

APPROVAL SHEET

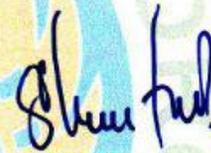
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Title : Improving Students' Vocabulary through Contextual
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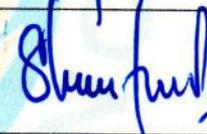
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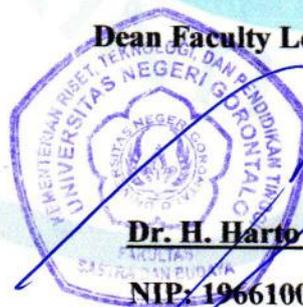
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ABSTRACT

Julpiana Kamba. (2018). Improving students' vocabulary through contextual teaching and learning approach. A research conducted to students in eight grade of SMP Negeri Milangodaa in academic year 2017/2018. English Department, Letter and Culture Faculty, State University of Gorontalo. Advisor (1) Dr. Jolanda H.D Pilongo, M.Pd. Advisor (2) Sri Rumiyaningsih Luwiti, S.Pd, MA

This research proposed to examine the influence of contextual teaching and learning in students' vocabulary mastery. It was conducted in SMP Negeri Milangodaa. To achieve the objective of research, it used pre experimental research. The total number of sample was 24 students. The data was obtained from students' vocabulary test score in pre-test and post-test. The instrument engaged in this research was multiple choice test and the data were analyzed through t-test. The results indicate there were significant improvements after applying contextual teaching and learning approach. The students who were taught through contextual teaching and learning approach had the highest score refer to their vocabulary mastery. It was because the students' average score in pre-test was only 48,75 while the average in post-test was 64,17. The improvement was about 15 42, while by using t-test calculation, it was obtained t count (12.97) was more than $t_{0,05}$ (1.714). It means that the hypothesis was accepted; it proved there was a significant difference between students' vocabulary before contextual teaching and learning approach and after applying this approach. Regarding to the data above, it can be concluded that contextual teaching and learning approach is effective to be applied to improve students' vocabulary mastery.

Keywords: Vocabulary, Contextual teaching and learning approach.

ABSTRAK

Julpiana Kamba. (2018). Meningkatkan kosakata siswa melalui pendekatan pengajaran dan pembelajaran kontekstual. Sebuah penelitian pada siswa kelas delapan SMP di tahun akademik 2017/2018. Jurusan Pendidikan Bahasa Inggris, Fakultas Sastra dan Budaya, Universitas Negeri Gorontalo. Pembimbing (1) Dr. Jolanda H.D Pilongo, M.Pd. Pembimbing (2) Sri Rumiyaningsih Luwiti, S.Pd, MA

Penelitian ini berupaya menguji pengaruh pengajaran dan pembelajaran kontekstual pada penguasaan kosakata siswa. Penelitian ini dilakukan di SMP Negeri Milangodaa. Untuk mencapai tujuan penelitian, digunakan metode penelitian pra eksperimental. Jumlah total sampel adalah sebanyak 24 siswa. Data diperoleh dari skor tes kosa kata siswa saat pra uji dan pasca uji. Instrumen yang digunakan dalam penelitian ini adalah tes pilihan ganda dan data dianalisis dengan menggunakan uji-t. Hasilnya menunjukkan bahwa terdapat peningkatan yang signifikan setelah menerapkan pendekatan pengajaran dan pembelajaran kontekstual. Para siswa yang diajar menggunakan pendekatan pengajaran dan pembelajaran kontekstual mendapatkan nilai tertinggi mengacu pada penguasaan kosakata mereka. Hal tersebut dikarenakan skor rata-rata siswa dalam pra uji hanya 48,75 sementara rata-rata pada pasca uji adalah sebesar 64,17. Peningkatan yang terjadi adalah sekitar 15 42, sedangkan dengan menggunakan perhitungan uji-t, diperoleh t-hitung sebesar (12,97) lebih besar daripada $t_{0,05}$ yakni sebesar (1,714). Hal tersebut menunjukkan bahwa hipotesis diterima; dibuktikan dengan adanya perbedaan yang signifikan antara kosakata siswa sebelum dan sesudah menerapkan pendekatan pengajaran dan pembelajaran kontekstual ini. Berdasarkan data tersebut di atas, dapat disimpulkan bahwa pendekatan pengajaran dan pembelajaran kontekstual sangat efektif untuk diterapkan agar dapat meningkatkan penguasaan kosakata siswa.

Kata Kunci: Kosakata, Pendekatan pengajaran dan pembelajaran kontekstual.

