IMPROVING STUDENTS' LISTENING SKILL AND VOCABULARY MASTERY THROUGH CONTEXTUAL TEACHING AND LEARNING (CTL) BY USING ONLINE LEARNING FOR 1st B. TECH STUDENTS

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Abstract

The aims of this research is to describe the process of improving the students' listening skill and vocabulary mastery through contextual teaching and learning (CTL) by using online learning at the 1st B. Tech students at St. Martin's Engineering college, Secunderabad, it is one of the affiliated colleges of JNTUH. This study also attempts to find out the improvement of the students' skill in listening and vocabulary mastery through contextual teaching and learning (CTL) by using online learning. The method used in this research was qualitative research method by implementing classroom action research (CAR). This research was conducted inthree cycles actions in cycle I, cycles and 2. The result of the research is the use of contextualteaching and learning (CTL) by using online learning can improve the students' listening skill and vocabulary mastery. The finding of the research were: (1) the process of teaching and learning using CTL through online learning was conducted successfully in terms of the feeling of happiness and enthusiasm of the students, (2) there was an improvement of the students' listening skill from the increased mean of score from 57,85 in pre-test became 81,11 in post-test. This study suggests that the English teacher may improve her teaching strategy by optimizing the use of materials at school; the teacher should be creative in selecting, developing and giving materials at class.

Keywords: Improving, vocabulary mastery, listening skill, contextual Teaching and learning, online learning

INTRODUCTION

St. Martin's Engineering College is designed to prepare the students to continue their interest right after their graduation. The fresh graduate students of St. Martin's Engineering College are expected to master the materials of their interests. Besides, English becomes very important since most of the major of the university faculty put English proficiency, both written and speaking, as one of requirements. Moreover, the development of global communication and information era brings a strict competition among the job seekers. The students will get advantages if they master English of their expertise. In terms of education, English is always considered as one of the subjects to be taught in almost all levels of education considering the facts above; English has become an important skill to master by students of St. Martin's Engineering College. The St. Martin's Engineering College students to be observed are especially from the eleventh grade. They are in the second grade; the students are in their competition of B. Tech program, so their quality of English language of St. Martin's Engineering College students can be obtained. The chosen of the graduate students are from students who studied at St. Martin's Engineering College.

St. Martin's Engineering College is one of the B. Tech colleges under JNTUH. It provides students with many kinds of study programs to master a specific competence of their interest, the study programs provided are Technical and Life skills. In this case, the researcher only concerns teaching English on those study programs. As stated above, English is one of the important subject to help students to face the global competition. Regarding these, the English for specific purposes is required to support their English proficiency based on their expertise. Therefore, the teacher should consider English learning materials which are suitable for the students' needs.

English has become an important subject to be taught and should be learnt systematically. There are several macro-skills that must be understood and comprehend to the students of St. Martin's Engineering College. They are listening, speaking, writing, and reading skills. The listening skill is one of those macro skills that are very important and useful for St. Martin's Engineering College students. The listening skill can help the students to understand some English words that they may find in their activities outside the school. However, learning listening for St. Martin's Engineering College students is not a simple matter. The students should be able to understand not only the meaning of the words, but also how the words spelled. These requirements of learning listening might be still consider uneasy things for most St. Martin's Engineering College students. As the

evidence, most of the students of St. Martin's Engineering College students sometimes get bad marks as the result of these difficulties in learning listening. In this case, teachers have responsibility to help students to achieve listening skill. One thing that teachers can do to solve the problems is to teach the students using an appropriate approach for teaching listening classes based on students' level and students' ability.

Based on the observation, the researcher finds that the students' problem related to vocabulary mastery. Their vocabulary is still less so it is difficult for them to understand various types of texts for example song lyrics. Many students of get instantly bored and cannot understand what the lyrics mean when given certain English songs. Their boredom and not knowing easily leads them either into lost motivation or low awareness.

Furthermore, the researcher is as the teacher, she found that she had a problem in teaching Listening. The teacher doesn't give the listening subject based on the students' interest, rarely used various techniques and media in the teaching process, so that the students feel bored, when they have to listen to song, that the song uninteresting lyrics. In the class, some students sometimes lean over their heads on the table and talked to each other. Therefore, appropriate approach [n teaching listening of song to solve problem is necessary. According to Jhonson, (2004), CTL is an education process which has a purpose of helping students seeing students, seeing the meaning inside the academic material that they learn by connecting the academic subjects with the contexts of their daily lives.

Therefore, the meaning of CTL forms the opinion of the above experts, we can conclude that CTL is a study concept which helps teachers to connect between the situations of the students' real lives and motivate students to make a relationship/ connections between the knowledge that they have with the implementation in the daily lives. In Indonesian context, numerous study on the use of CTL to teach English skills have been conducted (Kusumayati, 2010; Istikomah 2009, Arifin, 2018; Nawas, 2017; Kadir, 2011). Those studies reported that CTL was successful in improving four English skills. However, rarely studies focus on listening and vocabulary at the same time. Therefore it is important for the researcher to apply CTL to improve students' listening skill and vocabulary mastery through contextual teaching and learning at the eleventh grade of students of St. Martin's Engineering College in the Academic Year of 2019/2020.(A classroom Action Research).

THEORECTICAL REVIEW

The Definition of Listening

Listening is very important activity in human life. This is due to the facts that mostly get information through listening and to help students gain access to many different kinds of knowledge, information, and ideas. Also, listening has many benefits for students because it can improve students social skills and open up new words for them. The students must see listening as an enjoyable activity in order to truly benefit from it. Not only related to school. The students will use listening to learn about all subjects. There are many experts who give the definition of listening. There are so many definitions of listening stated by experts from different point of views. According to Nunan (2001) listening is a six-staged process, consisting of hearing, attending, understanding, remembering, evaluating and responding.

Listening is the first skill that the students have to master before learning a foreign language. Listening is the skill that acquire first, especially if they have not yet learnt to read. This is added by Scott and Ytreberg (2000:75) who say when the pupils start to learn a foreign language, it is going in mainly through their ears and what the pupils hear is their main source of the language. So in language skills, listening is the main point of studying language before other skills. Listening is an active and creative process which requires mastery of skills, listening is the dominant means of sensory comprehension, because in listening, the listener plays a very active part in connecting the overall messages which are eventually exchanged between listener and speaker. It is obvious that listening needs thinking and memory. This statement comes from Morley (1976) who says that listening is receiving, receiving requires thinking and thinking requires memory. There are no ways to separate listening, thinking, and memory.

The Definition of Vocabulary

According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Jackson and Amvela (2000:11) say that the terms of vocabulary, lexis, and lexicon are synonymous. Vocabulary is one of the language components that can affect macro skills. Some definition of vocabulary is proposed by some experts. Nunan (1999: 101) states that vocabulary is a list of target language words. Furthermore, Jackson and Amvela (2000: 11) say that the terms vocabulary, lexis, and lexicon are synonymous. In addition, Richards and Schmidt (2002: 580) state that vocabulary is a set of lexeme, including single words, compound words, and idioms.

In language learning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, they will get the better skill that can be reached in using language. Talking about vocabulary, Lehr, Osborn, and Hiebert (in Kamil and Hiebert, 2005: 2-3) define vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms. More

specifically, they use it to refer to "the kind of word thatstudents must know to read increasingly demanding text with comprehension.

Word meaning is also governed by metaphors and idioms, e.g., the word hiss refers to the noise of snake and to someone"s threat to others. In collocation, a word goes with each other, such as, headache, earache, and so on. In addition, style and register is applied by differentiating the languageto be used by someone either in a formal or informal context, for example hello (formal) and hi (informal). Moreover, word formation may also create word meaning by seeing them on their grammatical contexts. It means that we look at how the suffixes and the prefixes work (I'm-, or in-) such as in imperfect and perfect, inappropriate and appropriate.

Vocabulary as one of English Component and it is very important to learn. Before the student masterthe four skills they have to know some vocabularies to support them in learning English. English vocabulary as one of the language skill element has an important role for senior high student in learning foreign languages. Vocabulary learning is an important and indispensable part of anylanguage learning process. Fisher and Frey (2014) state that vocabulary is at the core of all literacy. Without it, students would not be to comprehend anything they listen.

Vocabulary is all the words which exist in a particular language. Vocabulary functions as a cornerstone without which any language could not exist. The word "vocabulary" generally represents a summary of words or their combinations in a particular language. Vocabulary can be defined as "the collection of word that an individual know (Linse, 2005).

"Vocabulary can also be defined, roughly, as the words we teach in the foreign language. (Thorburry, 2002). However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up two or three words but express a single idea. Accordingto hedge (2000). In learning a foreign language, vocabulary plays an important role. It is one of the most important aspects of the foreign language learning. Rich vocabulary helps people to understandand learn new words. Vocabulary can simply be defined as the total number of word, which makes up language. The vocabulary constructs sentences we use from smaller part of the words. Every worduttered in the acquiring process of an individual. Thornbury (2002) stated that vocabulary is very useful for anyone who studying a foreign language. In this case that vocabulary is one important arethat should not be neglected in language and learning and it is very communication with other peoplein spoken or written form.

There are two types of vocabulary; they are active and passive vocabulary (Read, 2000). While learning new word, people needs a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of person's vocabulary are active and passive vocabulary. According to Richard (2001; 40) vocabularyis one of the obvious components of language. He adds that vocabulary is the core component in language proficient and provides much of the basis for how learners speak, listen, read, and write. It is the basic skill to know about the other skill of language. Brown, (2001: 91).

The Definition of Contextual Teaching and Learning (CTL).

Contextual Teaching and Learning (CTL) is a study concept that motivate teachers to connect between the material which has been taught and the situation that the students' real life (Contextual Teaching and Learning refers to a theory of education expounded by Nurhadi). According to Johnson, (2004), CTL is an education pprocess which has a purpose of helping students seeing students, seeing the meaning inside the academic material that they learn by connecting the academic subjects with the contexts of their daily lives. Therefore, the meaning of CTL forms the opinion of the above experts,we can conclude that CTL is a study concept which helps teachers to connect between the situations of the students' real lives and motivate students to make a relationship/ connections between the knowledge that they have with the implementation in the daily lives. Some educators approve that science point of view, about the universe is not alive, not silent, and the universe is supported by thethree principles of depending one to another, differentiation, and self-organized that absorb the viewwith the new way of thought about learning and teaching. According to Johnson (2004), the three partsof CTL's system are:

CTL reflects the principle of depending one to another

Depending on the implements ourselves such as, when the students joint to solve the problems and when the teacher hold a meeting with their partners, it is obvious when the different subjects are connected and when the partnership combines the school with the business world and community.

CTL reflects the Principle of differentiation

When CTL against the students to respect one to another the unique of themselves, to honor the difference, to be creative, and to collaborate, to produce ideas, and new different result, and also to realize the diversity is the sign of greatness and the strength.

CTL reflects the principles of self-organized

The self-organization is visible for students to search and find the ability and their own different interests, getting advantage from the given feedback by the authentic value, reviewing their effort in guidance of obvious purpose and high standard and participate in activities that are centered at students which make their hearts singing.

METHOD

This chapter elaborated the research methodology that is employed in this study. The elaboration covered the description of site and schedule, participants of the research, the setting of the research, approach and method of the research.

As we know from the title above the research was conducted at St. Martin's Engineering College is located in strategic enough because it is easy for the outsider students to take public transportation or ride motorcycle. The researcher was fairly easy to do research there. This college consists of three grades, namely B. Tech 1st and 3rd years. Each grade consists of five classes. For 1st consists of 34 until 35 students. For 3rd years consists of 36 students. The research was conducted through teaching learning process in the Google classroom at the 1st year students in the academic years of 2019/2020; this research was held by improving students' listening skill and vocabulary mastery by using online learning through contextual teaching and learning (CTL).

The researcher observed the participants' English ability start from as a conversation teacher. The research was conducted in March 2020 for several weeks to apply the pretests of listening ability test, vocabulary mastery tests, applying contextual teaching and learning observation, interview, questionnaire, and posttest of listening ability tests and vocabulary mastery tests. This research will be carried in the second semester of the academic year of 2019/2020 The researcher will conducted by considering the school calendar, the English teacher's schedule and syllabus of English lesson which taught in 1st year.

The researcher involved 1st year students of St. Martin's Engineering College. The subject of the researcher was the students consist of 34 students, 14 males and 20 females. Mostly they had limited comprehension listening skill and vocabulary mastery also. This situation 3rd year was comfortable enough to study. The researcher focuses in using contextual Teaching and learning (CTL). To improve students' listening skill and vocabulary mastery. The researcher observed students' progress in their listening skill and vocabulary mastery; she found the eleventh grade students' difficulties in listening skill and vocabulary mastery.

The researcher was conducted the research at the 1st year of St. Martin's Engineering College. The researcher chose 1st year as the pace for conducting the research because 1st year has a good accreditation (B accreditation) and has a good facilities (computer and LCD) to support in teaching learning process. Besides, the researcher wanted to know how 3rd year students' achievement in listening skill. The time allocation for English subject is 1 x 45 minutes, once a week. In conducting the actions, the researcher will follow the school time – table, which the English Subject was taught once a week. The duration was 90 minutes in every session. The researcher arranges in three cycles. One cycle consisted of two meetings, so the whole section was six meetings.

In this research, the researcher used the classroom Action Research. According to Wallace (2006), classroom Action research is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context-specific issues. It means that before implementing the research, the researcher needed to identify any problem real found in the classroom. This classroom Action research (CAR) was conducted by referring to a qualitative approach and using a descriptive approach to data collection. This is in accordance with what mills (2000: 21) has defined, "Acton research is systemic inquiry done by teachers (or other individual in the teaching /learning environment) to gather. Information about and subsequently improves the ways their particular schools operate, how they teach, and how well their students learn''. Lodico, et. Al (2006: 288) define that action research has the potential to produce change quickly because the research is carried out by educators in their work settings.

The goal of action research is to understand some elements of classroom by collecting data. Action research is research done by teachers, for themselves: it is not imposed on them by someone else. Action research engages teachers in four step process:

It means that before research began. A plan was in place that described what the data to collect and when, how, and how often the teacher collected the data.

Identifying an area focus;
Collecting data;
Analyzing and interpreting data;
Developing an action plan. (Milla 2000; 7)

RESULTS

There was an improvement of using Contextual Teaching and Learning (CTL) toward the students' listening skill and vocabulary mastery from cycle I to cycle III. The researcher found some progress. In cycle I, the researcher held post- test I with multiple choice kinds of questions. It had ten numbers of questions and the test was conducted on March 31st, 2020.

The mean score that had been gained were still low. The mean score was 57, 85. The researcher usedContextual Teaching and Learning (CTL) to teach English on online learning concerning listening and vocabulary mastery.

The mean score was still very low due to it was related to the students' listening skills during the teaching leaning process .Some factors which contributed to the lack of the students' listening skills were the teacher used whether the text from page to page or through Google classroom continuously,the teaching aids and media that maximally used, the teacher who seldom used English in teaching

– learning process, the students who lost their attention easily, the students who were bored and passive during the online teaching and learning process, due to the teacher seldom gave listening activities during the English teaching-learning process, the students who were still unfamiliar with the use of English as the medium of instruction and the students did not listen and respond to the teacher's questions and instruction well.

Using contextual teaching and learning (CTL) as the main activities to improve the students listeningskills and vocabulary mastery and to make them involved in the teaching learning process since children liked to sing and connected it with their real lives and got bored easily, it was important to create different activities during the teaching learning process.

These activities must attract the student's intention toward the lesson, so they would involve actively and this would lead to the students' listening and vocabulary improvement. They used the videos on YouTube to introduce the students to some simple lyrics and familiarize them to English. When the students thought that English was a difficult subject, it was necessary to familiarize English over theirears.

CYCLE I
Using Contextual Teaching and learning (CTL) in the second cycle made the score increasing. It wasknown from the score that was gained in post - test II, the type of the test was still the same, it was multiple choices. The test was conducted on May 14th, 2020.

In the second cycle, the students still had difficulty with lists of new vocabulary and sentence structureat the same time, the students have to decode wards and activate what they had or faced in the real lives as what CTL or Contextual Teaching and Learning process was hoped for. In addition, they should maintain their concentration and motivation during listening. Hence, students required a listening approach in their listening activities. Effective listeners are listening with an approach to overcome their listening difficulties.

In this cycle, the English teacher as senior high school had to teach some types of song texts through online learning and through YouTube infected many students in 1st year. In cycle II still had problems in comprehending a song text it was still because of lack of vocabulary and sentence structure. Based on the teacher's observation, the students lacked participation in their listening activities. English teachers usually taught the listening, integrating it with reading or speaking and applied dictation techniques in class – but in this Covid-19 pandemic situation, those kinds of processes could not be taken. Due to the difficulties of how to teach directly.

The mean score was still very low due to it was related to the students listening skills during the teaching leaning process some of the students' listening skills were the teacher used whether the textfrom page to page or through Google classroom continuously, the teaching aids and media that maximally used. In cycle II, the researcher held post-test II with also multiple kinds of questions. It had ten numbers of questions and the test was conducted on May 14th, 2020. The mean score that hadbeen gained was developing. The mean score is 73, 97. The researcher still used Contextual Teachingand Learning (CTL) to teach listening and vocabulary mastery through online learning.

CYCLE II
In the third cycle, using contextual teaching and learning (CTL) made the scores increasing significantly. It was known from the score that was gained in post-test III. The type of the test was still also the same, it was still multiple choices. The test was conducted on May 23rd, 2020

To overcome the problem, the researcher had to find the appropriate approach that allowed students to be active in the classroom, especially in listening class. The approach must have the purpose of CTL, which are meaningful to 1st year experience: motivate them to learn English more, and improve their listening comprehension.

By conducting the approach, there were very tremendous significant improvement in the students score, the researcher had done the three cycles of teaching and learning process successfully. The approach of CTL or contextual teaching and learning by connecting between the song and their real lives could make their students' listening ability and vocabulary mastery was getting much better in every cycles. The researcher had made the research completely finished successfully.

CONCLUSIONS

This research tried to describe about how is the process of teaching listening, to show the improvement using CTL in teaching listening, to show the improvement using CTL in teaching English listening skill. The major conclusions of the study can be described below. The process of teaching listening and vocabulary mastery

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through Contextual Teaching and Learning (CTL) by online learning gave so many improvements. In the first cycle, the average score that the students got in pre-test is 57, 85. The result was still very low. Therefore it indeed to be held the second test. In the second cycle, the students got improvement in the score. The score was 73,97 in posttest II.

In the last cycle of teaching listening and vocabulary mastery was the significance of gaining score that the students got. The score was 81, 11 in the post test III. The method of using Contextual Teaching and Learning (CTL) was beneficial to improve students listening and vocabulary mastery ability. It means that CTL can be used to improve students listening ability and vocabulary mastery. It is proven by the improvement from the increased mean score of pre-test 57,85 became 81,11 in posttest.

It is suggested that Contextual Teaching and Learning (CTL) in Classroom Action Research (CAR) can be used to teach the song,

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