahami ,, Noun" Bahasa Inggris Dalam Menentukan Lead Term Kodifikasi Diagnosis Menggunakan ICD-9 Pada Bab " Operation on The Digestive System ", Jurnal Ilmiah Mandala Education 9, no. 1 (2023): 48–51, <https://doi.org/10.58258/jime.v9i1.4167>.

³¹ Mohammed Jasim Betti, "Form Classes: Nouns," no. January (2022), <https://doi.org/10.13140/RG.2.2.36443.69920>.

plurals or combine with number words or the above type of quantifiers. For example, it is not possible to refer to a furniture or three furnitures. The characteristics are the opposite of countable nouns, namely:

- i. cannot be followed on counts 1, 2, 3, 4, 5, and so on.
- ii. cannot be imitated by articles a and an (no singular form).
- iii. cannot add –s and –es (no plural form).

c) Common and Proper Noun

i. Common Noun

Common nouns are nouns that refer to things that are still common. So, the writing does not use capital letters, unless starting a sentence or title. Example: Person, city, country, month, restaurant, park, hall, phone.

ii. Proper Noun

Proper noun is a hyponym of common noun. So, the reference is more specific than a common noun. This type of noun is usually known in the form of the name of a thing (person, thing, place, etc.). And generally writing requires capital letters. Example: John, Semarang, Indonesia, July, Bernand Steak House, Greenwich Park.

d) Abstract Noun and Concrete Noun

i. Abstract Noun

Abstract nouns are nouns that are not observed by the

five senses. In other words, this noun is abstract or only has a material concept. This type of noun is usually marked with the suffix: ace, age, ance, ancy, ion, sion, tion, dom, hood, ice, ism, ment, ness, ship, ity, ty. Example: Love, Happiness, Freedom, Knowledge, Feeling.

ii. Concrete noun

Concrete nouns are nouns that can be observed by the five senses. So, it is concrete in nature or refers to an object directly as mentioned above. Examples: Book, eraser, bottle, flower, chair, classroom, star, moon, fire, wind.

It can be concluded that countable nouns are nouns that can be counted and have singular and plural forms, such as apple and car. On the other hand, uncountable nouns cannot be counted, such as water and sugar. Common nouns are common nouns that do not use capital letters except at the beginning of a sentence, for example city and cat. Meanwhile, proper nouns are special names that always start with a capital letter, such as Tokyo and John. Abstract nouns represent concepts or emotions that cannot be felt with the five senses, such as happiness and love. Meanwhile, concrete nouns are nouns that represent physical objects that can be felt directly by the five senses, such as tables, pen, book, handphone, and others.

6. *Assessing Vocabulary*

Choosing good vocabulary for students is one of the teacher's efforts to increase vocabulary. The teacher assessed students' vocabulary, and there were several assessments that were explained during the vocabulary assessment.

Vocabulary assessment is a process to evaluate the extend to which someone understands, uses, and masters vocabulary of terms in particular language. In curriculum the junior high school there are several aspects of vocabulary assessment including "identifying, spelling, and meaning."³²

a. Identifying: students identify the names of animals that are close to

students' daily lives through pictures and videos independently.

b. Spelling: students spell the words and use the punctuation correctly

c. Meaning: students know the meaning of vocabulary through pictures and videos independently.³³

It means teacher will measures the students' vocabulary with the several aspects above, and to determine students' understanding of the vocabulary being studied.

To find out the extend of students' vocabulary in understanding vocabulary, the teacher has made several various efforts such as identifying, spelling, and the meaning of vocabulary. Below will discuss the principles of vocabulary.

³² Wachidah et al., *Bahasa Inggris; English Rings a Bell*.

³³ Wachidah et al.

7. Principles of Teaching Vocabulary

Understanding principles of vocabulary can help in the learning process and language mastery. By applying these principles, as well as improving communication skills in the language being studied. According to Kershaw,³⁴ there are number of principles for the teaching of vocabulary:

- a. Developing a variety of techniques for the teaching of meaning.
- b. Encouraging the development of effective strategies.
- c. Exposing learners to vocabulary through reading and training lexical inferencing.
- d. Teaching the effective use of dictionaries.
- e. Evaluating the vocabulary component of coursebooks.
- f. Teaching vocabulary explicitly through a range of activity types.
- g. Developing resources for vocabulary teaching.

Based on the principles of vocabulary by hedge above, it can be concluded that effective comprehension teaching must include a variety of approaches and strategies to ensure good understanding and use of comprehension by students.

8. Materials of Teaching Vocabulary

From several of the definition above, start from the meaning, kinds, types, important vocabulary, choosing vocabulary, assessing vocabulary, and the principles of vocabulary. to make it clear, this research has some of the vocabulary material studied by students at grade VIII according to the textbook.

There are many materials in vocabulary teaching. It is in syllabus of eight grade of junior high school in curriculum 2013 in the first semester.

The book used in SMPN 2 Padangsidempuan is “When English Rings the

³⁴ George Kershaw, “Teaching and Learning in the Language Classroom. T. Hedge,” *ELT Journal* 56, no. 3 (2002): 337–41, <https://doi.org/10.1093/elt/56.3.337>.

Bell". It divides into six chapters they are; It's English Time! (chapter I), We Can Do It, and We Will Do It (chapter II), We Know What To Do (chapter III), Come To My Birthday, Please! (chapter IV), I'm So Happy for You! (chapter V), Our Busy Roads (chapter VI).

In this research to know the students' vocabulary mastery, this research limits the materials of vocabulary into vocabulary, the body parts of animals by using CTL method. The material can be seen below:



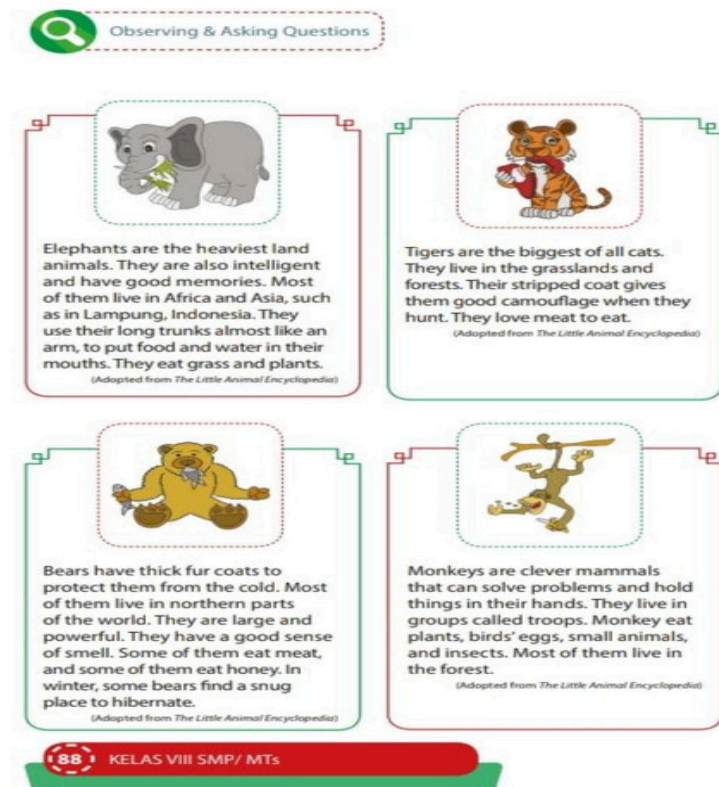


Figure II. 1: Vocabulary about body names of animals ³⁵

From the picture above, one example of vocabulary learn in class is vocabulary about Body parts of animals. Students are required to master vocabulary about names of animals body parts.

In this research, not all of the material will be discussed. This research only focuses on chapter VII about animals. Based on syllabus in K13 this chapter contains the main material for oral and written text to request and provide information regarding the where about animals according to the context of their use.

³⁵ Asiva Noor Rachmayani, *Bahasa Inggris "When English Ring's a Bell,"* 2015.

B. The Concept of Contextual Teaching and Learning

1. The Understanding of Contextual Teaching and Learning

Contextual Teaching and Learning (CTL) has its roots in educational philosophies that describes how meaningful learning can be created.

CTL is grounded in the educational philosophy of progressivism, which emphasizes the active role of students in constructing knowledge based on their prior experiences and understanding. Philosophy of CTL is rooted from Dewey progressivism, the students will learn better if what they have learnt related to what they have already know, and teaching learning process will be productive if the students are active in the process of teaching learning. According to contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them in their own frames or reference (their own inner worlds of memory, experience, and response).³⁶

Fostering meaningful understanding in education requires tying what is learned in the classroom to real world situations. Hudson and Whisler stated that contextual teaching and learning helps students connect the content they are learning to the life contexts in which that content could be used.³⁷ This method guarantees that students not only comprehend the subject matter but also acknowledge its applicability and importance in their everyday lives. As a result, CTL here encourages students to participate more actively in their education and promotes deeper understanding.

Contextual teaching and learning an instructional system, is based on the premise that meaning emerges from the relationship between content and its context. Context gives meaning to content. The broader the context

³⁶ John Dewey, *Experience and Education* (New York: Macmillan, 1938), 25.
³⁷ Hudson and Whisler, "Contextual Teaching and Learning for Practitioners."

International Multi-Conference on Society, Cybernetics and Informatics, Proceedings, Vol. 2, Iss. 4, 2007, [http://iiisci.org/journal/cv\\$/sci/pdfs/e668ps.pdf](http://iiisci.org/journal/cv$/sci/pdfs/e668ps.pdf)

within which students are able to make connection, the more meaning content will hold for them.³⁸ It means this method enables students to apply what they are learning in their everyday lives and see its worth.

2. The Definition of Contextual Teaching and Learning

Contextual teaching and learning are appropriate strategies to improve vocabulary mastery. Contextual teaching and learning (CTL) is a comprehensive educational system that aims to help students understand the material by connecting it to their everyday experiences, including social, cultural, and personal settings. With the help of this method, students can actively and autonomously construct their understanding while also developing dynamic and adaptable knowledge and abilities.³⁹ So, students can gain adaptable knowledge and abilities while building understanding on their own thanks to CTL, which helps them relate what they are learning to real world situations.

The method that is given by CTL is very helpful. Based on Johnson, he stated that the CTL system is an educational process that aims to help students see meaning in the academic material. They are studying by connecting academic subjects with the context of their daily lives, that is with the context of their personal, social and cultural circumstances. It⁴⁰

³⁸ Johnson, E. B, *Contextual Teaching and Learning; what it is and why it's here to stay*, (Amerika Serikat: Corwin Press, 2002).

³⁹ H Mazrur, *Contextual Teaching and Learning Dan Gaya Belajar, Implikasi Pada Hasil Belajar Mata Pelajaran Fikih, Sustainability (Switzerland)*, vol. 11, 2020, http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_Sistem_Pembetulan_Terpusat_Strategi_Melestari.

⁴⁰ Johnson, E. B, *Contextual Teaching and Learning; what it is and why it's here to*

means that students will not only study words but more than that, include the meaning and the context-based learning.

As an alternate teaching method, contextual learning method can assist educators in fostering a joyful learning environment and elevating the significance of learning. As Sri and Naela stated that learning that allows students to apply and experience what is being taught by referring to real-world problems, making the learning process more meaningful and enjoyable.⁴¹ It means learning involves more than just comprehending abstract concepts; students are involved in concrete and transparent learning activities that are linked to their immediate surroundings.

Based on the preceding definition of CTL, it concludes that CTL is a conception of teaching and learning that helps students to get a better understanding about the knowledge as they relate to the context of real life. To implement CTL effectively, it is essential to understand its core components, which provide the framework for applying this method in the classroom. These components such as constructivism, inquiry, and authentic assessment, work together to create a learning environment that supports active participant and encourages students to connect their prior knowledge.

stay, (Amerika Serikat: Corwin Press, 2002).

⁴¹ Sri Utaminingsih and Naela Khusna Faella Shufa, *Model Contextual Teaching and Learning*, (UPT Perpustakaan: Universitas Muria Kudus 1, 2019): 105–12.

3. Components of Contextual Teaching and Learning

Contextual teaching and learning method have seven ideas or elements that can be used in the classroom:

a. Constructivism

Constructivism, which emphasizes that knowledge is not just obtained through facts, concepts, or rules, is the philosophical basic of CTL. People must instead build their knowledge through practical experiences in order to give it greater meaning. This is due to the fact that learning gains greater significance when it is directly experienced by students or when it is in line with their daily lives. Such education typically leaves a lasting impression.

b. Research inquiry

Research inquiry is fundamentally the first step in constructivism, or the process of creating knowledge. In this sense, inquiry is the central task of contextual teaching and learning. It becomes clear from the process of discovery that knowledge is discovered via firsthand experiences rather than just being memorized. Knowledge acquired by exploration has greater significance than knowledge merely acquired. In a similar vein, student discoveries in the classroom reflect their inventiveness derived from individual experiences.

c. Questioning

Asking questions improves learning productivity. By asking questions, teachers can:

1. Compile academic and administrative

information. 2. Evaluate students' comprehension 3. Encourage student reactions. 4. Determine how curious the students are. 5. Determines what the students already know. 6. Get students' attention 7. Encourage students to ask more questions. 8. Reiterate previously learned information.

d. Learning community

Humans are social creatures that frequently depend on other people for their well-being. In this situation, the idea of a learning community encourages peer cooperation and makes use of educational materials. By encouraging students to share with their peers, the learning community method helps them form giving and receiving behaviors that eventually promote good interdependence.

e. Modelling

Students no longer get all of their knowledge from the teacher in contextual learning. Therefore, modelling can be used as a substitute technique to improve learning and overcome the constraints of the teacher.

f. Reflecting

In addition to facilitating learning during class activities, the CTL method guarantees its long-term relevance effectiveness in resolving a variety of issues that students may encounter in the future. Reflection is therefore essential to all learning processes. Students have the chance to digest, think about, and assimilate what they have just learned during

reflection.

g. Authentic assessment

Assessment is the last phase of contextual learning. The assessment used is genuine and uses activity-based techniques to evaluate students thoroughly.

42

Therefore, it can be claimed that contextual teaching and learning (CTL) will significantly help teachers relate the material to real-world circumstances and inspire students to make the connection between knowledge and how it applies to their lives as family and community members. The components of CTL, which focus on creating interactive and meaningful learning, directly shape its characteristics. These characteristics reflect how the components are implemented in practice, ensuring learning becomes student-centered, relevant and collaborative.

4. The Characteristics of Contextual Teaching and Learning

Teachers must be familiar with the concepts of contextual teaching and learning (CTL) and how to use them in order for students to learn effectively. The learning process with the CTL technique has the following characteristics:

a. Activating knowledge

In CTL, learning is a process of activating existing information, which means that what will be acquired is inextricably linked to what has already been studied; hence, the knowledge that students will acquire is

⁴² Sri Utaminingsih and Naela Khusna Faela Shufa, *Model Contextual Teaching and Learning*, (UPT Perpustakaan: Universitas Muria Kudus 1, 2019): 105–12.

comprehensive and interconnected.

b. Acquiring knowledge

Contextual learning refers to the process of gaining and adding new knowledge. New knowledge is acquired deductively, which means that learning begins with a study of the whole before focusing on the details.

c. Understanding knowledge

Which means that the knowledge received should be understood and believed rather than memorized, such as by soliciting input from others regarding the knowledge obtained and developing the knowledge based on that reaction.

d. Applying knowledge

Practicing the information and experience (applying knowledge), which means that the knowledge and experience gained must be applicable in students' lives, resulting in changes in students' behavior.

e. Reflecting knowledge

Reflecting on the knowledge development strategy. This serves as input for the process of enhancing and perfecting the plan.⁴³

So, the characteristics of CTL above will help the students in applying the method of learning that make the process of learning become efficient. To bring these characteristics to life, CTL is supported by various approaches including cooperative-learning and real-world problems, it encourages students to apply their knowledge in practical

RalphAdolph,⁴³“Penerapan Contextual Teaching And Learning Dengan Metode Inquiri Dalam Meningkatkan Prestasi Siswa Pada Materi Akhlak Di Kelas Vii E Smp Negeri 3 Subang” 3, no. 2 (2016): 1–23, <https://exam.com/ralph-adolph-ctl-inquiri-akhlak-2016>.

ways, boosting relevance and engagement through its strategies.

5. The Principles of Contextual Teaching and Learning

The implementation of CTL in the classroom activities becomes common place throughout united states because this method is believed to significantly relate the meaning to the students“ real-world situations. Curriculum and contextual instruction must be built on educational principles that promote five types of learning: relating, experiencing, applying, cooperating, and transferring. The explanation for each principle is as follows:

a. Relevance (Relating)

The instructional process should be relevant to prior student knowledge (pre-requisite knowledge), which includes internal factors such as existing knowledge, skills, talents, and interests, as well as external influences such as media exposure and teacher-led education, and real-world experiences that provide benefits for future work within society.

b. Direct Experience (Experiencing)

During the learning process, children must get direct experience through exploratory activities, discoveries, inventories, investigations, and research. Experiencing is regarded as the heart of contextual learning.

The learning process will move quickly if students are given the opportunity to actively operate equipment, use learning resources, and participate in a variety of investigative tasks. To increase appeal and

motivation, instructional tools and multimedia such as audio, video, reading and evaluating textbooks, etc., are quite effective.

c. Application (Applying)

Higher-order learning is achieved by applying facts, concepts, principles, and methods learnt in various circumstances and contexts, rather than simply memorizing them. Students' capacity to apply what they've learned to various settings indicates the use of facts, concepts, principles, or methods, or "the achievement of learning objectives in the form of application."

d. Cooperation (Cooperating)

Cooperation in the framework of exchanging ideas, asking and answering questions, and engaging in interactive communication among peers, students and teachers, and external resources is an essential learning approach in contextual education. Collaborative experiences not only help students grasp the subject matter, but they also provide insights into real-world applications, indicating that teamwork is more effective than individual effort. This joint effort emphasizes the value of working as a team to achieve common goals.

e. Knowledge transfer (Transferring)

Contextual learning focuses on students' capacity to apply previously learned knowledge, abilities, and attitudes to new contexts. In other words, knowledge and abilities should be able to be used, applied, or adapted to a variety of contexts and conditions rather than simply being

memorized. Students' capacity to apply previously learned material to solve new issues indicates mastery of cognitive processes, or "the achievement of learning objectives in the form of discovery."⁴⁴

To implement the CTL method effectively in teaching vocabulary mastery, specific procedures must be followed.

6. The Procedures of Contextual Teaching and Learning (CTL)

Teaching vocabulary is important because can help the students to understand the material. In the implementation of teaching and learning activities with CTL, teachers are able to achieve learning objectives in accordance with the competency standards set in each material that is slightly open. Based on Mazrur⁴⁵ these are the procedures of teaching vocabulary by using CTL method:

a. Introduction

- 1) The teacher explains the competencies that must be achieved and the benefits of the process and the importance of the learning material to be studied.
- 2) The teacher explains the CTL learning procedure.
- 3) The teacher conducts question and answer session about the tasks that must be done by each student.

b. Main activities

- 1) Students observe and search for data on matters related to the

AbdulGafur, Penerapan Konsep Dan Prinsip Pembelajaran Kontekstual (CTL) Dan Desain Dalam Pengembangan Pembelajaran Dan Bahan Ajar, *Jurnal Cakrawala Pendidikan*, no. 3 (2003): 273–89, <http://www.cord.org/lev2.cfm/56>.

⁴⁵ Mazrur, *Contextual Teaching and Learning Dan Gaya Belajar, Implikasi Pada Hasil Belajar Mata Pelajaran Fikih*.

purification material according to the division of group tasks.

- 2) Students record the things they find during observations. In class
- 3) Students discuss their experiences according to the predetermined group division. ii) Students report the results of the discussion. iii) Each group answers questions asked by other groups.

c. Closing

- 1) With the help of the teacher, students conclude the results of their observations and experiences about the material with the learning outcome indicators that must be achieved.

The procedures of teaching vocabulary using CTL method can be seen on the table below:

Table II. 1 Teaching Vocabulary Using CTL Method

	<i>Teacher's Activities</i>	<i>Procedures using CTL Method</i>	<i>Students' Activities</i>
<i>Pre-teaching</i>	1. The teacher explains the learning objectives and competencies related to vocabulary of animal body parts.	1. Introduction a. The teacher explains the competencies that must be achieved and the importance of learning animal body-part vocabulary.	1. Students listen to the teacher's explanation. 2. Students answer when the teacher checks their understanding.
	2. The teacher explains the steps of the CTL activity they will follow during the lesson.	b. The teacher explains the CTL learning procedure for today's vocabulary lesson.	1. Students pay attention to the explanation about the procedure. 2. Students ask or answer simple questions about the steps when prompted.
	3. The teacher asks	c. The teacher	1. Students respond to

	<i>Teacher's Activities</i>	<i>Procedures using CTL Method</i>	<i>Students' Activities</i>
	students what animals and body parts they already know and clarifies the task.	conducts a question-and-answer session about the tasks students will do.	the teacher's questions about animals and their body parts. 2. Students ask for clarification if they do not understand the task.
	4. The teacher instructs students to observe and identify animal body parts shown in the pictures.	2. Main Activities	1. Students observe the animal pictures carefully. 2. Students identify and point out the body parts they see (e.g., tail, wing, beak, fin).
<i>While teaching</i>	5. The teacher tells students to write down the body parts they observe in their notebooks.		1. Students write the animal body parts they have identified. 2. Students ask the teacher if they are unsure about the spelling or meaning of unfamiliar words.
	6. The teacher asks each group to discuss their notes and summarize the findings.		1. Students discuss their observation results with group members. 2. Students present their findings and respond to questions from other groups.
<i>Post-teaching</i>	7. The teacher guides students to conclude the vocabulary of animal body parts learned today.	3. Closing a. The teacher reviews several key words and gives brief feedback on students' performance.	1. Students mention the animal body-part vocabulary they have learned. 2. Students respond to the teacher's questions and reflect on what they have understood from the lesson.

From the table above, it can be concluded that these are some activities the teacher and students use in teaching vocabulary using CTL method. The researcher uses these procedures because it makes the learning meaningful and enjoyable to improve students' vocabulary.

C. The Related Findings

This research is not the first research that had been done. There are some related findings to this research. The first is the research done by Rahmayani, which investigated the effect of contextual teaching and learning on students' vocabulary mastery and found that the method significantly improved students' performance.⁴⁶ The result of this research showed that the observed t-value (t_o) was 2.82, while the critical t-value (t_t) from the t-table for a degree of freedom (df) of 28 at the 5% significance level was 2.05. These results clearly show that the observed t-value is higher than the critical t-value. Therefore, the null hypothesis (H_o), which states that there is no significant effect of using active learning in teaching vocabulary, is rejected. On the other hand, the alternative hypothesis (H_a), which states that there is a significant effect of using contextual learning in teaching vocabulary, is accepted. From these findings, it can be concluded that using contextual learning in vocabulary teaching is effective.

The second are the research from Andi et al, whose findings revealed that the contextual teaching and learning method had a significant effect on

⁴⁶ Rachmayani, "The Effect of Contextual Teaching and Learning Method on Vocabulary Mastery of the First Year Students of English Education Study Program at State Islamic Institute of Palangkaraya," 2015, 6, <http://digilib.iain-palangkaraya.ac.id/id/eprint/2822/>.

students" vocabulary mastery. ⁴⁷Based on the result of data analysis from vocabulary scores which gained by students before and after conducting treatment, there were significant different the value of t observed was greater than the value of t table at 1% and 5 % significance level or $2.042 < 2.834 > 2.750$. it concluded that contextual teaching and learning method gave the improvement to vocabulary of the students.

The third is the research conducted by Marsela, which applied contextual teaching and learning method to students at Gajah Mada school in Bandar Lampung .⁴⁸ The result of her research indicated that p-value 1% = 2.68, 5% = 2.00, and t-value = 3.77. It means that p-value is smaller than t-value. Therefore, hypothesis testing showed that null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. The writer concluded that the application of Contextual Teaching and Learning (CTL) was more effective than other technique without any special treatment. It can be concluded that teaching vocabulary through Contextual Teaching Learning (CTL) is quite success.

Based on the findings above, it is known that there are variations in the result of Contextual teaching and learning method in affecting students" vocabulary mastery. However, most of the findings has the significant effect and this research will examine whether there contextual teaching and learning has

⁴⁷ Andi St Dalaira Fezih Karimah, Salija, and Talib, "The Application of Contextual Teaching and Learning (CTL) Method to Increase Students" English Vocabulary Mastery", <https://ojs.unm.ac.id/JoEELE/article/view/35432>.

⁴⁸ D Marsela, "The Effect of the Application of Contextual Teaching and Learning (CTL) on the Students" Vocabulary Mastery at Grade Seven of SMP Gajah Mada Bandar Lampung ...," *International Conference on Education and Language* ..., 2014, <http://artikel.ubl.ac.id/index.php/icel/article/view/299%0Ahttp://artikel.ubl.ac.id/index.php/icel/article/download/299/838>.

significant effect on students' vocabulary mastery.

D. The conceptual framework

The concepts of contextual teaching and learning method is to make easier the students on vocabulary mastery. By using contextual teaching and learning method it can help the teacher to teach the vocabulary mastery more easily and more interesting. So, the effect of using contextual teaching and learning method on students' vocabulary mastery at grade VIII SMPN 2 Padangsidempuan can be seen at picture below:

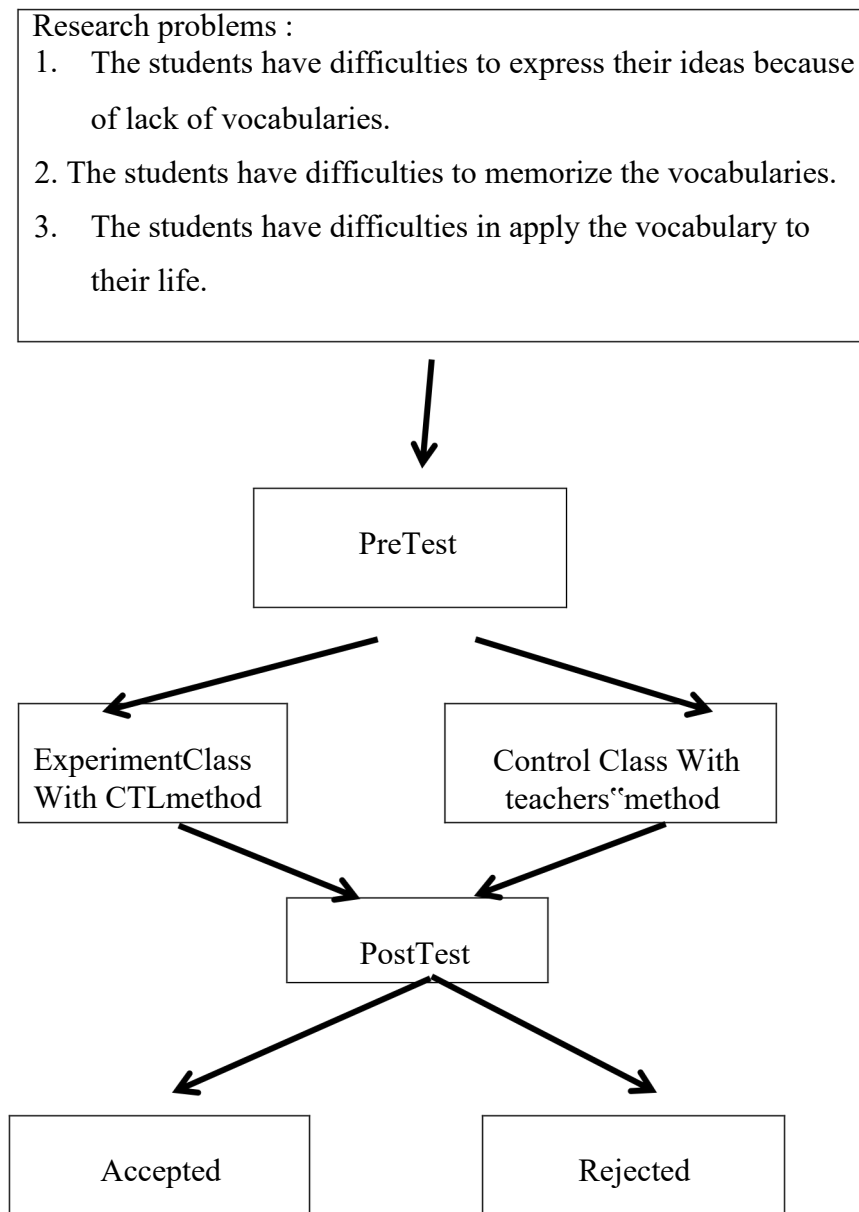


Figure II. 2 The Conceptual Framework Based on the picture above, contextual teaching and learning method is a teaching method used by the teacher to teach vocabulary mastery. Contextual teaching and learning method is one of the method that can make the students easier and will help the students" problem in vocabulary mastery. First, the researcher give pre-test to know the students" vocabulary mastery before

treatment. Then, the researcher gave treatment using contextual teaching and learning method for experimental class and conventional strategy for control class. The last, the researcher gave post test to find out the effect of using contextual teaching and learning method on students' vocabulary mastery at grade VIII SMPN 2 Padangsidempuan.

E. The Hypothesis

Based on the frame of theories and assumptions the researcher formulated the hypothesis as follow:

1. Alternative Hypothesis (H_a): there is a significant effect of using Contextual teaching and learning to students' vocabulary mastery at the eighth grade students of SMPN 2 Padangsidempuan. Null Hypothesis (H_o): There is no
2. significant effect of using Contextual teaching and learning to students' vocabulary mastery at the eighth grade students of SMPN2 Padangsidempuan.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. The Research Design

The kind of this research is quantitative research with experimental research where use true experimental design. In this research, the researcher wanted to find the effect of using contextual teaching and learning in teaching vocabulary.

In the two kinds of true experimental research, this research uses experimental design with pre-test – post-test control group design. The students were given pre-test, to find their vocabulary mastery before being given treatment. After treatment, the students were given post-test, to find the effect of the treatment toward their vocabulary mastery. There were two variables in this research; they were using contextual teaching and learning as independent variable and the teaching vocabulary as dependent variable.¹

Table III.1
Pretest-Posttest Control Group Design

Group	Pre-test	Treatment	Post-test
R	O1	X	O2
R	O3		O4

In which:

R: The sample of the research O1: Pre-test in experimental class

O2: Post- test in experimental class X: Treatment

O3: Pre-test in control class O4: Post-test in control class²

¹ Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif Dan R & D*, 2020.
² Daruri and Maisaroh-Siti, *Metodologi Penelitian*, Samudra Biru, (2019).

B. The Time and the Location of the Research

The location of the research is in SMPN 2 Padangsidimpuan Ade Irma Suryani street no. 1, Ujung Padang, southeast Padangsidimpuan District, Padangsidimpuan city, North Sumatra province. This research was started from July 2024 until November 2025.

C. The Population and The Sample

1. Population

The population is made up of all research subjects, whether they are individuals, things, events, values, or other phenomena. The population of this research is all of the students at grade VIII of SMP Negeri 2 Padangsidimpuan. they consist of 330 students in 11 classes. It can be seen table as follow:

TableIII.2
The Population of the gradeVIIIofSMPN 2 Padangsidimpuan

<i>No</i>	<i>Class</i>	<i>Population</i>
1	VIII-1	30
2	VIII-2	30
3	VIII-3	30
4	VIII-4	30
5	VIII-5	30
6	VIII-6	30
7	VIII-7	30
8	VIII-8	30
9	VIII-9	30
10	VIII-10	30
11	VIII-11	30
Total		330

2. Sample

A sample is a part of the number and characteristics of the population.³ It means sample is part of population chosen as the object of the research. The samples used for both the experimental group and the control group are selected randomly from a specific population. Therefore, its distinguishing features include the presence of a control group and the use of random sampling. This research use two classes, as an experimental class and a control class. Technique sampling of this research uses random sampling because all of the population were at the same grade, curriculum, lesson, same age, and do not use placement test. The use of sampling in this research was made lottery system. First, provided three pieces of small paper contained of the name of 11 classes, then rolled the paper and put the paper into a box. After that, the box was shaken. Then this research took the first paper for the experimental class. The last, took the second paper for the control class.

Table III. 3
The Sample of the Research

Experimental Class	Control Class
VIII-7=30	VIII-3=30

Based on the table above, VIII-7 consist of 30 students as experimental class and VIII-3 consist of 30 students as control class, and the

1967, ³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, Alfabeta. CV, https://www.academia.edu/118903676/Metode_Penelitian_Kuantitatif_Kualitatif_dan_R_and_D_Prof_Sugiono.

total is 60 students.

D. The Instrument of Data Collection

This research must have an instrument, instrument is a tool that can be used by the researcher to collect the valid and reliable data. In this research used a test consist of pre- test and post-test. To get the data from the students, this research collected the data with a multiple-choice test. This multiple- choice test consists of 50 questions 25 multiple choice of pre- test and 25 multiple choice of post- test with the 4 option a, b, c, d in each question.

This test adapted to indicators, namely the students were able to identify the names of animals body parts, the students were able to spelling the names of animals body parts, the students were able to know the meaning of animals body parts. By using test to the students, this research could clearly find out their knowledge in vocabulary. The scoring is obtained using the following formula:⁴

$$\text{Score} = \frac{B}{N} \times 100 = \frac{1}{25} \times 100 = 4$$

B = number of question answers correctly

N = number of questions

If all 25 questions are answered correctly, the total score would be 100. The minimum passing grade non-s kriteria ketuntasan minimal for students is set at 80. This means that, in order to meet the required standard, each student must correctly answer at least 20 questions. Additionally, the test questions

⁴ Asrul,etal.*EvaluasiPembelajaran*, 2016.

would be reviewed and validated by the English teacher at SMPN 2

Padangsidempuan. Below is a table as an example of a measuring tool:

Table III. 4
Indicators of vocabulary mastery (noun)

<i>No</i>	<i>Indicators</i>	<i>Numbers</i>	<i>Total Item</i>	<i>Score</i>
1	Students are able to identify body parts of animal	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10	40
2	Students are able to write correct Spelling of the words.	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	10	40
3	Students are able to know the meaning of each word.	21, 22, 23, 24, 25	5	20
Total			25	100

E. The Validity and Reliability of Instrument

1. Validity

Every test should have valid, in order to prove it good or bad test. The

researcher needs to know the test is valid or not. The researcher uses

construct validity in this research. In this research the test is validated by

teacher⁵ by considering it according to the indicators that apply in the students' vocabulary lesson at VIII Grade SMP Negeri 2 Padangsidempuan.

Researcher valid vocabulary test to the English teacher of SMP Negeri 2

Padangsidempuan. Furthermore, to ensure validity, the test instrument was

not only validated by the subject teacher, but was also pilot-tested in another

class.

⁵ Siregar Kartini Sri, Validated the test with English teacher at SMPN 2 Padangsidempuan on July 10 2025, at 09.00 am.

Product moment correlation is one of the techniques to measure the validity of the test instrument. The formula is as follows:

$$r_1 = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum Y^2 - (\sum Y)^2]}}$$

r = validity coefficient

N = Number of respondents

X = scores from the test being evaluated

Y = scores from the reference of standard test

The analysis was carried out using the Pearson Product Moment correlation formula in SPSS version 24. The result showed that 25 out of 30 items were valid, and 3 items were invalid. The valid items were numbers 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, while the invalid items were 9, 16, and 19. Therefore, it can be concluded that the instrument was generally valid and appropriate to measure students' vocabulary mastery at the eighth grade of SMPN 2 Padangsidimpuan.

2. Reliability

Once the instrument used for dependability testing with internal consistency, it will examine using a certain method. The analysis' findings can be utilized to forecast the instrument's dependability. If a test is administer to match or identical people, it is considered dependable. twice, separate occasions. It indicates that an instrument is reliable if it consistently

produces the same results after two tries or more.⁶

- a. If *alpha cornbach* > *rtable* at the level of significance 5%, it means that the instrument is reliable.
- b. If *alpha cornbach* < *rtable* at the level of significance 5%, it means that the instrument is not reliable.

Notes :

rn = Test reliability coefficient

n = The Number of items issued in the test

$\sum Si^2$ = The number of variance scores for each item

St² = Total Variance

The formula:

$$r_n = \left(\frac{\sum Si^2}{S} \right)$$

The researcher used SPSS 24 to conduct a reliability analysis. The result showed that the value of Cronbach's Alpha was 0.928. According to Sugiyono, an instrument is considered reliable if the Cronbach's Alpha value is more than 0.70. Since the obtained value was 0.928, it can be concluded that the test instrument used in this research was highly reliable and consistent in measuring students' vocabulary mastery.

F. The Research Procedures

1. Pre-test

The pre-test is conducted to find out the homogeneity of the sample. The function of the pre-test is to find the mean scores of the experiment class and control class before the researcher give treatment to the experimental group. In this case, the researcher uses some steps. They are:

⁶ VVainov, *Chi-Squared Goodness of Fit Test with Application* (USA: APress, 2013).

- a. The researcher gave the test paper of the research to experimental class and control class.
- b. The researcher gave instructions to the students.
- c. The researcher gave time to the students to answer the question.
- d. The students answered the question.
- e. The students gave the researcher their paper test.
- f. The researcher checked the answer of the students and find the mean score of experimental and control class.

2. Treatment

1. Teacher greeted the students and checked attendance, stated the topic; Body parts of animal, and asked questions like, have you ever seen an elephant? And wrote the students answer on the board.
2. The teacher showed animal pictures with some body parts marked.
3. The teacher asked guiding questions, such as: which animal has a long trunk?
4. The teacher divided students into some groups. Each group received a different animal picture to discuss.
5. The teacher showed how to pronounce and used the vocabulary correctly.
e.g. this is a trunk. A bird has wings to fly.
6. The teacher asked students to reflect on what they have learned by asking open-ended questions.

3. Post test

Following treatment, the researcher uses a post-test, which is different

from the pre-test and is not done in the early study. This post- test is the last assessment in the study, particularly in terms of determining whether an effect exists or not. The researcher follows a certain procedure. There are: a. The researcher gave the test paper to the experimental and control group students.

- b. The researcher explained what students do.
- c. The researcher gave students time to answer the question.
- d. The students answered the question.
- e. The students gave the researcher their paper test.
- f. The researcher checked the answer of the students and finds the mean score of control class and experimental class.

G. The Technique of Data Analysis

1. Requirement Test

a. Normality Test

The data were analyzed in this normality test Post-test scores in the experimental class and control class. The aim of Normality test is conducted to determine whether the data of each class is normally distributed or not. In this research, the researcher uses Chi Kuadrat. where H_0 = normal distribution and H_1 = not normal distribution.

If $\chi^2_{table} < \chi^2_{count}$, therefore H_0 is accept and H_1 is reject. so, the data is normal distribution.

If $\chi^2_{count} \leq \chi^2_{table}$ therefore H_1 accept and H_0 is reject. So, the data is not normal distribution.

The result of normality can be seen in the table below

Table III. 5 Normality Test

Shapiro-Wilk			
Class	Statistic	Df	Sig.
Pre-test Experiment	.952	30	.197
Post-test Experiment	.915	30	.090
Pre-test Control	.971	30	.555
Post-test Control	.950	30	.170

In this research used the Shapiro-Wilk that the test is used for small samples (less than 50). If the p-value is greater than 0.05, the data is considered normal. So, based on the table test of normality above can be seen that the significances > 0.05 . So, $0.197 > 0.05$ t means that the data is normal.

b. Homogeneity test

Homogeneity test is used to see the data from two classes whether the class same or different in variant case. These are the control class and experimental class. The researcher use Hartley test, likes⁷:

$$f = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

Hypothesis is accepted if $F_{count} \leq F_{table}$

Hypothesis is rejected if $F_{count} \geq F_{table}$

The result in calculating the data can be seen in the table below:

⁷ HartleyDavidA,Upper5and 1 % Points of the Maximum F-Ratio, Biometrika 39, no. ¾ (1952).

Table III.6 Homogeneity Test

Result	Levence statistic	df 1	df 2	sig
Based on mean	4.007	1	58	0.050
Based on median	2.157	1	58	0.147
Based on median and with adjusted df	2.157	1	50.453	0.148
Based on trimmed mean	3.527	1	58	0.065

From the table of homogeneity test of the variance above, based on mean of post-test experimental class and pos- test control class, sig is 0.050. Since the significance value is equal to 0.050, which is not less than 0.050, it indicates that the data are homogeneous. It means that there is no significant difference in the variances between the groups of data tested. In other words, the assumption of homogeneity of variance is required.

c. Hypothesis Test

The researcher used T-test to investigate the hypothesis and used Independent Sample T-test with using SPSS 24. The researcher should make the hypothesis from the data that have been analyzed by looking at

the tcount and compare it to ttable. If $t_{count} > t_{table}$ means the alternative hypothesis is accepted, null hypothesis is rejected (there is significant effect), meanwhile if $t_{count} < t_{table}$ means alternative hypothesis is rejected. If $t_{count} > t_{table}$, H_a is accepted and H_0 is rejected, which means there is influence of learning by using contextual teaching and learning method

through learning vocabulary. If $t_{count} \leq t_{table}$, H_0 is accepted and H_a is rejected, which means there is no influence of learning by using contextual teaching and learning through learning vocabulary. The result of hypothesis test can be seen below:

Table III.7 Hypothesis Test

Independent Samples Test				
		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
post experiment & control	Equal variances assumed	4.007	.050	8.622
	Equal variances not assumed			8.622

This research got t_{count} 8.622 and t_{table} was 2.000, to see whether the research is successful or not, it can be seen at the t_{count} and t_{table} , if $t_{count} > t_{table}$ then H_a is accepted and H_0 is rejected, and if $t_{count} < t_{table}$ H_a is rejected and H_0 is accepted. For the hypothesis of this research can be seen from the data, where t_{count} was 8.622 and t_{table} was 2.000. It means that $t_{count} > t_{table}$ ($8.622 > 2.000$). so, H_a is accepted and H_0 is rejected. So, there is a significant Effect of CTL to vocabulary mastery at grade VIII SMPN 2 Padangsidempuan.

CHAPTER IV

THE RESULT OF RESEARCH

This chapter presents the result of the research which is about the effect of contextual teaching and learning (CTL) method on students' vocabulary mastery. This research has calculated the data using pre-test and post-test. This study applied quantitative research by using the formulation of t-test to test the hypothesis.

A. The Description of Data

1. Data Description of Pre - test

a. Score of pre - test in Experimental Class

This research used class VIII-7 as the experimental class. This research calculated the students' scores based on their pre-test responses, then ranked the results in the form of class intervals, starting from the lowest to the highest scores. scores, intervals, mean, median, mode, variance, and standard deviation were obtained by the researcher through calculations. The total score of experimental class in pre-test was 1.500, highest score was 64, lowest score was 36, range was 28.00, interval was 6, mean was 50.00, median was 52.00, mode was 52, variance was 51.586, standard deviation was 7.182. The score of pre - test in experimental class can be seen in the following table:

Table IV.1
Score of pre - test in experimental class

No	Description	Statistics
1	Total Score	1.500
2	The Highest Score	64
3	The Lowest Score	36
4	Range	28.00
5	Interval	6
6	Mean	50.00
7	Median	52.00
8	Mode	52
9	Variant	51.586
10	Standard Deviation	7.182

After getting the result, the next step was this research made it into percentages to see the dominant score of the students. The frequency distribution of the students' score of experimental class in pre-test could be put into a table frequency distribution as follow:

TableIV. 2
Frequency of Students Score inPre-test at Experimental Class

No	Interval	Mid-point	Frequency	Percentage
1	36-40	38	5	16.67%
2	41-45	43	2	6.67%
3	46-50	48	7	23.33%
4	51-55	53	8	26.67%
5	56-60	58	6	20.00%
6	61-65	63	2	6.67%
	I=6		30	100%

From the table above, the students' score in class interval between 36-40 was 5 students (16.67%), class interval between 41-45 was 2 (6.67%), class interval between 46-50 was 7 (23.33%), class interval

between 51-55 was 8 (26.67%), class interval between 56-60 was 6 (20%), class interval 61-65 was 2 (6.67%). In order to get description of data clearly and completely, this research presents them in histogram on the following figure:

The researcher presents them in histogram on the following figure:

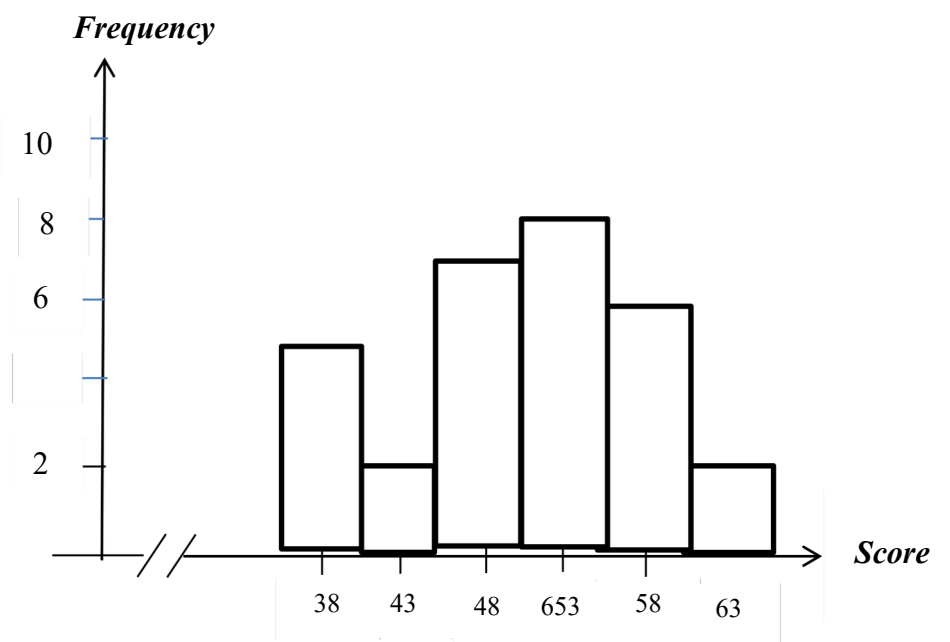


Figure IV.1: Data Description of Students' Vocabulary Mastery in Experimental Class (Pre – test)

The Figure described the students' score of pre-test in interval was different. The X-axis showed in interval score obtained by the students, while Y-axis showed the number of students who got the score. There were 5 students got score in interval 36-40, there were 2 students got score in interval 41-45, there were 7 students who got the score in interval 46-50, there were 8 students who got the score in interval 51-55, there were 6 students who got the score in interval 56-60, and there were 2 students who got the score in interval 61- 65.

Further from the figure about, it is seen that most of students got score 53. It is also seen from

b. Score of Pre-Test in Control Class

The pre-test in control class, this research choosed the VIII-3 as the control class. The research has calculated the students' score and arranged it from the lowest score until the highest score in interval class form. This research calculated it used the SPSS 23. This research calculated it to get the score of total score, highest score, lowest score, range, interval, mean, median, modus, variant and standard deviation. The total score of pre – test in control class was 1.520, highest score was 68, lowest score was 36, range was 32, interval was 6, mean was 50.67, median was 52.00, mode was 52, variant was 54.437, standard deviation was 7.378. The score of pre - test in control class can be seen in the table below:

Table IV. 3
Score of pre - test in control class

<i>No</i>	<i>Description</i>	<i>Statistics</i>
1	Total Score	1.520
2	The Highest Score	68
3	The Lowest Score	36
4	Range	32.00
5	Interval	6
6	Mean	50.67
7	Median	52.00
8	Mode	52
9	Variant	54.437
10	Standard Deviation	7.378

Based on the data above, the total score of pre - test in control class was 1.520, the highest score was 68, the lowest score was 36, the range was 32.00, the interval was 6, the mean was 50.67, the median was 52.00,

the mode was 52, the variant was 54.437, and the standard deviation was 7.378. After calculating and got the result above, this research made it into percentage to see the dominant score that gotten by the students. The score of pre - test in control class could be applied into the table frequency distribution as follow:

Table IV. 4
Frequency of Students' Score in Pre-test at Control Class

No	Interval	Mid- point	Frequency	Percentage
1	36-41	38.5	4	13.33%
2	42-47	44.5	4	13.33%
3	48-53	50.5	13	43.33%
4	54-59	56.5	5	16.67%
5	60-65	62.5	3	10%
6	66-71	68.5	1	3.33%
	<i>I=6</i>		<i>30</i>	<i>100%</i>

From the table, the students' score in class interval between 36-41 was 4 students (13.33%), class interval between 42-47 was 4 (13.33%), class interval between 48-53 was 13 (43.33%), class interval between 54-59 was 5 (16.67%), class interval between 60-65 was 3 (10%), class interval 66-71 was 1 (3.33%). In order to get description of data clearly and completely, this research presents them in histogram on the following figure:

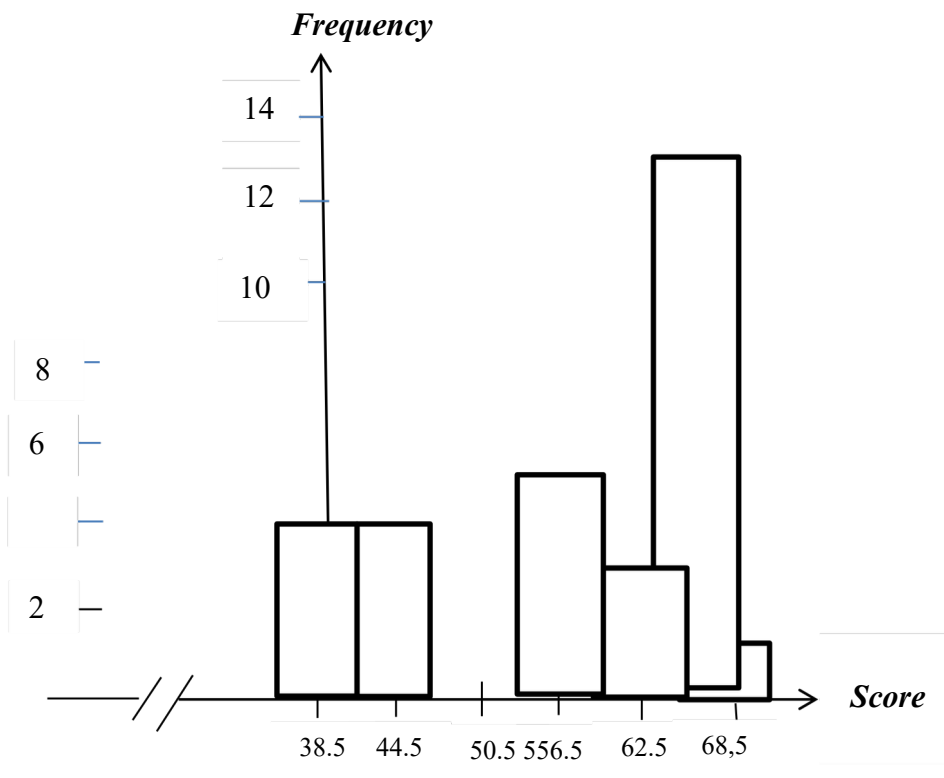


Figure IV.2: Data Description of Students' Vocabulary Mastery in Control Class (Pre – test)

The Figure described the students' score of post-test in interval was different. The X-axis showed in interval score obtained by the students, while Y-axis showed the number of students who got the score. There were 4 students got score in interval 36-41, there were 4 students got score in interval 42-47, there were 13 students who got the score in interval 48-53, there were 5 students who got the score in interval 54-59, there were 3 students who got the score in interval 60-65, and there was 1 student who got the score in interval 66- 71.

2. Data Description of Post - test

a. Score of post – test in experimental class

After giving the CTL treatment, the students did the post-test to know the CTL effects to the students' vocabulary mastery, the researcher gave the test of multiple choice consist of 25 questions. This research has calculated the students' score arranged it from the low score until the high score in interval class form. The researcher calculated using SPSS 23. This research calculated it to get the score of range, interval, mean, median, modus, variant and standard deviation.

Table IV. 5
The Score of Post-Test in Experimental Class

No	Description	Statistics
1	Total Score	2.388
2	The Highest score	96
3	The Lowest Score	52
4	Range	44
5	Interval	6
6	Mean	79.60
7	Median	84.00
8	Mode	88
9	Variant	136.110
10	Standard Deviation	11.667

Based on the data above, the total score of post - test in experimental class was 2.388, the highest score was 96, the lowest score was 52, the range was 44, the interval was 6, the mean was 79.60, the median was 84.00, the modus was 88, the variant was 136.110, and the standard deviation was 11.667. After calculating and got the result above,

this research made it into percentages to see the dominant score that gotten by the students. The score of post - test in experimental class could be applied into the table frequency distribution as follow:

Table IV.6
Frequency of Students' Score in Post-test at Experimental Class

<i>No</i>	<i>Interval</i>	<i>Mid- point</i>	<i>Frequency</i>	<i>Percentage</i>
1	52-59	55.5	2	6.67%
2	60-67	63.5	2	6.67%
3	68-75	71.5	5	16.67%
4	76-83	79.5	5	16.67%
5	84-91	87.5	11	36.67%
6	92-99	95.5	5	16.67%
	<i>I=8</i>		<i>30</i>	<i>10%</i>

From the table above, the students' score in class interval between 52-59 was 2 students (6.67%), class interval between 60-67 was 2 students (6.67%), class interval between 68-75 was 5 students (16.67%), class interval between 76-83 was 5 students (16.67%), class interval between 84-91 was 11 students (36.67%), class interval 92-99 was 5 students (16.67%). In order to get description of data clearly and completely, this research presents them in histogram on the following figure:

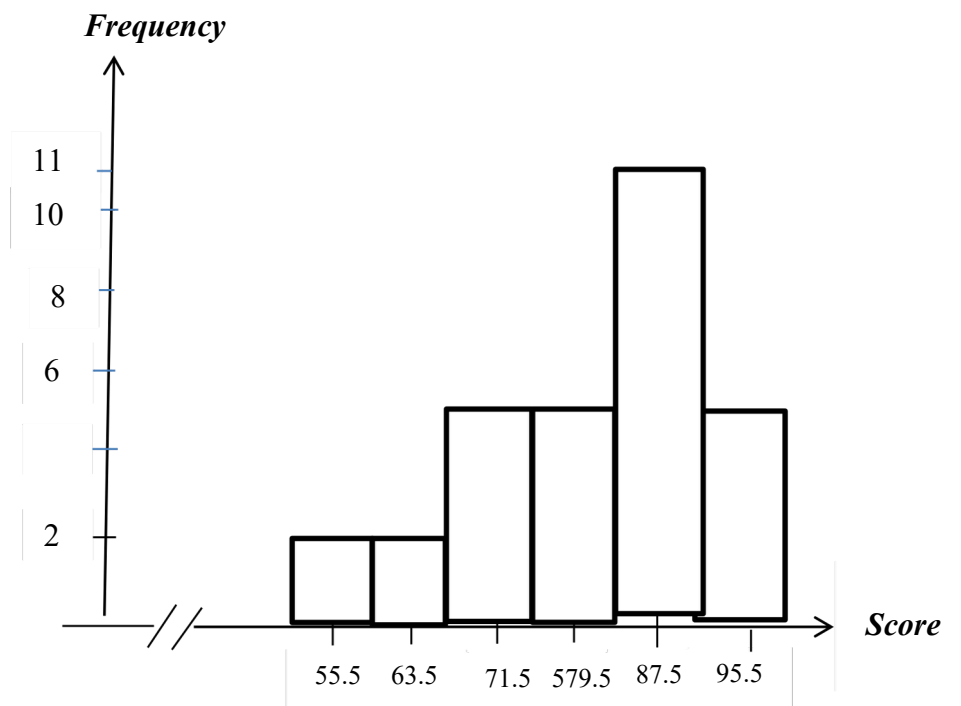


Figure IV.3: Data Description of Students' Vocabulary Mastery in Experimental Class (Post-test)

The Figure described the students' score of pre-test in interval was different. The X-axis showed in interval score obtained by the students, while Y-axis showed the number of students who got the score. There were 2 students got score in interval 52-59, there were 2 students got score in interval 60-67, there were 5 students who got the score in interval 68-75, there were 5 students who got the score in interval 76-83, there were 11 students who got the score in interval 84-91, and there were 5 students who got the score in interval 92- 99.

b. Score of Post Test in Control Class

This research gave the conventional method to students for the treatment. Then, students did the post-test. The researcher gave the test

consists of 25 multiple choices and this research has calculated the student's score and arranged it from the lowest score until the highest score in interval class form. The researcher calculated it based on SPSS 23. This research calculated it to get the score of total score, highest score, lowest score, range, interval, mean, median, mode, variant and standard deviation. The score of post - test in control class can be seen in the table below:

Table IV. 7
Score of Post-Test in Control Class

No	Description	Statistics
1	Total Score	1.716
2	The Highest Score	72
3	The Lowest Score	40
4	Range	32
5	Interval	6
6	Mean	57.20
7	Median	60.00
8	Mode	64
9	Variant	66.372
10	Standard Deviation	8.147

Based on the data above, the total score of post - test in control class was 1.716, the highest score was 72, the lowest score was 40, the range was 32, the interval was 6, the mean was 57.20, the median was 60.00, the modus was 64, the variant was 66.372, and the standard deviation was 8.147. After calculating and got the result above, this research made it into percentages to see the dominant score that gotten by the students. The score of post - test in experimental class could be applied into the table frequency distribution as follow :

Table IV.7
Frequency of Students' Score in Post-test at Control Class

No	Interval	Mid- point	frequency	percentage
1	40-45	42.5	4	13.33%
2	46-51	48.5	2	6.67%
3	52-57	54.5	8	26.67%
4	58-63	60.5	6	20.00%
5	64-69	66.5	9	30.00%
6	70-75	72.5	1	3.33%
	<i>I=6</i>		<i>30</i>	<i>100%</i>

From the table, the students' score in class interval between 40- 45 was 4 students (13,33%), class interval between 46-51 was 2 students (6.67%), class interval between 52-57 was 8 (26.67%), class interval between 58-63 was 6 (20%), class interval between 64-69 was 9 (30%), and class interval between 70-75 was 1 (3.33%). In order to get description of data clearly and completely, this research presents them in histogram on the following figure:

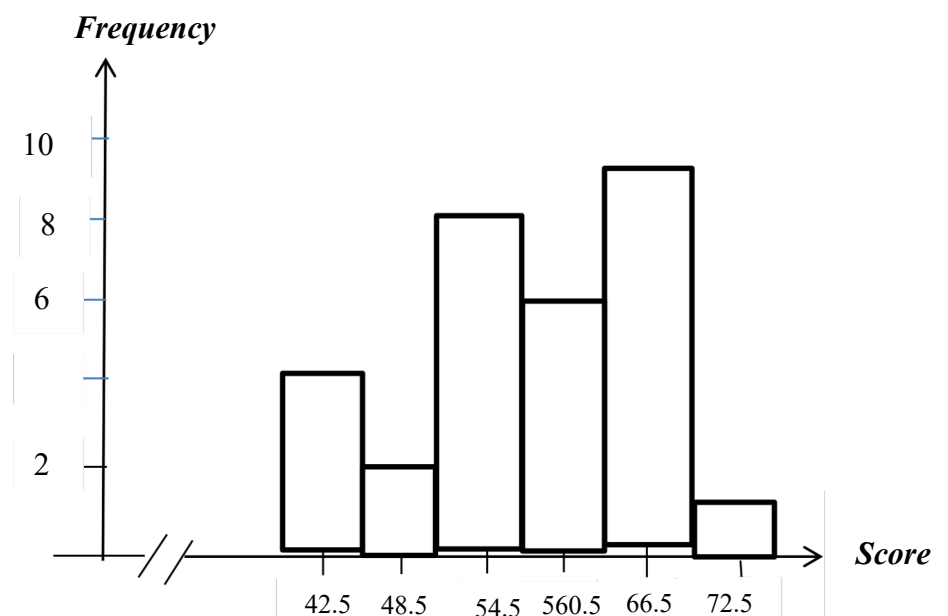


Figure IV.4: Data Description of Students' Vocabulary Mastery in Control Class (Post-test)

The Figure described the students' score of post-test in interval was different. The X-axis showed in interval score obtained by the students, while Y-axis showed the number of students who got the score. There were 4 students got score in interval 40-45, there were 2 students got score in interval 46-51, there were 8 students who got the score in interval 52-57, there were 6 students who got the score in interval 58-63, there were 9 students who got the score in interval 64-69, and there was 1 student who got the score in interval 70-75.

3. Description of Comparison the Score of Pre-test and Post-test

a. Comparison Score of Pre-test and Post-test in Experimental Class

After getting the score of pre-test and post - test in experimental class, this research made the comparison of score in form of table. The comparison of score of pre-test and post-test in experimental

class can be seen in the table below:

Table IV.8
Comparison of Score Pre-test and Post-test in Experimental Class

No	Description	Pre-test	Post-test
1	Total Score	1.500	2.388
2	Highest Score	64	96
3	Lowest Score	36	52
4	Range	28.00	44
5	Interval	6	6
6	Mean	50.00	79.60
7	Median	52.00	84.00
8	Mode	52	88
9	Variant	51.586	136.110
10	Standard Deviation	7.182	11.667

Based on the table above, this research found the different score of pre-test and post-test in experimental class. most of students got the lowest score in pre-test, the lowest score in pre-test was 36. But after got the treatment the lowest score in post - test was 52. Based on the data, it can be concluded that the score of students' vocabulary mastery was higher in the post-test than pre-test.

b. Comparison of Score Pre-test and Post-test in Control Class

After getting the score of pre-test and post-test in control class, this research made the comparison of score in form of table. The comparison of score of pre-test and post-test in control class can be seen in the table below:

Table IV.9
Comparison of Score Pre-test and Post-test in Control Class

<i>No</i>	<i>Description</i>	<i>Post-test</i>	<i>Pre-test</i>	
1	Total Score	1.716	1.520	
2	Highest Score	72	68	
3	Lowest Score	40	36	
4	Range	32	32.00	
5	Interval	6	6	
6	Mean	57.20	50.67	
7	Median	60.00	52.00	
8	Mode	64	52	
9	Variant	66.372	54.437	
10	Standard Deviation	8.147	7.378	

Based on the table above, this research found the different score pre- test and post-test in experimental class, the most of students got the lowest score in pre-test, the lowest score in pre-test was 36. But after got the treatment the lowest score in post-test was 40. Based on the data, it can be concluded that the score of students' vocabulary mastery was higher in the post-test than pre-test.

B. Result of the Research

Based on Description of the data, the result of this research are:

1. Before learning by using CTL method, the mean score of pre-test in experimental class was 50.00. So, the students' vocabulary mastery was in enough category.
2. After learning by using CTL method, the students' vocabulary mastery increasing became better than before. It can be seen from the mean score of post-test in experimental class, the mean score of post-test in experimental class was 79.60, the category was very good.

3. The result found that t_{count} was higher than t_{table} . t_{count} was 8.622 and t_{table} was 2.000 ($8.622 > 2.000$). H_a is accepted and H_o is rejected. It means, there is

a significant effect of CTL method at grade VIII students of SMP N 2

Padangsidempuan.

C. Discussion

This research was conducted to determine the significance of the theory from the data analysis results in order to find the t-score and H_a . The result of the research proved theory from Johnson⁵⁶ which stated that CTL method can be used to enrich vocabulary. In this research, found the result of experimental class in pre-test and post-test, before using the CTL method, the mean score of pre - test in experimental class was 50.00, the highest score was 64, and the lowest score was 36, and after using CTL method, the mean score of post - test in experimental class was 79.60, the highest score was 96, and the lowest score was 52. So, the post-test score higher than pre-test score.

There were several results from previous research. The first is by Rachmayani, it was concluded that the usage of CTL method can raise student results on the vocabulary test, there were significant different the value of t observed was greater than the value of t table at 1% and 5 % significance level or $2.042 < 2.834 > 2.750$. Next, is Marsela. The result of her research⁵⁸ indicated that $p\text{-value } 1\% = 2.68$, $5\% = 2.00$, and $t\text{-value} = 3.77$. It means that

⁵⁶ Johnson, E. B, *Contextual Teaching and Learning; what it is and why it's here to stay*, (Amerika Serikat: Corwin Press, 2002).

⁵⁷ Asiva Noor Rachmayani, "The Effect of Contextual Teaching and Learning Method on Vocabulary Mastery of the First Year Students of English Education Study Program at State Islamic Institute of Palangkaraya," 2021, 6.

⁵⁸ Marsela, "The Effect of the Application of Contextual Teaching and Learning (CTL) on the Students' Vocabulary Mastery at Grade Seven of SMP Gajah Mada Bandar Lampung"

p-value is smaller than t-value. Therefore, hypothesis testing showed that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. The writer concluded that the application of Contextual Teaching and Learning (CTL) was more effective than other technique without any special treatment. Based on result above, the similarity between this research and the previous research was that have an effect on students' vocabulary mastery, but have different results. In this research, in experimental class the score of mean in pre-test was 50.00 and the score of mean in post-test was 79.60 It shows that the score of the experimental class is better than the control class.

Besides that, there are also differences, the difference can be seen from the number of samples, the samples in this research amounted to 60 students, which had an experimental class of 30 students and a control class of 30 students.⁵⁹ In the Rachmayani's research the sample was only 33 students and in the Marsela's research, there were 35 students.⁶⁰ In addition, the difference can be seen from achievements, in this research CTL method used to measure the students' achievement in learning vocabulary of body parts of animals, in Rahmayani's study to measure the students' achievement in learning adjectives, and in Marcel's research CTL method used to measure the students' achievement in learning noun of things.

Based on the several differences above, it means that this research has shown that CTL method can improve vocabulary mastery on student. However,

⁵⁹ Asiva Noor Rachmayani, "The Effect of Contextual Teaching and Learning Method on Vocabulary Mastery of the First Year Students of English Education Study Program at State Islamic Institute of Palangkaraya."

⁶⁰ Marsela, "The Effect of the Application of Contextual Teaching and Learning (CTL) on the Students' Vocabulary Mastery at Grade Seven of SMP Gajah Mada Bandar Lampung"

this research found a significant difference in result. The experimental class scored higher in pre- test and post- test, with a mean score of 50.00 and 79.60, respectively. The difference in results can be observed in the number of samples 33 in Rahmayani's study. Additionally, the differences in achievement measures, such as vocabulary body parts of animals, were also observed used.

D. The Threats of the Research Findings

There are some factors that may threaten this research, including the following:

1. The research was conducted on large number of students in a single school. Therefore, the findings should be interpreted with caution and may not be generalized to all eighth grade students in other schools or regions.
2. The level of students' motivation during the learning process can influence their performance. Some students may not be fully engaged, which could affect the post – test results.
3. The limited duration of the study might not have been enough for students to fully adapt to the CTL method and show significant progress.

CHAPTER V

CLOSING

A. Conclusion

Based on the results of the data analysis, it can be concluded that Contextual Teaching and Learning (CTL) has a significant effect on students' vocabulary mastery at the eighth grade of SMP Negeri 2 Padangsidempuan. The students' mean score in the post-test was higher than their mean score in the pre-test, indicating an improvement after they were taught using CTL. Furthermore, the result of the t-test showed that the value of t-observed was higher than the value of t-table, which means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Therefore, it can be concluded that CTL is an effective teaching method to improve students' vocabulary mastery.

B. Suggestion

After finishing the research, this research got many information in English teaching learning. Therefore, from that experience, this research shows some things need to be proven. It makes the researcher give some suggestion, as follow:

4. For Head Master of school, as the information and knowledge about CTL method to vocabulary mastery in learning English.

5. For English Teacher, as the information and knowledge about CTL method to Vocabulary Mastery and can be applied in their class.
6. For Researcher, as a reference to the next researchers who are interested intaking the same title related to CTL method as a factor in Vocabulary Mastery.

C. Implications

Implication is something that suggested, or happens, indirectly of finding of scientific study. The result of this research is about the effect of Contextual Teaching and Learning method on vocabulary mastery at grade VIII students of SMPN 2 Padangsidempuan. Based on the result of this research, it is known that CTL method is a good method to develop or increase their ability in vocabulary. A study that has been carried out in an educational environment, the conclusions drawn certainly has information this method in the field of education and also subsequent research. That's relating to the implications are as follow:

- a. Based on the result of this research that the method it can use by English teacher, because this method is very easy to practice in the classroom when learned vocabulary mastery in the class. Therefore, this method can provide more information to English teacher that's a method of learning process to be used. So, it does not make learning process monotonous method.
- b. Based on the theory that has formulated by researcher, it can be seen that CTL method has good improvement to the students. Because it makes them more active and engage in the learning process.

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CURRICULUM VITAE



A. Identify

Name : SahriRamadani Siregar
Nim : 2120300066
Place and Birthday : Aek Lancat, 27 Oktober 2003
Gender : Female
Religion : Islam
Address : Aek Gunung

B. Parent

1. Father's name : Amron Siregar
2. Mother's name : Samsiah Nasution

C. Educational Background

1. Elementary School : SD Negeri 100624 Simaninggir
2. Junior High School : SMP Negeri 4 Batang Angkola
3. Senior High School : SMA Negeri 8 Padangsidimpuan
4. Collage : UIN SYAHADA Padangsidimpuan

APPENDIX 1

LESSON PLAN IN EXPERIMENTAL CLASS (RPP)

Sekolah	: SMP N 2 Padangsidempuan
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII-7/Ganjil (Experimental Class)
Materi pokok	: Body parts of Animals (Nouns)
Alokasi waktu	: 1 pertemuan (1 × 45 menit)

1. Kompetensi Inti (KI)

KI 1: Menghargai dan mengamalkan ajaran agama yang dianutnya.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli, santun, dan percaya diri dalam berinteraksi dengan lingkungan sosial dan dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan factual, konseptual, procedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

2. Kompetensi Dasar (KD)

3.7 Memahami, mendeskripsikan dan mengidentifikasi kosakata Bahasa Inggris yang berkaitan dengan bagian tubuh hewan

3.8 menyusun kalimat sederhana yang berkaitan dengan pendeskripsian bagian tubuh hewan.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi kata benda (noun) yang berkaitan dengan bagian tubuh hewan berdasarkan teks atau gambar yang disediakan dengan benar.

2. menyebutkan arti kata (meaning) nama-nama bagian tubuh hewan dari bahasa Inggris ke bahasa Indonesia.
3. Mengenali dan menuliskan ejaan nama-nama bagian tubuh hewan sesuai dengan konteksnya secara lisan maupun tulisan.

D. Tujuan Pembelajaran

1. peserta didik mampu mengidentifikasi kata benda (noun) yang berkaitan dengan bagian tubuh hewan dalam teks atau gambar dengan benar.
2. Peserta didik mampu mengenali dan menyebutkan arti kata (meaning) nama-nama bagian tubuh hewan dari Bahasa Inggris ke bahasa Indonesia.
3. Peserta didik mampu mengenali dan mengeja nama-nama bagian tubuh hewan sesuai dengan konteksnya secara lisan maupun tulisan.

E. Materi Pembelajaran

A noun is a word used to name a person, place, things.

Names body parts of animal:

1. Trunk; elephant
2. Tusk; elephant
3. Big ears; elephant
4. Paw; Bear
5. Ears; Rabbit
6. Antlers; Deer
7. Mane; Lion
8. Stripes; Zebra
9. Long neck; giraffe
10. Beak; Bird
11. Wings; Bird
12. Etc.

F. Pendekatan Pembelajaran :

Contextual Teaching and Learning Method

G. Alat/Media Pembelajaran:

1. Buku cetak siswa Bahasa Inggris kelas VIII SMP/MTs, yang telah dinyatakan layak oleh Menteri Pendidikan dan Kebudayaan RI.
2. Kamus Bahasa Inggris

H. Sumber Pembelajaran

Buku cetak siswa Bahasa Inggris Kelas VIII-9 SMP/MTs, yang telah dinyatakan layak oleh Menteri Pendidikan dan Kebudayaan RI.

https://www.academia.edu/10355858/Bahasa_Ingggris_When_English_Rin_gs_a_Bell_Buku_Siswa_

1. Kegiatan Pembelajaran

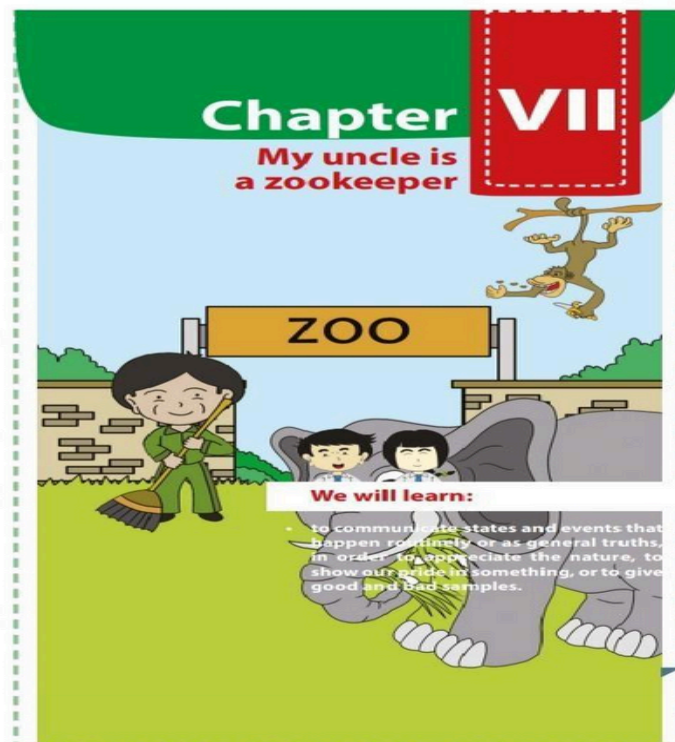
	<i>Aktivitas Guru</i>	<i>Prosedur Menggunakan Metode CTL</i>	<i>Aktivitas Siswa</i>
<i>Kegiatan Awal</i>	4. Guru menjelaskan tujuan pembelajaran dan kompetensi yang berkaitan dengan kosakata bagian-bagian tubuh hewan.	1. Pendahuluan d. Guru menjelaskan kompetensi yang harus dicapai serta pentingnya mempelajari kosakata bagian-bagian tubuh hewan.	3. Siswa mendengarkan penjelasan dari guru. 4. Siswa menjawab ketika guru mengecek pemahaman mereka.
	5. Guru menjelaskan langkah-langkah kegiatan CTL yang akan diikuti selama pembelajaran.	e. Guru menjelaskan prosedur pembelajaran CTL untuk pelajaran kosakata hari ini.	3. Siswa memperhatikan penjelasan tentang prosedur pembelajaran. 4. Siswa mengajukan atau menjawab pertanyaan sederhana tentang langkah-langkah pembelajaran ketika diminta.
	5. Guru menanyakan kepada siswa tentang hewan dan bagian tubuh yang sudah mereka ketahui serta menjelaskan tugas yang akan dilakukan.	f. Guru melakukan sesi tanya jawab mengenai tugas-tugas yang akan dikerjakan oleh siswa.	3. Siswa menjawab pertanyaan guru tentang hewan dan bagian-bagian tubuhnya. 4. Siswa meminta penjelasan jika mereka tidak memahami tugas.

	<i>Aktivitas Guru</i>	<i>Prosedur Menggunakan Metode CTL</i>	<i>Aktivitas Siswa</i>
--	-----------------------	--	------------------------

	6. Guru menginstruksikan siswa untuk mengamati dan mengidentifikasi bagian-bagian tubuh hewan yang ditampilkan pada gambar.	2. Kegiatan Inti	3. Siswa mengamati gambar hewan dengan saksama. 4. Siswa mengidentifikasi dan menunjuk bagian-bagian tubuh yang mereka lihat (misalnya ekor, sayap, paruh, sirip).
<i>Kegiatan Inti</i>	7. Guru meminta siswa untuk menuliskan bagian-bagian tubuh yang mereka amati di buku catatan mereka.		3. Siswa menuliskan bagian-bagian tubuh hewan yang telah mereka identifikasi. 4. Siswa bertanya kepada guru jika mereka ragu tentang ejaan atau makna kata yang belum mereka kenal.
	8. Guru meminta setiap kelompok untuk mendiskusikan catatan mereka dan menyimpulkan hasil pengamatan.		3. Siswa mendiskusikan hasil pengamatan mereka dengan anggota kelompok. 4. Siswa mempresentasikan temuan mereka dan menanggapi pertanyaan dari kelompok lain.
<i>Kegiatan Penutup</i>	9. Guru membimbing siswa untuk menyimpulkan kosakata bagian-bagian tubuh hewan yang telah dipelajari hari ini.	6. Penutup b. Guru meninjau kembali beberapa kosakata kunci dan memberikan umpan balik singkat terhadap kinerja siswa.	3. Siswa menyebutkan kosakata bagian-bagian tubuh hewan yang telah mereka pelajari. 4. Siswa menjawab pertanyaan guru dan merefleksikan apa yang telah mereka pahami dari pembelajaran.

APPENDIX 2

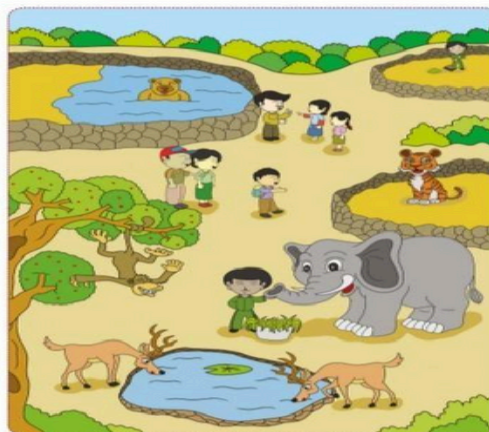
LEARNING MEDIA FOR THE EXPERIMENTAL CLASS AND CONTROL CLASS



Observing & Asking Questions



We have a study tour in a zoo.
What animals do you see in the picture?





Observing & Asking Questions



Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.

(Adapted from The Little Animal Encyclopedia)



Tigers are the biggest of all cats. They live in the grasslands and forests. Their striped coat gives them good camouflage when they hunt. They love meat to eat.

(Adapted from The Little Animal Encyclopedia)



Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate.

(Adapted from The Little Animal Encyclopedia)



Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops. Monkeys eat plants, birds' eggs, small animals, and insects. Most of them live in the forest.

(Adapted from The Little Animal Encyclopedia)

APPENDIX 3

The Instruments of Pre -test and Post-test

Pre-test Instrument

Name:

Class:

CHOOSE THE BEST ANSWER FOR THE QUESTION BELOW!

Identify Name of Animal Body Parts (1–10)

1. What is the name of this part of an elephant?



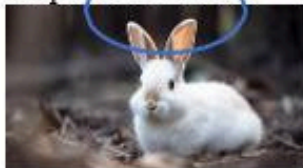
- a) Tail
- b) Horn
- c) Trunk
- d) Nose

2. What is the name of this part of a deer?



- a. Antlers
- b. Ears
- c. Horn
- d. Hair

3. What is the name of this part of a rabbit?



- e. Feet
- f. Whiskers
- g. Ears
- h. Tail

4. What is the name of this part of a giraffe?



- a) Neck
- b) Head
- c) Back
- d) Leg

5. What is the name of this part of a lion?



- a) Hair
- b) Fur
- c) Mane
- d) Tail

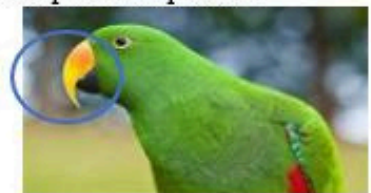
6. What is the name of this part of a crocodile?



- a) Claw
- b) Skin

- c) Tail
- d) Teeth

7. What is the name of this part of a parrot?



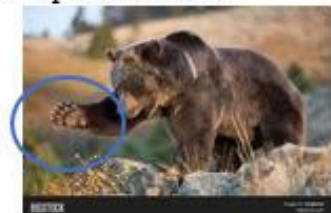
- a) Nose
- b) Beak
- c) Tongue
- d) Claw

8. What is the name of this part of a whale?



- a) Wing
- b) Tail
- c) Fin
- d) Horn

9. What is the name of this part of a bear?



- a) Hand
- b) Claw

- c) Paw
d) Arm
10. What is the name of this part of a zebra?



- a) Skin
b) Hair
c) Stripes
d) Tail

Spelling of Animal Body Parts (11–20)

11. How do you spell “Gading” in English?
a) TUSK
b) TUSC
c) TUSQ
d) TISK
12. How do you spell “~~telinga besar~~” in English?
a) BIG EAAR
b) BIG EARS
c) BIG EERS
d) BIG IRS
13. How do you spell “~~Elor~~” in English?
a) TILE
b) TEAL
c) TAIL
d) TOLL
14. How do you spell “Sayap” in English?
a) WING
b) WINC
c) WINK
d) WIGN
15. How do you spell “~~Kulit~~” in English?
a) SKINE
b) SCIN
c) SKIN
d) SKEN

16. How do you spell “Cakar” in English?
a) CLAW
b) CLOW
c) CLAU
d) CLUE
17. How do you spell “~~Bintik~~” in English?
a) SPOTS
b) SPORT
c) SPOTZ
d) SPOTH
18. How do you spell “Taring” in English?
a) FENG
b) FANG
c) FANK
d) FENGH
19. How do you spell “Bulu” in English?
a) FUR
b) FURR
c) FURZ
d) FOOR
20. How do you spell “Kumis” in English?
a) WHISKERS
b) WHISKARS
c) WHISKES
d) WHISCARS

Meaning of Animal Body Parts (21–25)

21. What is the meaning of “snout”?
a) Taring
b) ~~Moncong~~
c) Sayap
d) ~~Elor~~
22. What is the meaning of “Horn”?
a) ~~Belalai~~
b) ~~Kulit~~
c) ~~Tanduk~~
d) Leher
23. What is the meaning of “Fur”?
a) ~~Sisik~~
b) Bulu
c) Taring
d) Cakar
24. What is the meaning of “Tail”?
a) ~~Elor~~
b) Sayap
c) ~~Kepala~~
d) ~~Hidung~~
25. What is the meaning of “Fin”?
a) Kaki
b) Sirip
c) ~~Tanduk~~
d) Cakar

Post-test Instrument

Nama:

Class:

CHOOSE THE BEST ANSWER FOR THE QUESTION BELOW!

1. What is the name of this part of a lion?



- a) Hair
- b) Fur
- c) Mane
- d) Tail

2. What is the name of this part of a zebra?



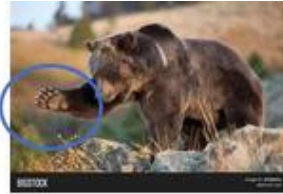
- a) Skin
- b) Hair
- c) Stripes
- d) Tail

3. What is the name of this part of a rabbit?



- a) Feet
- b) Whiskers
- c) Ears
- d) Tail

4. What is the name of this part of a bear?



- a) Hand
- b) Claw
- c) Paw
- d) Arm

5. What is the name of this part of a giraffe?



- a) Neck
- b) Head
- c) Back
- d) Leg

6. What is the name of this part of an elephant?



- a) Tail
- b) Horn
- c) Trunk
- d) Nose

7. What is the name of this part of a crocodile?



- a) Claw

- b) Skin
- c) Tail
- d) Teeth

8. What is the name of this part of a deer?



- a) Antlers
- b) Ears
- c) Horn
- d) Hair
- e) What is the name of this part of a



- a) Nose
- b) Beak
- c) Tongue
- d) Claw

9. What is the name of this part of a whale?



- a. Wing
- b. Tail
- c. Fin
- d. Horn

Spelling of Animal Body Parts (11–20)

10. How do you spell "telinga besar" in

English?

- a) **BIG EAAR**
- b) **BIG EARS**
- c) **BIG EERS**
- d) **BIG IRS**

11. How do you spell “Sayap” in English?

- a) **WING**
- b) **WINC**
- c) **WINK**
- d) **WIGN**

12. How do you spell “Kulit” in English?

- a) **SKINE**
- b) **SCIN** c)
- SKIN** d)
- SKEN**

13. How do you spell “Cakar” in English?

- a) **CLAW**
- b) **CLOW**
- c) **CLAU**
- d) **CLUE**

14. How do you spell “Ekor” in English?

- a) **TILE**
- b) **TEAL**
- c) **TAIL**
- d) **TOLL**

15. How do you spell “Bintik” in English?

- a) **SPOTS**
- b) **SPORT**
- c) **SPOTZ**
- d) **SPOTH**

16. How do you spell “Taring” in English?

- a) **FENG** b)
- FANG** c)
- FANK** d)
- FENGH**

17. How do you spell “Gading” in English?

- a) **TUSK**
- b) **TUSC**
- c) **TUSQ**
- d) **TISK**

18. How do you spell “Bulu” in English?

- a) **FUR**
- b) **FURR**

c) **FURZ**

d) **FOOR**

19. How do you spell “Kumis” in English?

- a) **WHISKERS**
- b) **WHISKARS**
- c) **WHISKES** d)
- WHISCARS**

Meaning of Animal Body Parts (21–25)

20. What is the meaning of “Fur”?

- a) **Sisik** b)
- Bulu** c)
- Taring** d)
- Cakar**

21. What is the meaning of “Fin”?

- a) **Kaki** b)
- Sirip** c)
- Tanduk** d)
- Cakar**

22. What is the meaning of “snout”?

- a) **Taring**
- b) **Moncong**
- c) **Sayap**
- d) **Ekor**

23. What is the meaning of “Horn”?

- a) **Belalai**
- b) **Kulit**
- c) **Tanduk**
- d) **Leher**

24. What is the meaning of “Tail”?

- a) **Ekor**
- b) **Sayap**
- c) **Kepala**
- d) **Hidung**

KEY ANSWERS PRE-TEST

1. C. Trunk
2. A. Antlers
3. C. Ears
4. A. Neck
5. C. Mane
6. C. Tail
7. B. Beak
8. C. Fin
9. C. Paw
10. C. Stripes
11. A. Tusk
12. C. Big Ears
13. C. Tail
14. A. Wing
15. C. Skin
16. A. Claw
17. A. Spots
18. B. Fang
19. A. Fur
20. A. Whiskers
21. B. Moncong
22. C. Tanduk
23. B. Bulu
24. A. Ekor
25. B. Sirip

KEY ANSWERS POST-TEST

1. C. Mane
2. C. Stripes
3. C. Ears
4. C. Paw
5. A. Neck
6. C. Trunk
7. C. Tail
8. A. Antlers
9. B. Beak
10. C. Fin
11. B. Big ears
12. A. Wing
13. C. Skin
14. A. Claw
15. C. Tail
16. A. Spots
17. B. Fang
18. A. Tusk
19. A. Fur
20. A. Whiskers
21. B. Bulu
22. B. Sirip
23. B. Moncong
24. C. Tanduk
25. A. Ekor

VALIDATION LETTER

I am the one who signed this letter

Name : Sri Kartini Siregar, S.Pd.

Job : English Teacher in SMPN 2 Padangsidimpuan

Has multiple choice test sheet on students' vocabulary mastery for completeness of the research entitled:

“The Effect of Contextual Teaching and Learning (CTL) Method on Vocabulary Mastery at the Eighth Grade Students of SMPN 2 Padangsidimpuan”

Arranged by:

Name : Sahri Ramadani Siregar

NIM : 2120300066

Faculty : Tarbiyah and Teacher Training Faculty Department: English
Education Department (TBI-1)

The input that I have given as follow:

1. The questions are too easy for the students
2. –

With hope, the input and assessments that given can be used to complete in obtaining the quality of guidelines for good multiple-choice test.

Padangsidimpuan Juli2025
Validator

Sri Kartini Siregar, S.Pd.

The Comparison Score of Pre-Test and Post-Test in Experimental Class

No	VIII-7	Experimental Class	
	Name	Pre- Test	Post Test
1	AR	52	84
2	AH	64	76
3	AST	52	92
4	RQ	52	88
5	AFP	56	96
6	DR	48	88
7	RR	52	84
8	DD	64	80
9	NL	56	76
10	RCN	48	88
11	Z	60	80
12	HL	52	88
13	AP	48	88
14	AR	36	88
15	FH	44	64
16	O	40	68
17	D	48	84
18	AZ	52	92
19	IW	56	72
20	AK	48	92
21	MRP	56	88
22	FA	52	72
23	AM	40	68
24	DG	48	68
25	P	56	92
26	FS	40	60
27	RA	52	56
28	FDA	36	84
29	UDA	48	52
30	NO	44	80

The Valid and Invalid Items of Instrument

Item	r hitung	r table	Keterangan
1	0.534	0.374	Valid
2	0.506	0.374	Valid
3	0.524	0.374	Valid
4	0.538	0.374	Valid
5	0.524	0.374	Valid
6	0.585	0.374	Valid
7	0.529	0.374	Valid
8	0.551	0.374	Valid
9	0.293	0.374	Invalid
10	0.594	0.374	Valid
11	0.432	0.374	Valid
12	0.551	0.374	Valid
13	0.521	0.374	Valid
14	0.515	0.374	Valid
15	0.585	0.374	Valid
16	0.222	0.374	Invalid
17	0.528	0.374	Valid
18	0.551	0.374	Valid
19	0.264	0.374	Invalid
20	0.558	0.374	Valid
21	0.406	0.374	Valid
22	0.506	0.374	Valid
23	0.538	0.374	Valid
24	0.553	0.374	Valid
25	0.553	0.374	Valid
26	0.553	0.374	Valid
27	0.553	0.374	Valid
28	0.553	0.374	Valid
29	0.565	0.374	Valid
30	0.506	0.374	Valid

Validity of Instrument

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9				Q1	Q1	Q1	Q1	Q1	Q1	Q1	Q1	Q2	Q2	Q2	Q2	Q2	Q2						Q2	Q2	Q2	Q2	Q3	To	
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9				0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	tal				
Q 1	Pears on Correlation Sig. (2-tailed) N	.171*	.61*	.274	.499**	.432*	.398*	.279	.354	.236	.583	.342	.541	.133	.641	.34	.234	.354	.236	.515	.079	.790	.161	.583	.155	.432*	.432*	.432*	.432*	.432*	.432*	.432*	.358	.200	.534				
		.000	.143	.005	.017	.029	.136	.055	.208	.052	.212	.417	.092	.385	.212	.058	.204	.015	.679	.679	.542	.052	.414	.017	.017	.017	.017	.017	.017	.017	.017	.017	.052	.289	.002				
		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30				
Q 2	Pears on Correlation Sig. (2-tailed) N	.671**	.1	.262	.365*	.262	.58*	.154	.208	.073	.321	.257	.161	.308	.279	.408*	.218	.505*	-.073	.073	-.029	.321	.206	.408*	.408*	.408*	.408*	.408*	.408*	.408*	.408*	.321	.175	.506**					
		.000	.161	.047	.161	.0101	.416	.270	.702	.084	.171	.394	.097	.336	.025	.270	.247	.004	.702	.702	.878	.084	.274	.025	.025	.025	.025	.025	.025	.025	.025	.025	.084	.355	.004				
		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30				
Q 3	Pears on Correlation	.274	.262	.1	.700**	.330	.259	-.094	.191	.535**	.607*	.397	.626	.530*	.413	.259	.055	.267	.464*	.401*	.267	.196	.607*	.117	.330	.196	.196	.196	.196	.196	.196	.205	.205	.524**					

	Sig. (2- tailed)	.14 3	.1 61		.00 0	.07 5	.1 67	.61 9	.3 12	.00 2	.0 00	.0 30	.1 64	.0 03	.0 23	.1 67	.77 5	.15 3	.0 10	.02 8	.1 53	.2 98	.0 00	.5 39	.07 5	.29 8	.29 8	.29 8	.29 8	.27 6	.27 6	.00 3
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q 4	Pears on Correl ation	.49 9	.3 65	.7 00*	.1 1	.40 8*	.4 08*	.00 0	.2 08	.21 8	.4 67*	.2 57	.3 08	.4 55*	.2 79	.1 06	.20 8	.36 4*	.3 56	.21 8	.2 18	.1 17	.4 67*	.2 06	.11 7	.40 8*	.40 8*	.40 8*	.40 8*	.17 5	.17 5	.53 8**
	Sig. (2- tailed)	.00 5	.0 47	.0 00		.02 5	.0 25	1.0 00	.2 70	.24 7	.0 09	.1 71	.0 97	.0 12	.1 36	.5 78	.27 0	.04 8	.0 53	.24 7	.2 47	.5 39	.0 09	.2 74	.53 9	.02 5	.02 5	.02 5	.02 5	.35 5	.35 5	.00 2
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q 5	Pears on Correl ation	.43 2*	.2 62	.3 30	.40 8*	.1 1	.2 59	.18 9	.3 27	.00 0	.4 73*	.1 20	.3 96*	.5 30*	.4 13	.1 20	.32 7	.26 7	.6 00*	.13 4	.2 67	.5 98*	.3 39	.1 17	.06 2	.73 2**	.73 2**	.73 2**	.73 2**	.60 7**	.47 3**	.52 4**
	Sig. (2- tailed)	.01 7	.1 61	.0 75	.02 5		.1 67	.31 7	.0 77	1.0 00	.0 08	.5 27	.0 31	.0 03	.0 23	.5 27	.07 7	.15 3	.0 00	.48 1	.1 53	.0 00	.0 67	.5 39	.74 3	.00 0	.00 0	.00 0	.00 0	.00 0	.00 8	.00 3
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q 6	Pears on Correl ation	.39 8	.5 58*	.2 59	.40 8*	.25 9	.1 1	.19 6	.2 26	.20 8	.2 96	.4 26*	.3 12	.3 12	.6 65*	.2 82	.08 5	.48 4**	.3 67*	.06 9	.4 84*	.1 20	.1 57	.2 57	.39 7*	.39 7*	.39 7*	.39 7*	.39 7*	.29 6	.29 6	.58 5**

	Sig. (2- tailed) N	.02 9 30	.0 01 30	.1 67 30	.02 5 30	.16 7 30		.30 0 30	.2 30 30	.27 1 30	.1 13 30	.0 19 30	.0 94 30	.0 94 30	.0 00 30	.1 31 30	.65 6 30	.00 7 30	.0 46 30	.71 6 30	.0 07 30	.5 27 30	.4 07 30	.1 71 30	.03 0 30	.03 0 30	.03 0 30	.03 0 30	.03 0 30	.11 3 30	.11 3 30	.00 1 30
Q 7	Pears on Correl ation Sig. (2- tailed) N	.27 9 30	.1 54 30	- .0 94	.00 0 30	.18 9 30	.1 96 30	.5 177* 30	.00 0 30	.0 94 30	.5 96 30	.3 23* 81	.0 48 30	.3 42 30	.14 4 30	.28 3 30	.1 44 30	.00 0 30	.4 24* 30	.0 47 30	.0 94 30	.4 63* 30	.18 9 30	.18 9 30	.18 9 30	.18 9 30	.18 9 30	.18 9 30	.37 8* 30	.37 8* 30	.52 9** 30	
Q 8	Pears on Correl ation Sig. (2- tailed) N	.13 6 30	.4 16 30	.6 19 30	1.0 00 30	.31 7 30	.3 00 30	.0 01 30	1.0 00 30	.6 19 30	.3 00 30	.0 03 30	.0 38 30	.8 03 30	.0 64 30	.44 7 30	.13 0 30	.4 47 30	1.0 00 30	.0 19 30	.8 04 30	.6 19 30	.0 10 30	.31 7 30	.31 7 30	.31 7 30	.31 7 30	.31 7 30	.03 9 30	.03 9 30	.00 3 30	
Q 9	Pears on Correl ation Sig. (2- tailed) N	.35 4 30	.2 08 30	.1 91 30	.20 8 30	.32 7 30	.2 26 30	.57 7** 30	1 30	.13 6 30	.2 18 30	- .0 56	.2 47 30	.2 47 30	.0 27 30	.6 49* 8	.02 8 30	.13 6 30	.4 44* 30	.27 2 30	.2 72 30	.0 55 30	.4 91* 30	.0 59 30	.32 7 30	.32 7 30	.32 7 30	.32 7 30	.32 7 30	.35 5 30	.35 5 30	.55 1** 30
Q 9	Pears on Correl ation	.23 6	.0 73	.5 35* 30	.21 8	.00 0	.2 08	.00 0	.1 36	1 01	.4 01	.3 46	.0 67	.2 02	.2 02	.0 69	.27 2	.06 7	.2 72	.46 7**	.0 67	.1 34	.2 67	.0 73	.40 1*	- .13 4	- .13 4	- .13 4	- .13 4	.00 0	.13 4	.29 3

	Sig. (2- tailed) N	.20 8	.7 02	.0 02	.24 7	1.0 00	.2 71	1.0 00	.4 73		.0 28	.0 61	.7 24	.2 85	.2 85	.7 16	.14 6	.72 6	.1 46	.00 9	.7 26	.4 81	.1 53	.7 02	.02 8	.48 1	.48 1	.48 1	.48 1	1.0 00	.48 1	.11 5
Q Pears 10 on Correl ation Sig. (2- tailed) N		.35 8	.3 21	.6 07*	.46 7**	.47 3**	.2 96	.09 4	.2 18	.40 1*		.2 96	.2 79	.4 13	.3 96	.2 96	.08 2	.53 5	.6 27*	.40 1*	.1 34	.3 39	.4 64*	.1 75	.33 9	.20 5	.20 5	.20 5	.20 5	.19 6	.33 0	.59 4**
		.05 2	.0 84	.0 00	.00 9	.00 8	.1 13	.61 9	.2 47	.02 8		.1 13	.1 36	.0 23	.0 31	.1 13	.66 7	.00 2	.0 00	.02 8	.4 81	.0 67	.0 10	.3 55	.06 7	.27 6	.27 6	.27 6	.27 6	.29 8	.07 5	.00 1
Q Pears 11 on Correl ation Sig. (2- tailed) N		.23 4	.2 57	.3 97*	.25 7	.12 0	.4 26*	.19 6	.0 56	.34 6	.2 96		.3 12	.4 51	.3 86	.1 39	.22 6	.20 8	.2 26	.34 6	.3 46	.2 59	.2 96	.2 57	.53 6**	.01 8	.01 8	.01 8	.01 8	.15 7	.15 7	.43 2*
		.21 2	.1 71	.0 30	.17 1	.52 7	.0 19	.30 0	.7 67	.06 1	.1 13		.0 94	.0 12	.0 35	.4 65	.23 0	.27 1	.2 30	.06 1	.0 61	.1 67	.1 13	.1 71	.00 2	.92 3	.92 3	.92 3	.92 3	.40 7	.40 7	.01 7
Q Pears 12 on Correl ation		.15 4	.1 61	.2 61	.30 8	.39 6*	.3 12	.52 3**	.2 47	.06 7	.2 79	.3 12		.4 57	.3 57	.1 72	.24 7	.20 2	.2 47	.20 2	.6 05*	.2 61	.6 279	.6 02*	.26 1	.53 0**	.53 0**	.53 0**	.53 0**	.54 8**	.54 8**	.55 1**

	Sig. (2- tailed) N	.41 7 30	.3 94 30	.1 64 30	.09 7 30	.03 1 30	.0 94 30	.00 3 30	.1 88 30	.72 4 30	.1 36 30	.0 94 30		.0 11 30	.0 52 30	.3 63 30	.18 8 30	.28 5 30	.1 88 30	.28 5 30	.0 00 30	.1 64 30	.1 36 30	.0 00 30	.16 4 30	.00 3 30	.00 3 30	.00 3 30	.00 3 30	.00 2 30	.00 2 30	.00 2 30
Q 13	Pears on Correl ation Sig. (2- tailed) N	.31 3 30	.3 08 30	.5 30* 30	.45 5* 30	.53 0** 30	.3 12 30	.38 1* 30	.2 47 30	.20 2 30	.4 13 30	.4 57* 30	.4 * 30	.4 193* 30	.4 * 30	.3 12 30	.24 7 30	.33 6 30	.3 84* 30	.20 2 30	.2 02 30	.2 61 30	.2 79 30	.3 08 30	.12 6 30	.39 6* 30	.39 6* 30	.39 6* 30	.39 6* 30	.27 9 30	.27 9 30	.52 1** 30
		.09 2 30	.0 97 30	.0 03 30	.01 2 30	.00 3 30	.0 94 30	.03 8 30	.1 88 30	.28 5 30	.0 23 30	.0 12 30	.0 11 30		.0 06 30	.0 94 30	.18 8 30	.06 9 30	.0 36 30	.28 5 30	.2 85 30	.1 64 30	.1 36 30	.0 97 30	.50 8 30	.03 1 30	.03 1 30	.03 1 30	.03 1 30	.13 6 30	.13 6 30	.00 3 30
Q 14	Pears on Correl ation Sig. (2- tailed) N	.16 4 30	.2 79 30	.4 13* 30	.27 9 30	.41 3 30	.6 65* 30	.04 8 30	.0 27 30	.20 2 30	.3 96 30	.3 86* 30	.3 57* 30	.4 93* 30	.4 1 30	.2 47 30	.16 5 30	.47 1** 30	.3 02 30	.06 7 30	.4 71* 30	.2 79 30	.1 26 30	.2 79 30	.27 9 30	.41 3* 30	.41 3* 30	.41 3* 30	.41 3* 30	.26 1 30	.26 1 30	.51 5** 30
		.38 5 30	.1 36 30	.0 23 30	.13 6 30	.02 3 30	.0 00 30	.80 3 30	.8 85 30	.28 5 30	.0 31 30	.0 35 30	.0 52 30	.0 06 30		.1 89 30	.38 4 30	.00 9 30	.1 05 30	.72 4 30	.0 09 30	.1 36 30	.5 08 30	.1 36 30	.13 6 30	.02 3 30	.02 3 30	.02 3 30	.02 3 30	.16 4 30	.16 4 30	.00 4 30
Q 15	Pears on Correl ation	.23 4 30	.4 08* 30	.2 59 30	.10 6 30	.12 0 30	.2 82 30	.34 2 30	.6 49* 30	.06 9 30	.2 96 30	.1 39 30	.1 72 30	.3 12 30	.2 47 30	1 30	.05 6 30	.34 6 30	.3 67* 30	.20 8 30	.2 08 30	- 018 30	.5 73* 30	.2 57 30	.39 7* 30	.25 9 30	.25 9 30	.25 9 30	.25 9 30	.29 6 30	.15 7 30	.58 5** 30

	Sig. (2- tailed) N	.21 2 30	.0 25 30	.1 67 30	.57 8 30	.52 7 30	.1 31 30	.06 4 30	.0 00 30	.71 6 30	.1 13 30	.4 65 30	.3 63 30	.0 94 30	.1 89 30		.76 7 30	.06 1 30	.0 46 30	.27 1 30	.2 71 30	.9 23 30	.0 01 30	.1 71 30	.03 0 30	.16 7 30	.16 7 30	.16 7 30	.16 7 30	.11 3 30	.40 7 30	.00 1 30
Q Pears 16 on Correl ation Sig. (2- tailed) N		.35 4 30	.2 08 30	.0 55 30	.20 8 30	.32 7 30	.0 85 30	.14 4 30	.0 28 30	.27 2 30	.0 82 30	.2 26 30	.2 47 30	.2 47 30	.1 65 30	- .0 56 30	1 1 30	.00 0 30	.3 06 30	.13 6 30	.1 36 30	.3 27 30	.0 82 30	.2 08 30	.05 5 30	.32 7 30	.32 7 30	.32 7 30	.32 7 30	.21 8 30	.21 8 30	.22 2 30
Q Pears 17 on Correl ation Sig. (2- tailed) N		.05 5 30	.2 70 30	.7 75 30	.27 0 30	.07 7 30	.6 56 30	.44 7 30	.8 84 30	.14 6 30	.6 67 30	.2 30 30	.1 88 30	.1 88 30	.3 84 30	.7 67 30		1.0 00 30	.1 01 30	.47 3 30	.4 73 30	.0 77 30	.6 67 30	.2 70 30	.77 5 30	.07 7 30	.07 7 30	.07 7 30	.07 7 30	.24 7 30	.24 7 30	.23 9 30
Q Pears 18 on Correl ation Sig. (2- tailed) N		.23 6 30	.2 18 30	.2 67 30	.36 4* 30	.26 7 30	.4 84* 30	.28 3 30	.1 36 30	.06 7 30	.5 35* 30	.2 08 30	.2 02 30	.3 36 30	.4 71* 30	.3 46 30	.00 0 30	1 1 30	.2 72 30	.06 7 30	.2 00 30	.2 67 30	.2 67 30	.3 64* 30	.00 0 30	.13 4 30	.13 4 30	.13 4 30	.13 4 30	.13 4 30	.00 0 30	.52 8** 30
Q Pears 18 on Correl ation		.51 5	.5 05 30	.4 64 30	.35 6	.60 067	.3 67	.14 4	.4 44	.27 2	.6 27	.2 26	.2 47	.3 84	.3 02	.3 67	.30 6	.27 2	1 1	.27 2	.2 72	.3 27	.6 27	.0 59	.32 7	.46 4**	.46 4**	.46 4**	.46 4**	.49 1**	.35 5	.55 1**

	Sig. (2- tailed) N	.00 4 30	.0 04 30	.0 10 30	.05 3 30	.00 0 30	.0 46 30	.44 7 30	.0 14 30	.14 6 30	.0 00 30	.2 30 30	.1 88 30	.0 36 30	.1 05 30	.0 46 30	.10 1 30	.14 6 30		.14 6 30	.1 46 30	.0 77 30	.0 00 30	.7 55 30	.07 7 30	.01 0 30	.01 0 30	.01 0 30	.01 0 30	.00 6 30	.05 5 30	.00 2 30
Q 19	Pears on Correl ation Sig. (2- tailed) N	.07 9 30	-. 0 73 30	.4 01 30	.21 8 30	.13 4 30	.0 69 30	.00 0 30	.2 72 30	.46 7 30	.4 01 30	.3 46 30	.2 02 30	.2 02 30	.0 67 30	.2 08 30	.13 6 30	.06 7 30	.2 72 30	1 1 30	.0 67 30	.4 01 30	.4 01 30	.2 18 30	.26 7 30	.00 0 30	.00 0 30	.00 0 30	.00 0 30	.13 4 30	.40 1 30	.26 4 30
Q 20	Pears on Correl ation Sig. (2- tailed) N	.67 9 30	.7 02 30	.0 28 30	.24 7 30	.48 1 30	.7 16 30	.0 00 30	.1 46 30	.0 9 30	.0 28 30	.0 61 30	.2 85 30	.2 85 30	.7 24 30	.2 71 30	.47 3 30	.72 6 30	.1 46 30		.7 26 30	.0 28 30	.0 28 30	.2 47 30	.15 3 30	1.0 00 30	1.0 00 30	1.0 00 30	1.0 00 30	.48 1 30	.02 8 30	.15 8 30
Q 21	Pears on Correl ation	.07 9 30	.0 73 30	.2 67 30	.21 8 30	.26 7 30	.4 84 30	.42 4 30	.2 72 30	.06 7 30	.1 34 30	.3 46 30	.6 05 30	.2 02 30	.4 71 30	.2 08 30	.13 6 30	.20 0 30	.2 72 30	.06 7 30	1 1 30	.2 67 30	.2 67 30	.3 64 30	.40 1 30	.40 1 30	.40 1 30	.40 1 30	.40 1 30	.66 8 30	.53 5 30	.55 8 30
Q 21	Pears on Correl ation	.11 6 30	-. 0 29 30	.1 96 30	.11 7 30	.59 8 30	.1 20 30	.04 7 30	.0 55 30	.13 4 30	.3 39 30	.2 59 30	.2 61 30	.2 61 30	.2 79 30	-. 0 18 30	.32 7 30	.26 7 30	.3 27 30	.40 1 30	.2 67 30	1 1 30	.0 71 30	.2 62 30	.19 6 30	.33 0 30	.33 0 30	.33 0 30	.33 0 30	.47 3 30	.47 3 30	.40 6 30

	Sig. (2- tailed) N	.54 2 30	.8 78 30	.2 98 30	.53 9 30	.00 0 30	.5 27 30	.80 4 30	.7 75 30	.48 1 30	.0 67 30	.1 67 30	.1 64 30	.1 64 30	.1 36 30	.9 23 30	.07 7 30	.15 3 30	.0 77 30	.02 8 30	.1 53 30		.7 08 30	.1 61 30	.29 8 30	.07 5 30	.07 5 30	.07 5 30	.07 5 30	.00 8 30	.00 8 30	.02 6 30
Q Pears 22 on Correl ation Sig. (2- tailed) N		.35 8 30	.3 21 30	.6 07* 30	.46 7** 30	.33 9 30	.1 57 30	.09 4 30	.4 91* 30	.26 7 30	.4 64* 30	.2 96 30	.2 79 30	.2 79 30	.1 26 30	.5 73* 30	.08 2 30	.26 7 30	.6 27* 30	.40 1* 30	.2 67 30	.0 71 30	1 30	.1 75 30	.33 9 30	.33 9 30	.33 9 30	.33 9 30	.33 9 30	.46 4** 30	.19 6 30	.50 6** 30
Q Pears 23 on Correl ation Sig. (2- tailed) N		.05 2 30	.0 84 30	.0 00 30	.00 9 30	.06 7 30	.4 07 30	.61 9 30	.0 06 30	.15 3 30	.0 10 30	.1 13 30	.1 36 30	.1 36 30	.5 08 30	.0 01 30	.66 7 30	.15 3 30	.0 00 30	.02 8 30	.1 53 30	.7 08 30		.3 55 30	.06 7 30	.06 7 30	.06 7 30	.06 7 30	.06 7 30	.01 0 30	.29 8 30	.00 4 30
Q Pears 23 on Correl ation Sig. (2- tailed) N		.15 5 30	.2 06 30	.1 17 30	.20 6 30	.11 7 30	.2 57 30	.46 3** 30	.0 59 30	.07 3 30	.1 75 30	.2 57 30	.6 02* 30	.3 08 30	.2 79 30	.2 57 30	.20 8 30	.36 4* 30	.0 59 30	.21 8 30	.3 64* 30	.2 62 30	.1 75 30	1 30	.11 7 30	.26 2 30	.26 2 30	.26 2 30	.26 2 30	.32 1 30	.32 1 30	.53 8** 30
Q Pears 24 on Correl ation		.43 2* 30	.4 08* 30	.3 30 30	.11 7 30	.06 2 30	.3 97* 30	.18 9 30	.3 27 30	.40 1* 30	.3 39 30	.5 36* 30	.2 61 30	.1 26 30	.2 79 30	.3 97* 30	.05 5 30	.00 0 30	.3 27 30	.26 7 30	.4 01* 30	.1 96 30	.3 39 30	.1 17 30	1 30	.19 6 30	.19 6 30	.19 6 30	.19 6 30	.33 9 30	.33 9 30	.55 3** 30

	Sig. (2- tailed)	.01 7	.0 25	.0 75	.53 9	.74 3	.0 30	.31 7	.0 77	.02 8	.0 67	.0 02	.1 64	.5 08	.1 36	.0 30	.77 5	1.0 00	.0 77	.15 3	.0 28	.2 98	.0 67	.5 39		.29 8	.29 8	.29 8	.29 8	.06 7	.06 7	.00 2
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Q 25	Pears on Correl ation	.43 2	.4 08	.1 96	.40 8	.73 2	.3 97	.18 9	.3 27	- .13 4	.2 05	- .0 18	.5 30	.3 96	.4 13	.2 59	.32 7	.13 4	.4 64	.00 0	.4 01	.3 30	.3 39	.2 62	.19 6	1 1	1.0 00	1.0 00	1.0 00	.74 1	.60 7	.55 3
	Sig. (2- tailed)	.01 7	.0 25	.2 98	.02 5	.00 0	.0 30	.31 7	.0 77	.48 1	.2 76	.9 23	.0 03	.0 31	.0 23	.1 67	.07 7	.48 1	.0 10	1.0 00	.0 28	.0 75	.0 67	.1 61	.29 8		.00 0	.00 0	.00 0	.00 0	.00 0	.00 2
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Q 26	Pears on Correl ation	.43 2	.4 08	.1 96	.40 8	.73 2	.3 97	.18 9	.3 27	- .13 4	.2 05	- .0 18	.5 30	.3 96	.4 13	.2 59	.32 7	.13 4	.4 64	.00 0	.4 01	.3 30	.3 39	.2 62	.19 6	1.0 00	1 1	1.0 00	1.0 00	.74 1	.60 7	.55 3
	Sig. (2- tailed)	.01 7	.0 25	.2 98	.02 5	.00 0	.0 30	.31 7	.0 77	.48 1	.2 76	.9 23	.0 03	.0 31	.0 23	.1 67	.07 7	.48 1	.0 10	1.0 00	.0 28	.0 75	.0 67	.1 61	.29 8	.00 0		.00 0	.00 0	.00 0	.00 0	.00 2
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Q 27	Pears on Correl ation	.43 2	.4 08	.1 96	.40 8	.73 2	.3 97	.18 9	.3 27	- .13 4	.2 05	- .0 18	.5 30	.3 96	.4 13	.2 59	.32 7	.13 4	.4 64	.00 0	.4 01	.3 30	.3 39	.2 62	.19 6	1.0 00	1.0 00	1 1	1.0 00	.74 1	.60 7	.55 3

	Sig. (2-tailed)	.017	.025	.0298	.025	.000	.030	.037	.048	.021	.0923	.0003	.0023	.0167	.077	.481	.010	1.000	.028	.075	.067	.161	.298	.000	.000		.000	.000	.000	.000	
N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Q 28 on Correlation		.432	.408	.196	.408	.732	.397	.189	.327	-.134	-.205	.530	.396	.413	.259	.327	.134	.464	.000	.401	.330	.339	.262	.196	1.000	1.000	1.000	1	.741	.607	.553
Sig. (2-tailed)		.017	.025	.0298	.025	.000	.030	.037	.048	.021	.0923	.0003	.0023	.0167	.077	.481	.010	1.000	.028	.075	.067	.161	.298	.000	.000	.000		.000	.000	.000	
N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Q 29 on Correlation		.358	.321	.205	.175	.607	.296	.378	.355	.000	.196	.515	.279	.261	.296	.218	.134	.491	.134	.668	.473	.464	.321	.339	.741	.741	.741	.741	1	.732	.565
Sig. (2-tailed)		.052	.084	.276	.355	.000	.113	.039	.055	1.000	.298	.402	.136	.164	.113	.247	.481	.006	.481	.000	.008	.010	.084	.067	.000	.000	.000	.000	.000	.000	.000
N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q 30 on Correlation		.200	.175	.205	.175	.473	.296	.378	.355	.134	.330	.515	.279	.261	.296	.218	.000	.355	.401	.535	.473	.196	.321	.339	.607	.607	.607	.607	.732	1	.506

[illegible]

The Reliability of Instrument

Reliability Statistics

Cronbach's Alpha	N of Items
.928	30

The Normality Test

Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test experiment	.157	30	.057	.952	30	.197

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-test experiment	.180	30	.014	.915	30	.090

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test control	.138	30	.148	.971	30	.555

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-test control	.168	30	.031	.950	30	.170

The Homogeneity Test

Test of Homogeneity of Variances post experiment & control

Levene Statistic	df1	df2	Sig.
4.007	1	58	.050

The Hypothesis Test

Independent Samples Test				
		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
post experiment & control	Equal variances assumed	4.007	.050	8.622
	Equal variances not assumed			8.622

<i>Independent Samples Test</i>				
		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
post experiment & control	Equal variances assumed	58	.000	22.400
	Equal variances not assumed	51.850	.000	22.400

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
post experiment & control	Equal variances assumed	2.598	17.200	27.600
	Equal variances not assumed	2.598	17.186	27.614

TABEL II
NILAI-NILAI DALAM DISTRIBUSI t

α untuk uji dua pihak (two tail test)						
	0,50	0,20	0,10	0,05	0,02	0,01
α untuk uji satu pihak (one tail test)						
dk	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

APPENDIX 10

The Result of Students' Post-test

Nama: Alkaf Rahman

T = 22, (88)

CHOOSE THE BEST ANSWER FOR THE QUESTION BELOW!

Identify Name of Animal Body Parts (1-10)

1. What is the name of this part of a lion?



- a) Hair
- b) Fur
- ☒ c) Mane
- d) Tail

2. What is the name of this part of a zebra?



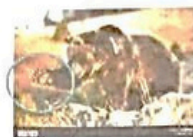
- a) Skin
- b) Hair
- ☒ c) Stripes
- d) Tail

3. What is the name of this part of a rabbit?



- a) Feet
- b) Whiskers
- ☒ c) Ears
- d) Tail

4. What is the name of this part of a bear?



- a) Hand
- b) Claw
- ☒ c) Paw
- d) Arm

5. What is the name of this part of a giraffe?



- ☒ a) Neck
- b) Head
- c) Back
- d) Leg

6. What is the name of this part of an elephant?



- a) Tail
- b) Horn
- ☒ c) Trunk
- d) Nose

7. What is the name of this part of a crocodile?



- a) Claw
- b) Skin
- ☒ c) Tail
- d) Teeth

8. What is the name of this part of a deer?



- ☒ a) Antlers
- b) Ears
- c) Horn
- d) Hair

9. What is the name of this part of a parrot?



- a) Nose
- ☒ b) Beak
- c) Tongue
- d) Claw

10. What is the name of this part of a whale?



- a) Wing
- b) Tail
- ☒ c) Fin
- d) Horn

Spelling of Animal Body Parts (11-20)

11. How do you spell "telinga besar" in English?

- a) BIG EAAR
- ☒ b) BIG EARS
- c) BIG EERS
- d) BIG IERS

12. How do you spell "Sayap" in English?

- ☒ a) WING
- b) WINC

- c) WINK
d) WIGN
13. How do you spell "Kulit" in English?
a) SKINE
b) SCIN
☒ SKIN
d) SKEN
14. How do you spell "Cakar" in English?
☒ CLAW
b) CLOW
c) CLAU
d) CLUE
15. How do you spell "Ekor" in English?
a) TILE
b) TEAL
☒ TAIL
d) TOLL
16. How do you spell "Bintik" in English?
a) SPOTS
b) SPORT
c) SPOTZ
☒ SPOTH
17. How do you spell "Taring" in English?
a) FENG
b) FANG
☒ FANK
d) FENGH
18. How do you spell "Gading" in English?
☒ TUSK
b) TUSC
c) TUSQ
d) TISK
19. How do you spell "Bulu" in English?
☒ FUR
b) FURR
c) FURZ
d) FOOR
20. How do you spell "Kumis" in English?
a) WHISKERS
☒ WHISKARS
c) WHISKES
d) WHISCARS

Meaning of Animal Body Parts (21-25)

21. What is the meaning of "Fur"?
☒ a) Sisik
☒ b) Bulu
c) Taring
d) Cakar
22. What is the meaning of "Fin"?
☒ a) Kaki
☒ b) Sirip
c) Tanduk
d) Cakar
23. What is the meaning of "snout"?
☒ a) Taring
☒ b) Moncong
c) Sayap
d) Ekor
24. What is the meaning of "Horn"?
☒ a) Belalai
b) Kulit
☒ c) Tanduk
d) Leher
25. What is the meaning of "Tail"?
☒ a) Ekor
b) Sayap
c) Kepala
d) Hidung

T, 14. (56)

Nama: *Aisyah Arandu Sitompul*

CHOOSE THE BEST ANSWER FOR THE QUESTION BELOW!

**Identify Name of
Animal Body Parts
(1-10)**

1. What is the name of this part of an elephant?



- a) Tail
b) Horn
c) Trunk
d) Nose

2. What is the name of this part of a deer?



- a) Antlers
b) Ears
c) Horn
d) Hair

3. What is the name of this part of a rabbit?



- a) Feet
b) Whiskers
c) Ears
d) Tail

4. What is the name of this part of a giraffe?



- a) Neck
b) Head
c) Back
d) Leg

5. What is the name of this part of a lion?



- a) Hair
b) Fur
c) Mane
d) Tail

6. What is the name of this part of a crocodile?



- a) Claw
b) Skin
c) Tail
d) Teeth

7. What is the name of this part of a parrot?



- a) Nose
b) Beak

- c) Tongue
d) Claw

8. What is the name of this part of a whale?



- a) Wing
b) Tail
c) Fin
d) Horn

9. What is the name of this part of a bear?



- a) Hand
b) Claw
c) Paw
d) Arm

10. What is the name of this part of a zebra?



- a) Skin
b) Hair
c) Stripes
d) Tail

**Spelling of Animal
Body Parts (11-20)**

11. How do you spell "Gading" in English?

- a) TUSK
b) TUSC

- c) TUSQ
d) TISK
12. How do you spell "telinga besar" in English?
X a) BIG EAAR
b) BIG EARS
C) BIG EERS
d) BIG IRS
13. How do you spell "Ekor" in English?
✓ a) TILE
b) TEAL
C) TAIL
d) TOL
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d) FE'IGH
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20. How do you spell "Kumis" in English?
X a) WHISKERS
b) WHISKARS

- C) WHISKES
d) WHISCARS

Meaning of Animal Body Parts (21-25)

21. What is the meaning of "snout"?
✓ a) Taring
C) Moncong
c) Sayap
d) Ekor
22. What is the meaning of "Hom"?
✓ a) Belalai
b) Kulit
C) Tanduk
d) Leher
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X a) Sisik
b) Bulu
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C) Cakar
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✓ a) Ekor
b) Sayap
c) Kepala
d) Hidung
25. What is the meaning of "Fin"?
X a) Kaki
b) Sirip
C) Tanduk
d) Cakar

7:20 (80)

Nama: NCSYID

CHOOSE THE BEST ANSWER FOR THE QUESTION BELOW!

Identify Name of
Animal Body Parts
(1-10)

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- d) Tail

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- b) Head
- c) Back
- d) Leg

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- a) Tail
- b) Horn
- c) Trunk
- d) Nose

7. What is the name of this part of a crocodile?



- a) Claw
- b) Skin
- c) Tail
- d) Teeth

8. What is the name of this part of a deer?



- a) Antlers
- b) Ears
- c) Horn
- d) Hair

9. What is the name of this part of a parrot?



- a) Nose
- b) Beak
- c) Tongue
- d) Claw

10. What is the name of this part of a whale?



- a) Wing
- b) Tail
- c) Fin
- d) Horn

Spelling of Animal
Body Parts (11-20)

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d) Leher
25. What is the meaning of "Tail"?
✓ a) Ekor
b) Sayap
c) Kepala
d) Hidung

APPENDIX 11

***DOCUMENTATIONS
IN PRE-TEST***

Students Did the Pre-Test



Students Did the Pre-test



DOCUMENTATIONS IN TREATMENT

Researcher explained the material



Teacher asked the students



Students made groups



DOCUMENTATIONS IN POST-TEST
Students did the post-test



Students did the post-test





KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B 960/Un.28/E.1/PP.00.9/03/2025
Lamp : -
Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

17 Maret 2025

Yth.

1. Sokhira Linda Vinde Rambe, M.Pd. (Pembimbing I)
2. Yusni Sinaga, M.Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Sahri Ramadani Siregar
NIM	: 2120300066
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Contextual Teaching and Learning (CTL) Model on Vocabulary Mastery at the Eighth Grade Students of SMPN 2 Padangsidempuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik
Dan Kelembagaan

Ketua Program Studi
Tadris Bahasa Inggris


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DINAS PENDIDIKAN DAERAH KOTA PADANGSIDIMPUAN
SMP NEGERI 2 (SSN) PADANGSIDIMPUAN

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Web Site : smpn2pasid@gmail.com

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KODE POS : 22725

SURAT KETERANGAN PELAKSANAAN PENELITIAN

Nomor. 823.4/215/SMP.2/2025

Kepala SMP Negeri 2 Padangsidempuan di Kecamatan Padangsidempuan Selatan Kota Padangsidempuan Provinsi Sumatera Utara dengan ini menerangkan bahwa :

Nama : SAHRI RAMADANI SIREGAR
NIM : 2120300066
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Aek Gunung

Adalah benar telah melaksanakan Penelitian sesuai dengan Surat Permohonan Izin Pelaksanaan Penelitian dari Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan dengan Nomor: 3179/Un.28/E.1/TL.00.9/06/2025 dalam rangka Penelitian untuk penulisan skripsi yang dilaksanakan pada tanggal 14 s/d 29 Juli 2025 selesai dengan judul:

“The Effect of Contextual Teaching And Learning (CTL) Model on Vocabulary Mastery at The Eighth Grade Students Of SMP Negeri 2 Padangsidempuan.”

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Padangsidempuan, 29 Juli 2025
Kepala SMP Negeri 2 Padangsidempuan

H. HARI S. Pd., M. Si
NIP. 19661212 19903 1 009