



**IMPROVING THE STUDENTS' READING  
COMPREHENSION ACHIEVEMENT  
THROUGH CONTEXTUAL VOCABULARY  
TEACHING**

**A Case of Year VIII Students of Junior High School in Ambal,  
Kabupaten Kebumen**

a final project  
submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

UNNES  
by  
Azza Azkiya  
2201413044  
UNIVERSITAS NEGERI SEMARANG

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
SEMARANG STATE UNIVERSITY**

**2017**

## DECLARATION OF ORIGINALITY

I, Azza Azkiya, hereby declare that this final project entitled *Improving Students' Reading Comprehension Achievement through Vocabulary Teaching* is my own work and has not been submitted in any form for another degree or diploma at university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledge in the text and a list of references is given in the bibliography.

Semarang, September 2017



Azza Azkiya



**UNNES**  
UNIVERSITAS NEGERI SEMARANG

## APPROVAL

This final project entitled *Improving Students' Reading Comprehension Achievement through Vocabulary Teaching* has been approved by a board of examiners and officially verified by the Dean of the Faculty of Languages and Arts of Semarang State University on November 2017.

### Board of Examiners

1. **Chairperson**  
Dr. Sri Rejeki Urip, M. Hum.  
NIP. 196202211989012001
2. **Secretary**  
Bambang Purwanto, S. S., M. Hum.  
NIP. 197807282008121001
3. **First Examiner**  
Dra. Sri Suprapti, S. Pd., M. Pd.  
NIP. 195911241986032001
4. **Second Examiner/Second Advisor**  
Sri Wahyuni, S. Pd., M. Pd.  
NIP. 197104082006042001
5. **Third Examiner/First Advisor**  
Prof. Dr. Abdurrachman Faridi, M. Pd.  
NIP. 195301121990021001

Approved by  
Dean of Faculty of Languages and Arts

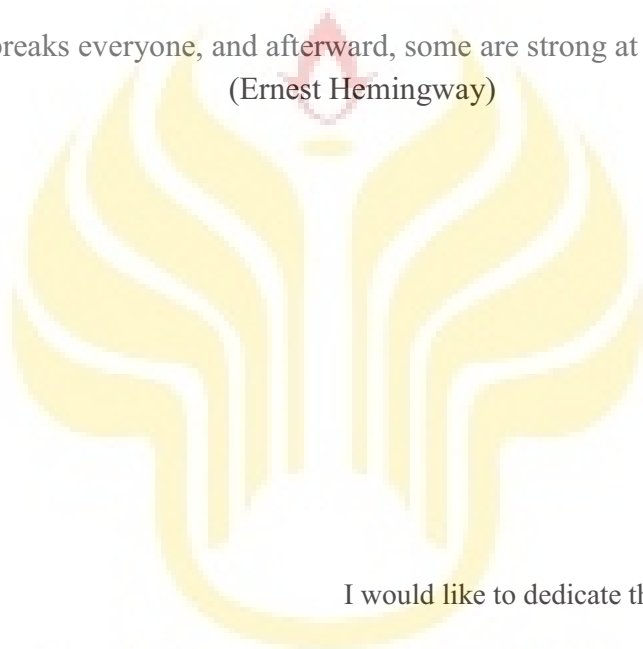


Prof. Dr. Agus Nuryatin, M. Hum.  
NIP. 196008031989011001

## MOTTO AND DEDICATION

*Fainna ma'a al'usri yusran. Inna ma'a al'usri yusran*  
Then, surely with hardship comes ease; surely, with hardship comes ease.  
(Q.S. Al-Insyirah ayat 5-6)

The world breaks everyone, and afterward, some are strong at the broken places.  
(Ernest Hemingway)



I would like to dedicate this final project to:

**UNNES**  
UNIVERSITAS NEGERI SEMARANG

Allah SWT & Prophet Muhammad SAW,

My father, my mother, and my brother

My friends.

## ABSTRACT

Azkiya, Azza. 2017. *Improving Students' Reading Comprehension Achievement through Vocabulary Teaching*. Final Project. English Department. Faculty of Languages and Arts, Semarang State University. Advisor I: Prof. Dr. Abdurrachman Faridi, M. Pd.; Advisor II: Sri Wahyuni, S.Pd, M.Pd.

**Key Words:** Contextual Vocabulary Teaching, Vocabulary Mastery, Reading Comprehension.

This final project is written based on a study which attempts to investigate the effectiveness of contextual vocabulary teaching in improving year VIII students in one of the junior high schools in Ambal, Kabupaten Kebumen and to find out the significant difference of students' reading comprehension achievement between the students who were taught by using contextual vocabulary teaching and those who were not. A quasi-experimental research design was applied in this study. The population of this study was year VIII students of junior high school. The samples consisted of 64 students. By using purposive random sampling, one class was taken and was labeled as the experimental group, and another class was labeled as control group. The experimental group was taught by using contextual vocabulary teaching and the control group was taught using grammar translation method. The data were gained by administering pre-test and post-test of reading comprehension test. The results analyses of the quantitative data showed that the mean scores of the experimental group increased significantly. T-test results of experimental group after utilizing the treatment showed that Sig.2 tailed (0.000) were lower than *p value* (0.05). It proved that the experimental group's reading achievement improved more significant than the control group did. Consequently, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis was accepted which states that there was a significant difference in students' reading comprehension achievement which were taught using contextual vocabulary teaching. Therefore, contextual vocabulary teaching was effective to improve students' reading comprehension achievement.

UNIVERSITAS NEGERI SEMARANG

## ACKNOWLEDGEMENTS

First of all, I would like to praise my greatest gratitude to Allah the Almighty Lord for the blessing and mercy leading me to finish this final project. Peace and blessing on His prophet, Muhammad SAW who guides people to the God's path, the only one truth.

Furthermore, I would like to express my sincere gratitude and appreciation to Prof. Dr. Abdurrachman Faridi, M. Pd. as the first advisor and Sri Wahyuni, S.Pd., M.Pd. as the second advisor who have given me valuable guidance, advice, and encouragement, so I could accomplish this final project. I would also like to dedicate my sincere appreciation to all of the lecturers of English Department of UNNES for their valuable knowledge and experience during my study in this college. In this chance, I would like to deliver my great thanks for all the staff of English Department who gave many helps during my study.

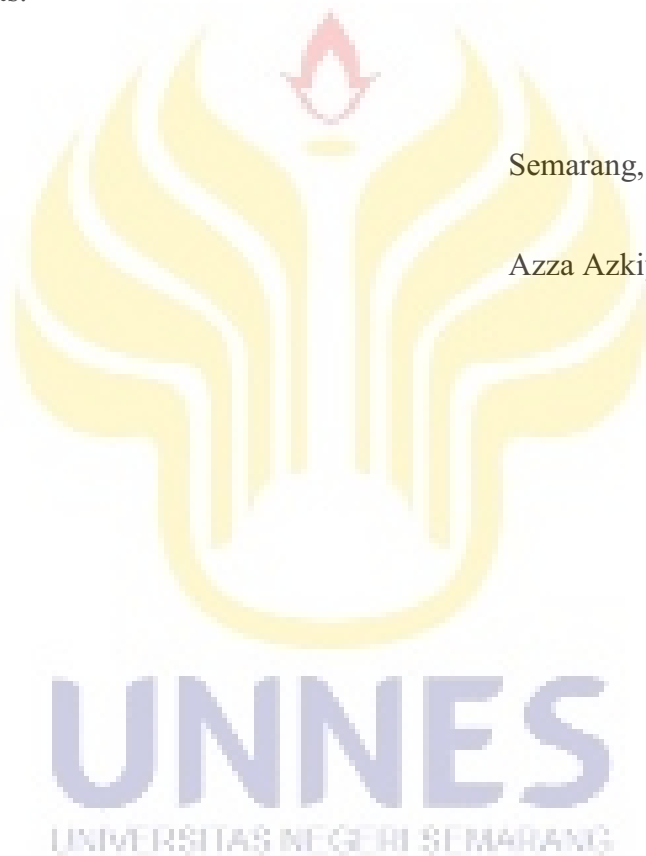
My deepest gratitude also goes to the headmaster and teachers in one of the Junior High Schools in Ambal, Kabupaten Kebumen for their guidance and permission to do the research there; and to all the students for their cooperation.

Moreover, my special gratitude and appreciation devoted to my beloved mother, Umiyanti, and my beloved father, Rohadi, for their unconditional love, guidance, motivation, and prayer for my success. Then, my sincere appreciation goes to my one only brother, Azzam Fachry Luthfi, for his endless support with prayer and love. I also give my great thanks to all my dearest best friends for their never ending support, care, advice, and help during the process of completing this final project.

Last but not least, I would like to give my deepest appreciation to all of my friends in English Department of Semarang State University for their care, help, motivation, and support during my study. For all people who cannot be mentioned one by one who have helped me in writing this final project, I give my appreciation for your helps. Finally, I hope this study will be useful and beneficial for the future improvements.

Semarang, September 2017

Azza Azkiya



## TABLE OF CONTENTS

	<b>Page</b>
<b>ABSTRACT</b> .....	v
<b>ACKNOWLEDGEMENTS</b> .....	vi
<b>TABLE OF CONTENTS</b> .....	viii
<b>LIST OF TABLES</b> .....	xiii
<b>LIST OF FIGURES</b> .....	xiv
<b>LIST OF APPENDICES</b> .....	xv
 <b>CHAPTER I INTRODUCTION</b>	
1.1 Background of the Study .....	1
1.2 Reasons for Choosing the Topic .....	4
1.3 Statements of the Problem .....	5
1.4 Purposes of the Study.....	5
1.5 Hypotheses of the Study .....	6
1.6 Significance of the Study .....	6
1.7 Limitation of the Study .....	7
1.8 Outline of the Study .....	8
 <b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
2.1 Review of the Previous Studies .....	9
2.2 Review of the Theoretical Studies .....	15
2.2.1 General Concept of Reading.....	15



2.2.1.1	Definition of Reading .....	15
2.2.1.2	Purposes of Reading .....	16
2.2.1.3	Reading Skill.....	18
2.2.2	Reading Comprehension.....	21
2.2.3	Reading Comprehension Teaching and Learning.....	24
2.2.4	General Concept of Vocabulary.....	27
2.2.4.1	Vocabulary.....	27
2.2.4.2	The Role of Vocabulary in Language Teaching and Learning.....	28
2.2.5	Vocabulary Teaching and Learning.....	29
2.2.6	General Concept of Contextual Teaching and Learning.....	30
2.2.6.1	Definition of Contextual Teaching and Learning .....	30
2.2.6.2	Characteristics of Contextual Teaching and Learning.....	31
2.2.7	Teaching Vocabulary Using Contextual Teaching and Learning .....	33
2.2.8	Narrative Text.....	34
2.3	Theoretical Framework.....	35

### **CHAPTER III RESEARCH METHODOLOGY**

3.1	Research Design.....	37
3.2	Participants of the Study .....	38
3.2.1	Population and Sample .....	39
3.2.2	Sampling Technique .....	40
3.3	Research Variables .....	41

3.4	Hypothesis.....	41
3.5	Types of Data.....	42
3.6	Instruments for Collecting Data.....	42
3.6.1	Tests.....	42
3.6.2	Questionnaire.....	43
3.7	Method of Collecting Data.....	44
3.7.1	Try Out Test.....	44
3.7.1.1	Validity.....	45
3.7.1.2	Reliability.....	45
3.7.1.3	Item Facility.....	46
3.7.1.4	Item Discrimination.....	47
3.7.2	Pre-Test.....	48
3.7.3	Treatment.....	49
3.7.4	Post-Test.....	49
3.7.5	Questionnaire.....	49
3.8	Method of Analyzing Data.....	50
3.8.1	Scoring Data.....	50
3.8.2	Normality.....	50
3.8.3	Homogeneity.....	51
3.8.4	t-Test Statistical Analysis.....	52
3.8.5	Scoring Questionnaire.....	52

## CHAPTER IV RESULT AND DISCUSSION

4.1	Analysis of the Try Out Test.....	54
4.1.1	Validity .....	54
4.1.2	Reliability.....	55
4.1.3	Item Facility .....	56
4.1.4	Item Discrimination .....	56
4.2	Analysis of Each Activity.....	57
4.2.1	Pre-Test.....	57
4.2.2	Treatment .....	58
4.2.3	Post-Test .....	61
4.3	Detailed Results .....	61
4.3.1	Normality of the Test.....	61
4.3.1.1	Pre-Test Normality.....	61
4.3.1.2	Post-Test Normality .....	62
4.3.2	Homogeneity of the Test.....	63
4.3.2.1	Pre-Test Homogeneity .....	64
4.3.2.2	Post-Test Homogeneity.....	64
4.3.3	t-Test Analysis of the Pre-Test of the Experimental Group and Control Group .....	65
4.3.4	t-Test Analysis of the Post-Test of the Experimental Group and Control Group .....	66
4.3.5	Mean Scores Differences between Pre-Test and Post-Test of Experimental Group and Control Group .....	68

4.3.6	t-Test Statistical Analysis of the Pre-Test and Post-Test of the Control Group .....	69
4.3.7	t-Test Statistical Analysis of the Pre-Test and Post-Test of the Experimental Group.....	70
4.3.8	Result of Analyzing Questionnaire.....	71
4.4	Discussion .....	73
4.4.1	The Advantages and Disadvantages of Using Contextual Vocabulary Teaching.....	76
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS</b>		
5.1	Conclusions.....	78
5.2	Suggestions .....	79
<b>REFERENCES</b> .....		82
<b>APPENDICES</b> .....		88



## LIST OF TABLES

Table	Page
3.1 The Schedule of Collecting Data.....	44
3.2 The Criteria of Reliability.....	46
3.3 Discrimination power of the answers according to their ID value .....	48
3.4 Mean Criterion of Questionnaire by Heaton .....	53
4.1 Activities on Both Groups .....	59
4.2 Pre-Test Normality of Experimental and Control Groups.....	62
4.3 Post-Test Normality of Experimental and Control Groups .....	63
4.4 Pre-Test Homogeneity .....	64
4.5 Post-Test Homogeneity .....	64
4.6 t-Test Analysis of the Pre-Test of the Experimental Group and Control Group .....	65
4.7 t-Test Analysis of the Post-Test of the Experimental group and Control Group .....	67
4.8 Mean Scores Comparison .....	69
4.9 Paired Sample t-Test of Control Group .....	70
4.10 Paired Sample t-Test of Experimental Group.....	70
4.11 The Analysis of Questionnaire .....	71

## LIST OF FIGURES

Figure	Page
2.1 Theoretical Framework .....	36
4.1 Mean Scores between Experimental Group and Control Group.....	68
4.2 The Result of Whole Aspects in the Questionnaire .....	73



## LIST OF APPENDICES

<b>APPENDIX</b>	<b>Page</b>
1. Table of Specification of Research Instrument.....	88
2. Try Out Test.....	91
3. Answer Key of Try Out Test.....	100
4. Students' Score of Try Out Test.....	101
5. Item Validity.....	103
6. Reliability.....	105
7. Item Facility and Item Discrimination.....	106
8. Pre-Test Instrument.....	108
9. Answer Key of Pre-Test.....	116
10. Pre-Test Scores of Experimental Group and Control Group.....	117
11. Post-Test Instrument.....	118
12. Answer Key of Post-Test.....	126
13. Post-Test Scores of Experimental Group and Control Group.....	127
14. Questionnaire.....	128
15. Lesson Plan of Control Group.....	129
16. Lesson Plan of Experimental Group.....	139
17. Students' Works.....	150
18. Student's Questionnaire Result.....	159
19. Documentation.....	160

## CHAPTER I

### INTRODUCTION

This chapter presents background of the study, reasons for choosing the topic, statements of the problem, purposes of the study, hypotheses of the study, significance of the study, and outline of the study.

#### 1.1 Background of the Study

English has accomplished a reputation as one of the most important international languages in the world. We cannot neglect the fact that it is used almost everywhere and every time. Because of this phenomena, people often call English as *Lingua Franca*. English as *Lingua Franca* refers to the use of English as a medium of communication among people who possess different first language (Jenkins, Cogo, & Dewey, 2011). This idea came from the urge that we need to have a global language that can connect people coming from different social and cultural backgrounds.

Today's demand for the use of English is greatly increasing since English is now acknowledged as *lingua franca* of higher education (Portelli, 2012). As a matter of fact, our government realizes that the students need to be taught English in schools, starting from the elementary school, junior high school, senior high school, and even in the colleges. Government stated in Regulation of the Minister of Education and Culture number 97 by 2013 (*Peraturan Menteri Pendidikan dan Kebudayaan Nomor 97 Tahun 2013*) that it is a compulsory requirement for the students to pass all the subjects being tested in the National examination. As English



is one of the compulsory subjects, it is undeniable that students should be able to master English if they want to continue to the higher education grade.

English is included in the subjects tested in National Examination. Most of the questions in national examination are in the form of reading comprehension test. Reading comprehension actually has become something important for students because students' success depends on their ability to comprehend. Generally, reading comprehension is defined as an ability to understand and interpret information gathered from a text appropriately (Grabe & Stoller, 2002: 17). It means that reading comprehension is an activity undertaken by the reader that is involved a process that connects new information with old information in order to gain new knowledge. In addition, it is also done to link information and gain new knowledge.

However, the ability of comprehending a text is much more complicated than the definition suggests. In reality, students often found it is difficult to do this comprehending activity. Most cases that I found through observation is students are lack of vocabulary which makes them hard to understand the text.

Based on the curriculum 2013, teaching English in junior high school is broken down to several competencies and reading is one of the four skills being taught. One of those four skills is reading and in its there are some standard competence and basic competence. One of standard of competence of reading skill is students are demanded to understand meaning in short simple essay recount as well as in narrative to interact with the surrounding environment. It is also stated in the syllabus two basic competencies for this standard of competence. First, students

are demanded to be able to read aloud a meaningful functional text and simple short recount and narrative with proper pronunciation, stress and intonation. The second one is students are demanded to respond to the meaning in the short written functional text accurately and properly. The second basic competence (point 11.1) is obliged to be able to do reading comprehension activity of narrative text.

Many studies have proved that there is strong relationship between vocabulary knowledge and reading comprehension and their relationship has been recognized as a key factor for academic success (Raphael, 2006). It is understandable if the students are lack of vocabulary because sometimes teachers underestimate the vocabulary role in reading comprehension ability although it is mentioned in the syllabus that vocabulary is one of learning materials that should be provided. The teachers assume that vocabulary mastery will develop by its own during the teaching process. Beside, students still have low interest of reading. The teaching of vocabulary will help the students in developing reading skills as well. The more vocabulary the students possess, the easier for them to improve their comprehension.

Teaching vocabulary for this grade needs more attention. In the EFL setting, year VIII students is highly social yet easily distracted. They must acquire a large volume of vocabulary in very little time and with little opportunity to practice. Lessons that provide enough exposure, practice, and recycling of vocabulary are hard to create, and time is never adequate. A junior high school schedule of four hours per week, which one hour of time allocation is equal to 40 minutes, is way

far from enough time to teach reading comprehension as well as increasing students' vocabulary mastery.

There are many ways and methods in teaching vocabulary. In this research, I focused on the contextual teaching and learning method especially for teaching students of grade eight in junior high school. Contextual teaching and learning means that the teacher should integrate the knowledge into real life applications. It is the translation of theoretically-based pedagogy into practice. The teachers facilitate what the students learn to the real world (Contextual Teaching and Learning, 2001). In line with this definition, I will employ some steps in teaching vocabulary in order to improve students' reading comprehension achievement. In this study, I focus on teaching reading comprehension of narrative text. It is one of the text genre that the students have to learn in grade VIII along with other genre such as descriptive text and recount text. Narrative text seems to be challenging and difficult since it contains distinctive vocabulary that are often found by the students. To my knowledge, there has not been many studies about it. Contextual teaching might involve broad activity, but I will undergo some activities such as grouping words into classes (verbs, adjectives, and nouns), finding the synonyms and antonyms, and also mentioning word characteristics. Therefore, the students learn vocabulary based on the real context derived from the text they learn. It makes them easier to memorize the new vocabulary because the words are linked one to each other. Besides, helping the students to enrich the vocabularies will help them easier in facing reading comprehension tests.

## **1.2 Reasons for choosing the Topic**

There are some reasons underlying this topic. First, students' comprehension in reading is very important, therefore I attempts to apply contextual vocabulary teaching in stimulating the improvement of students' reading comprehension achievement. Besides, this research will give some advantages in learning language development. Second, vocabulary mastery is the essential aspect in learning language yet there has not been many studies about improving reading comprehension through enriching vocabulary mastery. And the third, contextual teaching and learning can remove some barriers carried by students in class. Some activities in the research will motivate students to be braver and more active. Also, students will find it is enjoyable to learn contextually because what they learn is linked to the real world knowledge and situation.

## **1.3 Statements of the Problems**

In order to limit the scope of the study, I present the problems that are discussed in this study:

1. How effective is contextual vocabulary teaching in improving year VIII students' reading comprehension achievement in one of junior high school in Ambal, Kabupaten Kebumen?
2. Is there any significant difference between year VIII students' reading comprehension achievement in one of junior high school in Ambal, Kabupaten Kebumen who were taught by contextual vocabulary teaching and those who were not?

#### 1.4 Purposes of the Study

In line with the statements of the problem, the purposes of the study are:

1. To describe the effectiveness of contextual vocabulary teaching in improving year VIII students' reading comprehension achievement.
2. To find out whether there is a significant difference between year VIII students' reading comprehension achievement who were taught by contextual vocabulary teaching and those who were not.

#### 1.5 Hypotheses of the Study

There are two hypotheses in this study, alternative hypothesis ( $H_1$ ) and null hypothesis ( $H_0$ ).

1. The alternative hypothesis ( $H_1$ ): the use of contextual vocabulary teaching is effective to improve students' reading comprehension achievement of the eighth grade students in one of Junior High Schools in Ambal, Kabupaten Kebumen.
2. The null hypothesis ( $H_0$ ): the use of contextual vocabulary teaching is not effective to improve students' reading comprehension achievement of the eighth grade students in one of Junior High Schools in Ambal, Kabupaten Kebumen.

#### 1.6 Significance of the Study

The significances are described as follows:

1. Theoretical significance

The research finding will enrich the previous theories and research findings about improving students' vocabulary mastery and reading comprehension

achievement. Also, this study can be useful as a reference for further studies for those who have the same interest in the this topic

## 2. Practical significance

The research finding will give some advantages to both English teachers and the students. For students, they are being able to improve their vocabulary mastery, and reading comprehension in particular. Besides, students can also build their critical thinking through some activities involved in the research. In the other hand, Teachers can use contextual vocabulary teaching as a new alternative method so that the teaching-learning process can be more exciting and improving students' motivation in class. With fun activity, teachers can obtain students attention and affection, and both the teachers and the students can meet their learning objectives.

## 3. Pedagogic significance

The research finding will give some suggestions to English teachers and the curriculum makers to develop the learning and teaching English in school, especially in junior high school.

### 1.7 Limitation of the Study

The scope of this study is quite broad. Therefore, these following limitation will limit the study on some aspects:

1. The teaching method used to teach vocabulary in this research is Contextual Teaching and Learning in the experimental group. Meanwhile in the control group, the grammar translation method was used. Both classes have the same duration for the treatment. Since the research conducted in the middle

of school activity, each classes have 80 minutes for each meeting. Thus, the total meeting for each classes are 240 minutes (80 minutes x 3 meetings).

2. Reading comprehension in this study is limited to the level of literal and interpretative comprehension such as identifying main ideas, finding explicit and implicit information, finding general and certain information, determining moral value, finding the meaning of words, finding reference, identifying the generic structure of a text, and finding the communicative purpose of a text.

### **1.8 Outline of the Study**

This final project consists of five chapters. The first chapter is introduction. It consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, hypotheses, significance of the study, limitation of the study, and outline of the study.

The second chapter is review of related literature. It consists of review of previous studies, theoretical review, and theoretical framework.

The third chapter deals with methods of investigation. It presents research design, subject of the study, research variables, and types of data, instruments for collecting data, method of collecting data, and method of analyzing data.

The fourth chapter presents the general findings which consist of data analysis, the result of hypotheses and discussion of the result.

The fifth chapter contains conclusions based on the study which has been done and suggestions for further improvement in the future.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents some theories related to the study, which consists of review of previous studies, review of theoretical studies, and theoretical framework.

#### 2.1 Review of Previous Studies

In this part, I would like to review some previous studies that support my view about improving students' reading comprehension achievement through contextual vocabulary teaching.

First, a research conducted by Wahyuni (2016) aimed to examine the effectiveness of Directed Reading Thinking Activity (DRTA) in teaching reading comprehension. The result of the study showed that there was a significant difference between the control and experimental group after being taught using this method. It could be seen from the mean of posttest of experimental group was higher than control groups. By comparing the result of the experimental and control group tests, it could be concluded that DRTA was effective for teaching reading comprehension. This method improved students' achievement that those who were taught using conventional method.

Second research was conducted by Peni (2011) specifically concerning in reading comprehension teaching in a junior high school. The objective of this research was to study whether contextual teaching and learning was more effective to teach reading comprehension than grammar translation method. She conducted an experimental research about the effectiveness of Contextual Teaching and Learning to teach reading comprehension. She picked two classes to be involved in



her research, one class as an experimental group and the other one as control group. The experimental group was treated using contextual teaching and learning method, while the control group was taught using grammar translation method. She found out that seven components of contextual teaching and learning method was effective to teach reading comprehension. The researcher of this research also gave a recommendation to English teacher to apply these seven contextual teaching and learning elements in classroom particularly in teaching reading comprehension.

Another research which was carried out by Ekawati (2010) in several junior high schools in Palembang in which she employed the use of Interactive-Compensatory Model to improve reading comprehension ability in junior high schools. The aim of this study was to find out reading instructional model to improve student's reading comprehension referred to the design, implementation and evaluation. This study was conducted by using Research and Development Approach through preliminary study in junior high school. This preliminary study produced reading model called "The Interactive-Compensatory Model (TICM)" comprised of three components. First component was Before-Reading Activity comprised of Activating Prior Knowledge and Setting the Purpose of Reading activities. Second component was During-Reading Activity Comprised of Modelled reading, Skimming, Scanning and Identifying the Text Type activities. Third component was After-Reading Activity comprised of Summarizing activities. Based on the results of the study, it showed that TICM had positive and significant influence to improve students' reading comprehension in junior high schools by comparing the result of pre-test and post-test. Besides, based on validation test to

good, average and low schools, they showed TICM model was more effective compared to conventional instruction used by the teacher.

There was also a research carried out by Agustina (2016) about teaching reading comprehension for year VIII students of junior high schools. She employed the use KWL strategy to teach reading comprehension. This quasi experimental research attempted to find out the effectiveness of KWL strategy to improve the eighth grade students' reading comprehension. The results showed that the mean of the experimental group increased significantly. Additionally, the control group gained the improvement of its post-test mean as. From the result of t-test analysis of both groups score, it was inferred that there was significant difference between the post-test score in control and experimental group. Based on the results and the analysis, it can be concluded that the use of KWL strategy was effective in improving the students' reading comprehension.

Reading comprehension seems to be a big problem to non-native speakers in an ESL as well as in an EFL setting. Phantharakphong (2014) conducted a research in Thailand to solve a problem related to reading comprehension. The purpose of this study were to examine the development of English reading comprehension by using concept maps, and to study the students' attitudes towards learning English reading comprehension by using concept maps. The participants involved in this study were 18 students in 10th grade of Demonstration school of Khon kaen University (Suksasart) in the second semester. This study conducted through the use of scores from concept map retelling based on the redeveloped rubrics and comprehension test. The interview was also conducted. The results

showed that the percentage of retelling and comprehension test were 81.25 percent and 86.50 percent respectively. Student stated that concept maps helped them understand English reading better. This could be concluded that the use of concept maps could enhance the students' English reading comprehension.

Several factors highly influenced reading comprehension ability. As I propose in my research, one of the important factors that has big roles in reading comprehension ability is vocabulary knowledge. A research conducted by Sidek (2015) in a Malaysian public high school supported this view. The goal of the study was to find out the role of vocabulary knowledge of the language of the text on reading comprehension performance when reading texts in that language. The participants' vocabulary test and reading comprehension were scored and the test scores for the EFL text and L1 text were compared. The findings show that the participants' vocabulary test and reading comprehension test scores for the L1 text were significantly better than their scores for the EFL text. The results provide evidence that a reader's level of vocabulary knowledge is one of the elements that plays an impacting role in determining reading comprehension performance in that language.

Additionally, Subon (2016) carried out a research with the same focus on vocabulary teaching a secondary school Malaysia. This research aimed to examine the effects of a systematic and structured proposed contextualized word family model of DVI on students' vocabulary acquisition. In addition, it aimed to answer its research question on whether there were any significant differences between students' vocabulary size before and after DVI using contextualized word families

based on proficiency levels. The data collection was done in a normal classroom condition using Laufer and Nation's (1999) Productive Vocabulary Levels Test (PVL) at 2000-word level (Test A and Test B). It was found that there was a statistically significant difference between learners' vocabulary size in the pre-test and post-test after direct instruction using the contextualized word families for two and a half months. There was a statistically significant difference between learners' vocabulary size before and after the treatment. The findings yielded some important implications for instructional practices, new knowledge in L2 vocabulary acquisition and recommendations for future research.

Beside the role of vocabulary knowledge that plays a big role in reading comprehension achievement, teaching method that was chosen by a teacher will affect significantly on how he achieves his teaching and learning objectives as well as the students' language mastery. A research by Mediha (2014) in Turkey disclosed a result in how contextual teaching affected vocabulary mastery that related to target language understanding. The research aimed to compare traditional and contextualized methods in terms of their effectiveness in vocabulary teaching and learning. The study was conducted to 40, ninth grade students in a private college. The subjects were assigned as experimental and control groups. Data were gathered through the activities in both control and experimental groups. While experimental group studied vocabulary by means of literary texts, the control group was instructed by traditional method. According to the results, integration of literature into the lessons had a positive effect on the enhancement of learners'

vocabulary knowledge. After all, this study confirmed that contextual teaching and learning was more effective than conventional method in teaching vocabulary.

The similarity of this research with the previous research is that they have same variable, it is about improving students' reading comprehension achievement. There are many strategies in improving reading comprehension achievement, like using Directed Reading Thinking Activity (DRTA), Interactive-Compensatory Model, and also Contextual Teaching and Learning method. There are also some studies that showed how vocabulary mastery and knowledge plays role in reading ability and how contextual teaching and learning's effects in teaching reading as well as teaching vocabulary.

This study is different from the previous studies because this study focuses on the teaching vocabulary to improve students' reading comprehension achievement since it is strongly proved by studies that reading comprehension ability has strong relationship with vocabulary mastery. The previous research only focused on the use of some teaching methods yet it did not consider an important element such as students' vocabulary capacity. Besides, the method being used is contextual teaching and learning that will help students easily relate their classroom's lesson to their real world knowledge which is believed more useful in improving their abilities and knowledge than using conventional teaching such as lecturing method. I was interested in conducting a research in one of junior high schools in Ambal, Kabupaten Kebumen particularly in the eighth grade students. Knowing that vocabulary takes big part in reading activity, I decided to use

contextual teaching and learning method. By using this method, the students will gain better reading comprehension achievement as well as vocabulary mastery.

## **2.2 Review of the Theoretical Studies**

In this section, I serve some theories related to this study. There will be discussion about the definition of reading in general, reading comprehension, general concept of vocabulary, vocabulary teaching and general concept of contextual teaching and learning.

### **2.2.1 General Concept of Reading**

This part explains the definitions of reading, the purposes of reading, and reading skill.

#### **2.2.1.1 Definition of Reading**

There are various definitions of reading which is viewed from some point of views. Johnston (1983: 17) defined reading as a complex behavior process which involves continuous use of various strategy to build a model of meaning which the writer assumes to be intended. It is meant that there is a flow of information from the writer to the reader.

In line with the previous definition, Grabe and Stoller (2002: 17) claimed that reading is drawing meaning ability from the printed page and interpret this information appropriately. Most commonly, people read for general comprehension, whether it is for information or pleasure. One might read a novel or a newspaper aiming to understand information or to be entertained or to use the information for a particular purpose. Yet, the ultimate goal is not to remember some specific details but to have a good grasp of the main ideas and supporting ideas and

relate those main ideas to background knowledge. This background knowledge is not the same from one people to another. The deeper their background knowledge, the better his ability to comprehend the text. Thus, this will take a big portion in one's understanding and comprehension ability.

Zhussupova & Kazbekova (2016: 594) declared that reading is an interactive cognitive process in which readers interact with text and author's perspectives. This definition is accordance with the previous statement which claims that reading is a two-way process between the reader and the writer. The reader intakes the information which is provided by the writer. In a simpler way, reading also could be defined as an act of reading something (Hornby, 1995: 366). This act is involved an intake process of knowledge from the source being read. All the definitions above prove that the process of reading is actually more complicated than what we see on the surface.

In short, it could be inferred that reading is a process in which the readers dive into each words for its depth meaning. Meaning can be drawn beyond what explicitly stated in the text so that a good reader is a reader who can comprehend the reading material to gain a deeper information. Because of this reason, students should be more exposed to reading comprehension activity which consequently they will have better achievement.

### ***2.2.1.2 Purposes of Reading***

People always have their own reasons when they read a book, a journal, or a novel. In general there are two main reasons why people read something, whether it is looking for certain information or seeking pleasure. Yet, the purposes of reading



could be so broad, it depends on the parties doing the activity and also their social and educational background.

According to Pang (2003:15) a reader reads a text to understand its meaning, as well as to use the obtained understanding after reading. A person may read to learn, to find out a piece of information, or as a sacred religious practice. Readers' motivation for reading significantly affects their purposes. A simple example can be seen from the motivation of a pharmacist and a mother in reading a text. Both of them may read the exactly same a label of medicine. The pharmacist read the label to find out the proper amount of certain chemical substance, but a mother will read the label to find out the direction to use the medicine.

Although there have been many reasons behind someone's intention for reading, Grabe and Stoller (2001:13) classified reading purposes into seven main headings: reading to search for simple information, reading to skim quickly, reading to learn from the text, reading to integrate information, reading to write (or search for information needed for writing), reading to critique texts, and reading for general comprehension.

If we narrow the range of the readers, as this research focuses on junior high school students, the students as the readers commonly has two main purposes of reading. Most of the reading done by young students both in and out of school, those are reading for literacy experience and reading to acquire and use information (PIRLS 2005/2006 in New Zealand : an overview of national findings from the second cycle of the Progress in International Reading Literacy Study (PIRLS), 2017). In literary reading, the reader engages with the text to become involved in



imagined events, setting, actions, consequences, characters, atmosphere, feelings, and ideas, and to enjoy language itself. While in reading for information, the reader engages not with imagined worlds, but with aspects of the real universe. Through informational texts, one can understand how the world is and has been, and why things work as they do.

From all the statements above, a conclusion of reading purposes can be drawn that its purposes can be varied from one person to others. Reading purposes have always been related to who the parties or the readers as well as their social and educational background. Yet, most readers are seeking for information when they read something aside from their background. They try to find out the content of what they read that later they might use.

### **2.2.1.3 Reading Skills**

In foreign language learning, teachers expect their students have already acquired the whole reading skills (Brown, 2004: 185). The whole reading skills refer to the microskills and macroskills of reading. These skills could help the teachers in assessing reading comprehension because they represent the range of possibilities for objectives of the assessment. Brown (2004: 187-188) mentioned several micro- and macroskills of reading as followed:

#### Microskills

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.

4. Recognize a core of words, and interpret word order patterns and their significance.
5. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

#### Macroskills

8. Recognize the rhetorical forms of written discourse and their significance for interpretation.
9. Recognize the communicative functions of written texts, according to form and interpretation.
10. Infer context that is not explicit by using background knowledge.
11. From described events, ideas, etc., infer links and connections between events, deduce causes and effects, detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
12. Distinguish between literal and implied meaning.
13. Detect cultural specific reference and interpret them in a context of the appropriate cultural schemata.

14. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Those elaborated of micro- and macroskills of reading are the basic language skill that students should have in order to integrate all language skills. Every aspect represents what so called as a milestone to a higher step of language mastery. A good speaker and a writer should at least possess thousands word bank that mostly acquire from reading.

Although reading skill is known as a basic skill, it involves a complex process. Essential elements such as decoding, fluency, vocabulary, and comprehension become a solid basic of reading skill (The Reading Skills Pyramid The Key Reading Skills & The Steps in Acquiring Them, n.d.). Grabe (1991) as cited in Celce-Muria (2001) identified six general component skills and knowledge areas to limit the complexity of reading process:

1. Automatic recognition skills – a virtually unconscious ability, ideally requiring little mental processing to recognize text, especially for word identification
2. Vocabulary and structural knowledge – a sound understanding of language structure and large recognition vocabulary
3. Formal discourse structure knowledge – an understanding of how texts are organized and how information is put together into various genres of text (e.g., a report, a letter, a narrative)

4. Content/world background knowledge – prior knowledge of text-related information and a shared understanding of the cultural information involved in text
5. Synthesis and evaluation skills/strategies – the ability to read and compare information from multiple sources, to think critically about what one reads, and to decide what information is relevant or useful for one's purpose
6. Metacognitive knowledge and skills monitoring – an awareness of one's mental processes and the ability to reflect on what one is doing and the strategies one is employing while reading

In short, it can be concluded that reading skill is essential to one's language mastery. This skill is an important stepping stone that integrated to all basic language skills. There are also complex processes involved in a reading process. It involves a broad cognitive process.

### **2.2.2 Reading comprehension**

Not only is reading to gain information but also to understand and comprehend information served by the text. Although there are various aims of reading, the ultimate aim of reading is comprehension.

Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types) (Klingner, 2007: 8). As stated in this definition, reading comprehension involves much more complex process than what

we think. Readers' previous knowledge gives big effects on their comprehension grade. The more they have knowledge, the better they comprehend the text.

Reading comprehension is also defined as understanding and extracting the required information from a written text as efficiently as possible. (Grellet, 1981: 3). There is no shortcut to finally able in understanding and extracting the information efficiently. Besides there are also barriers we might find in improving students' reading comprehension ability. In most cases, reading comprehension is most likely to occur when students are reading what they want to read, or at least what they see as a good reason to read. Another weakness we might find in nowadays school is the failure to pay attention to meaning.

There is still a long way to pass to finally reach the goal. The main objective of reading for comprehension is to train the students to read silently for meaning. Nagaraj (1996: 126-131) mentions three techniques in improving reading comprehension skill. They are:

1) Scanning

In scanning, readers glance rapidly through a text either to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for a given purpose (e.g. whether a book on gardening deals with the cultivation of a particular vegetable).

2) Skimming

By skimming, on the other hand, readers glance rapidly through a text to determine its gist, for example in order to decide whether a research paper is relevant to their own work (not just determine its field, which they can

find out by scanning), or in order to keep themselves superficially informed about matters that are not of great importance to readers.

### 3) Intensive in-depth reading

Intensive in-depth reading involves approaching the text under the close guidance of the teacher (the right kind of guidance, of course, as defined earlier), or under the guidance of a task which forces the students to pay great attention to the text.

In broad definition, comprehension is an ability to understand something (Hornby, 1995: 86). It is clear that comprehension is a fundamental ability for those who are willing to learn English whether it is formally in school or informally outside the school scope. For the students, they will always find such that activity so that they are urged to be able to comprehend a text. Comprehension is needed to achieve a deeper understanding of the text. Whether it is written or spoken. When students find a written text therefore the students involve reading comprehension process.

Based on some definitions above, it can be concluded that reading comprehension is the ability of understanding the meaning of a text. It is the strategic process of making connection between ideas of the text and the readers' previous knowledge.

### **2.2.3 Reading Comprehension Teaching and Learning**

English is one of compulsory subjects that is being taught in junior high school. In Indonesia, English is being learned as a foreign language setting. In junior high school, the main goal of English learning is to help students to accomplish the

functional level in which they are able to actively communicate in both spoken and written to overcome their everyday problems (Faridi & Bahri, 2016: 229).

This English learning's goal is described in 2006 English Curriculum of School Based Curriculum (KTSP) that English is a tool to communicate both spoken and written (Depdiknas, 2006: 308). Communication ability is an ability to understand and produce spoken and written text which is realized in four language skills; listening, speaking, reading, and writing. Regarding to the implementation of KTSP, the government has prepared standard of competence (SK) and basic competence (KD) for many subjects. These basic competencies is used as a guideline to develop KTSP on each school based.

The detail of standard of competence (SK) and basic competence (KD) for each four language skills are different. One of standards of competence of reading skill is students are demanded to comprehend the meaning of written functional text and simple short essay in form of recount and narrative in the context of daily life.. It is also stated in the KTSP syllabus three basic competencies for this standard of competence:

1. Response the meaning of simple functional text accurately, fluently, acceptable in the context of daily life.
2. Response the meaning and rhetoric action accurately, fluently and acceptable in simple essay in the context of daily life in form of recount and narrative text.

3. Reading aloud the short and simple functional text and short essay in form of recount and narrative text with appropriate utterance, stress and intonation.

The second basic competence is obliged the students to be able to do reading comprehension activity of a text genre. Basically, in teaching English's setting in Indonesia currently employs the genre based approach. It means that teachers use various type texts to engage students in learning English, for instance, using narrative text.

Text comprehension is the ultimate academic goal of reading, the process of constructing meaning which meets the author's intended meaning (Ruddell, 2005:88). Seeing the importance of reading comprehension role in students' achievement of language learning, teachers are aware to employ teaching strategies that foster students' ability. Celce-Muria (2001) proposed ten key implications for reading instructions. There are various purposes of the academic reading in a classroom setting, but mostly the academic reading purpose for the students in junior high school is to pass the reading comprehension test. By doing these following things, teachers could help their students in achieving the academic reading purpose:

1. Helping students build a large recognition vocabulary
2. Providing explicit language instruction to help students build a reasonable foundation in the language being learned
3. Addressing the range of skills needed for successful comprehension



4. Introducing students to discourse-organizing principles through the use of graphic representations and other practices
5. Helping students become strategic readers by focusing on metacognitive awareness and strategy learning
6. Giving students many opportunities to read so that they develop reading fluency and automaticity
7. Making extensive reading and broad exposure to English texts a routine practice, in and out of class
8. Motivating students to read
9. Integrating reading and writing instruction
10. Developing effective content-based instruction for authentic integrated-skill tasks.

Based on those explanations above, I conclude that teaching and learning English reading should be in accordance with the SK-KD which is drafted in the KTSP syllabus. Both teachers and students are demanded to be able to achieve learning objectives. Teachers' job is helping and motivating students to use reading strategies in order to maximize their comprehension of text.

#### **2.2.4 General Concept of Vocabulary**

This part explains the definitions of vocabulary and the role of vocabulary in language teaching and learning.

##### **2.2.4.1 Vocabulary**

There are a lot of vocabulary's definitions. Words come are not only in oral forms including those words that can be recognized and used in listening and speaking but

also in print forms to be recognized and used in reading and writing. Word knowledge also comes in two forms: receptive and productive. Receptive vocabulary is words that can be recognized in reading and listening. Productive vocabulary refers to words that can be used in speaking and writing (Lehr et. al., 2004).

Hatch and Brown (1995: 24) claimed that vocabulary is a list or set of words particular language or a list or set or words individual speakers of language might use. In addition, McCarthy (1990: viii) said that no matter how well the students learn grammar, no matter how successfully the sounds of second language are mastered, without words to express a wider range of meanings, communication in a second language just cannot happen in any meaningful way. At last, Hornby (1995: 1331) defined vocabulary as “the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook.

From the definitions, it can be concluded that vocabulary is an essential aspect in learning a language. We need vocabulary to understand the meaning in both written and spoken communication, and we need new vocabularies every day to improve our vocabulary mastery.

#### ***2.2.4.2 The Role of Vocabulary in Language Teaching and Learning***

Wilkins (1980: 11) stated that the fact is without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Grammar and vocabulary are two basic elements one should learn firstly in learning language.

In line with Wilkins, Tarigan (1985: 2) declared that someone's fluency on a language relies on the vocabulary mastery as well. It means that the quantity and the quality of the vocabulary mastery take a significant part in someone's language proficiency. In learning language, vocabulary plays important role as we wish to be fluent in it. Having a lot of vocabulary is essential because without vocabulary it is difficult to express and to understand something.

However, the status of vocabulary teaching seems to be considered less important. Vocabulary is not on a special focus. Most people think that vocabulary will develop directly by its own along the teaching process (Allan, 1983: 3). In contrary, some evidences show that learning vocabulary is not as easy as being imagined before. Most teachers only focus on teaching their students about structural rules. Actually, vocabulary and grammar is highly related. So that, neglecting vocabulary while teaching grammar is seen to be unwise in teaching language.

From all those statements above, it can be drawn a conclusion that the role of vocabulary in language teaching and learning process is quite important. The mastery of vocabulary might influence students' achievement in language mastery as well.

### **2.2.5 Vocabulary Learning and Teaching**

Vocabulary learning is a core to language acquisition (Celce-Muria, 2001: 285). Furthermore, vocabulary also is central to skilled reading. Schmitt (2000: 148) states that teaching vocabulary through the related word families is better than teaching words in their isolated forms. Teachers mention the other members of a

word family when introducing the new word. Through this attempt, it will maximize the vocabulary learning. In this way, learners form the habit of considering a word's derivations as a matter of course. To reinforce this habit, teachers may eventually ask students to guess a new word's derivatives at the time of introduction.

According to Graves (1987) cited in Schmitt (2000: 157) the multiplicity of vocabulary learning is distinguished in six types: (1) learning to read known words, (2) learning new meaning sense for known words, (3) learning new words representing known concepts, (4) learning new words representing new concepts, (5) clarifying and enriching the meanings of known words, and (6) moving words from receptive to productive vocabularies. We can see that Graves's list emphasizes the ongoing learning of a word, as all of these except (4) involve prior knowledge of either the word or the associated concept. Despite the fact that Graves is referring to L1 vocabulary, the list should use equally to an L2 context. It can be concluded that vocabulary teaching means more than just introducing new words, it also includes nurturing partially known vocabulary along to the point where learners can use it at will.

### **2.2.6 General Concept of Contextual Teaching and Learning**

This part explains the definitions of vocabulary and the role of vocabulary in language teaching and learning.

#### **2.2.6.1 Definition of Contextual Teaching and Learning**

In a broad concept, Contextual teaching and learning (CTL) is instruction and learning that is meaningful (Contextual Teaching and Learning, 2001). Meaningful

in this case means that the learning not only focuses on the text-book material, but also a learning that engage students' emotion. In a deeper definition, Johnson (2002: 25) describes contextual teaching and learning as 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 such as their personal, social, and cultural circumstance. To achieve their aims the system encompasses the eight components: 1) making meaningful connections, 2) doing significant work, 3) self-regulated learning, 4) collaborating, 5) critical and creative thinking, 6) nurturing the individual, 7) reaching high standards and 8) using authentic assessment.

CTL helps students find and create meaning through experience, drawing from prior knowledge in order to build upon existing knowledge. For the sake of this matter, teachers cannot neglect what the students have earned in the previous grade. The existing knowledge is important for their later achievement. The basic idea of CTL is that students learning through experiencing what they learn.

Contextual teaching and learning is an innovative instructional process in the midst of conventional teaching which emphasizes only on the teachers' role in learning process. This helps students connect the content they are learning to the real life usage. CTL helps the students learn better than just studying a textbook in a classroom setting. Employing CTL in learning process means that teachers should create a context and situation realistically as good as possible. Teachers also need to emphasize practices such as learning by doing, problem solving, and also cooperative learning.

### 2.2.6.2 *Characteristics of Contextual Teaching and Learning*

Johnson, as quoted by Wina, characterizes CTL into eight important elements as follows:

#### 1. Making Meaningful Connections

Students can organize themselves as learners, who learn actively in improving their interest individually, person who can work individually or collectively in a group, and a person who can do learning by doing.

#### 2. Doing Significant Work

Student can make relationship among schools and the various existing contexts in the real world as business maker and as a citizen

#### 3. Self-Regulated Learning

Students do the significant work; it has purpose, it has connection with others, it has connection with decision making and it has the concrete results or products

#### 4. Collaborating

Students are able to work together. The teacher helps students in order to work effectively in a group and teacher helps them to understand the way how to persuade and communicate each other's.

#### 5. Critical and Creative Thinking

Students are able to apply higher level thinking critically and effectively. They are able to analyze, to synthesize, to tackle the problem, to make a decision and to think logically.

#### 6. Nurturing the Individual

Students carry on themselves, understand, give attention, possess high wishes, motivate and empower themselves. Students cannot get the success without the support from adult people. Students should respect their companion and adult person.

#### 7. Reaching High Standards

Students know and reach the high standard. It identifies their purposes and motivates them to reach it. Teacher shows to students how to reach what called 'excellent'.

#### 8. Using Authentic Assessments

Students use academic knowledge in the real world context to the meaningful purposes. For example, students may describe the academic information that have learnt in subject of science, health, education, math, and English subject by designing a car, planning the school menu, or making the serving of human emotion or telling their experience.

These eight characteristics make CTL different from other methods. These characteristics became the main components in applying CTL method. It is also clearly seen that these eight characteristics asks the students for actively involving in classroom activity. Collaborating, nurturing the individual, creative and critical thinking ask the students to responsible for their own learning. The role of teacher in CTL is to facilitate student to find the fact or the meaning, concept, or principles for themselves. Once these eight characteristics applied in classroom, it will help

both student and teachers in creating a good atmosphere where the learners have a great responsibility in achieving their success in learning activity.

### **2.2.7 Teaching Vocabulary Using Contextual Teaching and Learning**

The important relationship between vocabularies with comprehension ability is universally proclaimed. Unfortunately vocabulary instruction in classroom is often isolated from the true point of language learning. Moreover the teaching of vocabulary is not connected to the lives of the students themselves (Ruddell, 2005:144). Usually the teaching of vocabulary involves the dictation of words definition by teachers in the beginning of each reading assignments, and often finding the definition from the dictionary.

The old day's vocabulary teaching is not suitable anymore with today's students needs in language learning. It consumes more time and yields less satisfying result in students' achievement. Using CTL is seemed as a breakthrough in teaching vocabulary nowadays. CTL offers a meaningful learning that also employs students' existing knowledge. The term 'meaningful' is defined as a condition of valuable important, significant, and full of meaning and strong impressiveness (Hornby, 1987: 527). Regarding to the teaching of vocabulary, teachers should create an atmosphere that help the students' view that vocabulary learning is valuable and important since it is one of essential language components in learning English. Teacher should remember that in teaching vocabulary contextually every single word should not be treated apart from its group and its relatives. It means that every new vocabulary should be associated with others and previous vocabularies. This view is supported by Ausbel (1968: 108) that in



meaningful learning involves a process of associating and integrating new information to the acquired basic knowledge-structure system.

In employing CTL, teachers should provide interesting materials and instruction which help students connect the learning content to the real life contexts in which the content could be used. Moreover in vocabulary teaching, teachers should not neglect their existing knowledge before starting teaching new vocabulary. Teachers also should make sure that the learning must be meaningful one.

### **2.2.8 Narrative Text**

Narrative text is a text that is commonly known as a story. Dymock (2007:161) defined narratives are more than simple lists of sentences or ideas. Narratives are stories.

The definition of narrative text is described also by Luardini (2013:82), they wrote that narrative texts are those which are organized according to time order or chronological order, while descriptive texts follow spatial order and exposition follows logical order. This means that the paragraphs are arranged in such a way that the reader can follow the story plot created by the writer. Narrative consists of complication and resolution which distinguishes it from others genre. The purpose of this text is to entertain or amuse the readers with the story. There are various kinds of narrative text such as fable, legend, myth, fairytale, and also non-fiction story which has conflict in it.

The more explanation about generic structure of narrative text was deliberated by Nurhadi (2014:36). The generic structure of narrative text focuses

on a series of stages that proposed to build a story. In traditional narrative the stages include:

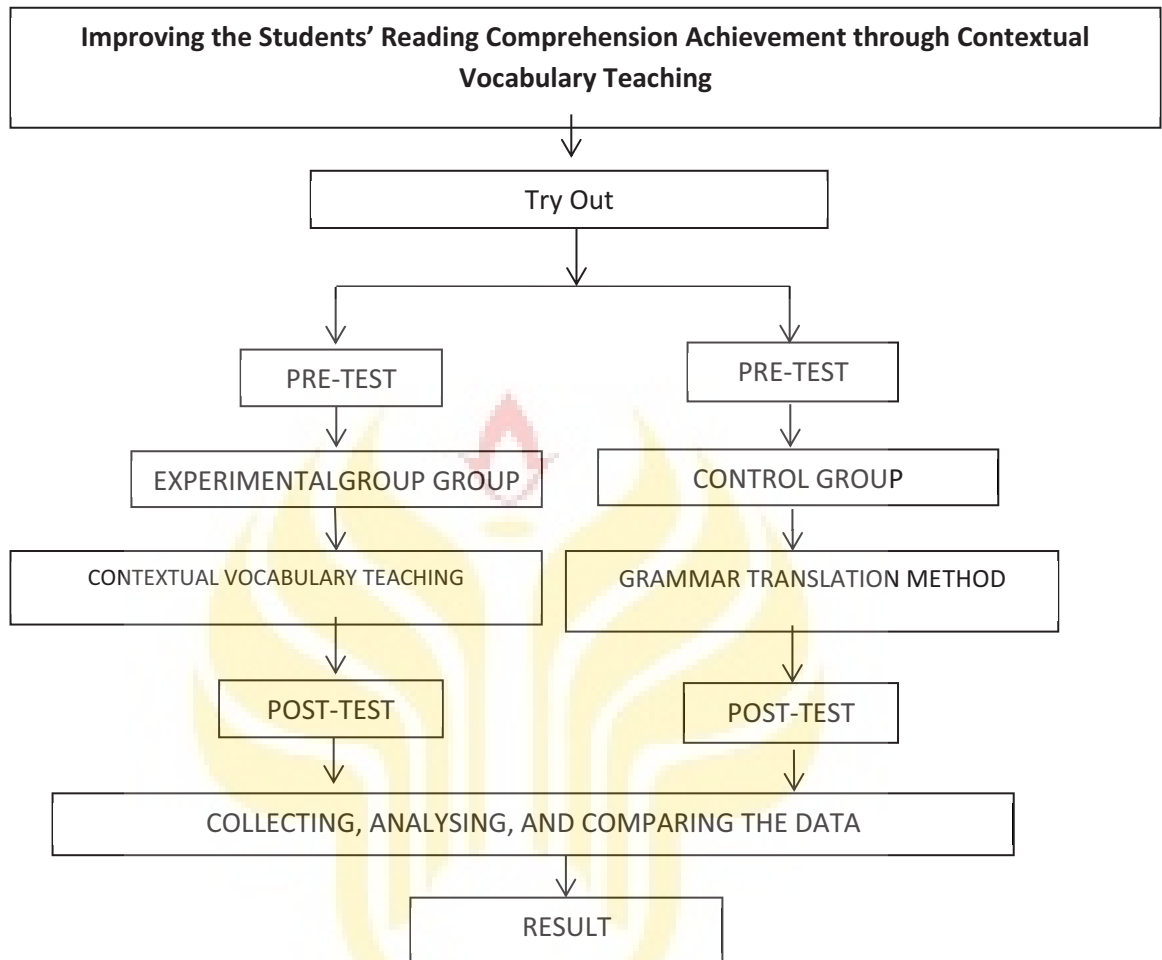
3. Orientation: the introduction of the characters who involve in the story, time and the place where the story takes place;
4. Complication: a series of events in which the main character attempts to solve the problem;
5. Resolution: the ending of the story containing the problem solution.

In brief, narrative text is a story that contains conflict and resolution inside it. It follows the time or chronological pattern, one event will follow another events that build the whole story. Narrative text also has some types, such as myth, fable, legend, and fairytale. Sometimes narrative also contains non-fiction story.

### **2.3 Theoretical Framework**

This study is an experimental research conducted as an effort to improve reading comprehension through contextual vocabulary teaching. I conducted the research to find out how effective contextual vocabulary teaching in improving students' reading comprehension achievement. In this study, this experimental research takes two groups of classes as the objects of this study. There would be some plans, treatments and tests done during this study. The quantitative data were gained through a pre-test and a post test.

This research was conducted by using contextual teaching and learning as a method of teaching and learning. This method was considered as an ideal method in teaching reading comprehension since it related the material with the real world learning. The theoretical framework is visualized below:



**Figure 2.1 the Theoretical Framework**

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This research started with the questions how effective is contextual vocabulary teaching in improving year VIII students' reading comprehension achievement in one of junior high school in Ambal, Kabupaten Kebumen, and whether there is any significant difference between students' reading comprehension achievement who were taught by contextual vocabulary teaching and those who were not.

This chapter presents the conclusions of the research based on the result of the experiment, and suggestions for students, teachers, and the other researchers.

#### 5.1. Conclusions

According to the analysis of the result of tests and discussion in the previous chapter, it could be drawn the conclusions.

First, based on the mean scores of pre-test and post-test of each group, the use of contextual vocabulary teaching is effective to improve students' reading comprehension achievement. The means of post-test score indicated that both groups made an improvement. Moreover based on the questionnaire analysis, it showed that the students gave positive reactions to the method and activities during the experiment. Some activities involved in contextual vocabulary teaching helped the students to enrich the vocabulary. Students' attitude and response toward the teaching and learning process was good. Thus, the use of contextual vocabulary teaching was effective to improve students' reading comprehension achievement.

Second, there is any significant difference between students' reading comprehension achievement in one of Junior High Schools in Ambal, Kabupaten

Kebumen who were taught by contextual vocabulary teaching and those who were not. According to the analysis of t-test result that has been elaborated previously, it can be concluded that there is significant difference from both of groups, control and experimental groups in post-test. The research findings revealed that the result of the study is in line with the alternative hypothesis ( $H_1$ ) that the use of contextual vocabulary teaching is effective to improve students' reading comprehension achievement. Hence, the alternative hypothesis ( $H_1$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.

## **5.2. Suggestions**

Based on the conclusions of the study, it could be offered these following suggestions.

First, to my knowledge, there has not been much research on this topic focusing on the use of contextual teaching and learning in teaching reading comprehension. Some scholars might assume that this field of the study was less challenging than the others. Yet, this field was a promising object as the object of the study. The implementing of this method may enrich the theory of English teaching and learning. It is suggested that the future researchers put more attention to this field in order to present more theory and implication of contextual teaching and learning especially in improving reading comprehension teaching. It is also promising to feature contextual teaching and learning with other varieties of text such as report text, new items, exposition, spoof and even short functional text in the future studies. Additionally, this study is expected to be a reference and provided the supporting facts for future studies related to this topic especially

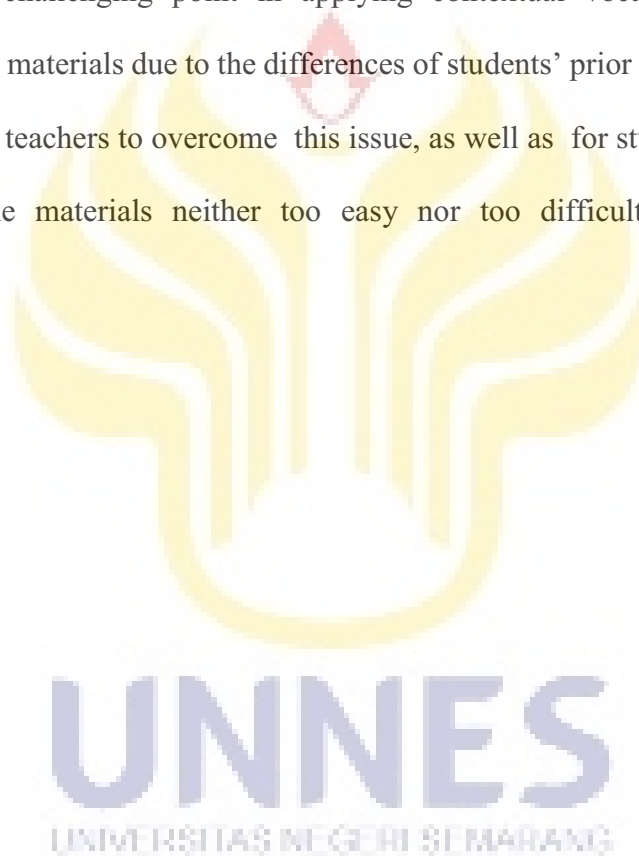
reading comprehension learning that engage contextual teaching and learning with various genres of text previously mentioned.

Second, for teachers, in teaching vocabulary as well as teaching reading, they are demanded to find an innovation to increase students' motivation and interest toward the teaching-learning process. There are so many methods, techniques, and media which teachers can use in teaching vocabulary as well as teaching reading comprehension, contextual teaching and learning is one of the choices the teachers have. This method is still very possible to develop in the future use, and this will be beneficial to both teachers and students. While for students, contextual vocabulary teaching provides them a fresh and interesting activity in learning English. Besides, this method helps them to develop their critical thinking by connecting their background knowledge and present facts to gain a new knowledge. Also, contextual vocabulary teaching involves the real experience in its teaching and learning activities.

Third, for the better improvement of pedagogical field, it is purposed for both school and government to give more attention for the English teaching and learning process and more appreciation for English teachers. Government realizes that English is an essential need in this era but teachers do not have sufficient time in giving the lessons in the class. It is suggested to the curriculum makers allocate more time for teachers. Thus, the teachers are not in rush in giving the materials and activities.

Fourth, before preparing the test and text for learning materials, it is suggested for the teachers make a difficulty level or placement test. It is a test to

find out the appropriate level of difficulty for the students, thus the test or the text they will learn is not too difficult or too easy. This kind of test could be in various types, such as comprehension test, writing or speaking performance, open-ended and limited responses, selection or multiple-choice, gap-filling formats, or depending on the nature of the program and its needs. As it has been mentioned before, the challenging point in applying contextual vocabulary teaching is adjusting the materials due to the differences of students' prior knowledge. This test will help the teachers to overcome this issue, as well as for students because they will find the materials neither too easy nor too difficult but appropriately challenging.



## REFERENCES

- Agustina. (2016). *The Effectiveness of Using KWL Strategy to Improve the Eighth Grade Students' Reading Comprehension (A Quasi Experimental Study of the Eighth Grade Students of SMP Negeri 41 Semarang in the Academic Year of 2015/2016)*. Universitas Negeri Semarang.
- Allen, V. F. (1983). *Techniques in Teaching Vocabulary*. Oxford: Oxford university Press.
- Anderson, P., & Morgan, G. (2008, January 1). Developing Tests and Questionnaires for a National Assessment of Educational Achievement. World Bank Publications. Dipetik April 24, 2016, dari <https://books.google.co.id/books?id=V0HSmmveKusC&dq=anderson+and+morgan+2008+in+educational+assessments&lr>
- Arikan, A. &. (2010). Contextualizing young learners' English lessons with cartoons: Focus on grammar and vocabulary. *Procedia - Social and Behavioral Sciences*, 2(2), 5212-5215. doi:doi:10.1016/j.sbspro.2010.03.848
- Arikunto, S. (2006). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Arikunto, S. (2009). *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)*. Jakarta: Bumi Aksara.
- Ausbel, D. (1968). *Educational Psychology: A Cognitive View*. New York: Holt, Rineheart and Winston ltd.
- Backhoff, E. L. (2000). The level of difficulty and discrimination power of the Basic Knowledge and Skills Examination (EXHCOBA). *Revista Electrónica de Investigación Educativa*, 2(1). Retrieved April 17, 2016, from <http://redie.uabc.mx/vol2no1/contents-backhoff.html>
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practice*. New York: Longman.
- Celce-Muria, M. (Penyunt.). (2001). *Teaching English as a Second or Foreign Language* (3rd ed.). USA: Heinle & Heinle.
- Christensen, L. (2001). *Experimental Methodology (8th Edition)*. USA: A Pearson Education Company.



- Contextual Teaching and Learning*. (2001). Retrieved January 14, 2017, from The University of Georgia: [http://jwilson.coe.uga.edu/CTL/CTL/intro/ctl\\_is.html](http://jwilson.coe.uga.edu/CTL/CTL/intro/ctl_is.html)
- Depdiknas. (2006). *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 97 Tahun 2013*. Jakarta: Departemen Pendidikan Nasional.
- Dymock, S. 2.-1. (2007). Comprehension Strategy Instruction: Teaching Narrative Text Structure Awareness. *The Reading Teacher*, 61(2), 161-167.
- Ebel, R. L. (1986). *Essentials of education measurement*. Englewood Cliffs, NJ: Prentice Hall.
- Ebel, R. L. (1986). *Essentials of education measurement*. Englewood Cliffs, NJ: Prentice Hall.
- Ekawati, D. (2010). *The Interactive-Compensatory Model Untuk Meningkatkan Kemampuan Pemahaman Membaca dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Pertama: Studi Pengembangan pada SMP di Kota Palembang*. Bandung: Universitas Pendidikan Indonesia.
- Faridi, A., & Bahri, S. (2016, June 2). Developing English Islamic Narrative Story reading Model in Islamic Junior High School. *Arab World English Journal*, 7(2), 224-243.
- Fraenkel, e. a. (2011). *How to Design and Evaluate Research in Education*. New York : McGraw-Hill.
- Gerot, L. a. (1994). *Making Sense of Functional Grammar*. Sidney: Gerd Stabler.
- Grabe, W. (1991). Current developments in second language reading research. *TESOL Quarterly*, 375-406.
- Grabe, W., & Stoller, F. L. (2002). *Teaching and Researching Reading*. Longman.
- Grellet, F. (1981). *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. Cambridge: Cambridge University Press.
- Hatch, E. (1995). *Vocabulary, semantics, and language education*. Cambridge: Cambridge University.
- Heaton, J. (1975). *Writing English Language Test*. London: Longman Group Ltd.
- Hornby, A. S. (1987). *Oxford Advanced Learners' Dictionary*. New York: Oxford University Press.

- Jenkins, J., Cogo, A., & Dewey, M. (2011). Review of developments in research into English as a lingua franca. *Language Teaching*, 44(03), 28-315. doi:10.1017/S0261444811000115
- Johnson, E. B. (2002). *Contextual teaching and Learning*. Thousand Oaks: Corwin Press, INC. .
- Johnston, P. (1983). Reading Comprehension Assessment: A Cognitive Basis. International Reading Association. Dipetik January 17, 2017, dari [https://books.google.co.id/books/about/Reading\\_comprehension\\_assessment.html?id=gGvuAAAAMAAJ&redir\\_esc=y](https://books.google.co.id/books/about/Reading_comprehension_assessment.html?id=gGvuAAAAMAAJ&redir_esc=y).
- KEMENDIKBUD. (2013). Peraturan Menteri. *KRITERIA KELULUSAN PESERTA DIDIK DARI SATUAN PENDIDIKAN DAN PENYELENGGARAAN UJIAN SEKOLAH/MADRASAH/PENDIDIKAN KESETARAAN DAN UJIAN NASIONAL Nomor 97*. Jakarta: Kementerian Pendidikan dan Kebudayaan (KEMENDIKBUD).
- Khaefiatunnisa. (2015). *THE EFFECTIVENESS OF CONTEXTUAL TEACHING AND LEARNING IN IMPROVING STUDENTS' READING SKILL IN PROCEDURAL TEXT : A Quasi-Experimental Study of Second Grade Students at One Vocational School in Bandung*. Bandung: Universitas Pendidikan Indonesia.
- Klingner, J. K. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.
- Kothari, C. (2004). *Research Methodology: Methods and Techniques (Second Revised Edition)*. New Delhi: New Age International (P) Limited Publishers.
- Lehr, e. a. (2004). *Research-based Practices in Early Reading Series: A Focus on Vocabulary*. Pacific Resources for Education and Learning. Dipetik April 20, 2017, dari [http://www.prel.org/products/re\\_/ES0419.htm](http://www.prel.org/products/re_/ES0419.htm)
- Luardini, M. A. (2013). An Analysis of Linguistic Competence in Writing Texts by Teachers in Palangka Raya. *International Journal of English and Education*, 3(2). Retrieved January 17, 2017, from [www.ijee.org](http://www.ijee.org)
- McCarthy, M. (1990). *Vocabulary*. New York: Oxford University Press.
- McCowan, R. J., & McCowan, S. C. (1999). *Item Analysis for Criterion-Referenced Test*. New York: Buffalo State College (SUNY). Retrieved April 20, 2016, from <http://www.bsc-cdhs.org>

- McMillan, J. H. (2001). *Research in education: A conceptual introduction (2nd ed.)*. New York: Longman.
- Mediha, N. &. (2014). A Comparative Study on the Effectiveness of Using Traditional and Contextualized Methods for Enhancing Learners' Vocabulary Knowledge in an EFL Classroom. *Procedia - Social and Behavioral Sciences*, 116, 3443-3448. doi:10.1016/j.sbspro.2014.01.780
- Moghadam, S. H. (2012). A Review on the Important Role of Vocabulary Knowledge in Reading Comprehension Performance. . *Procedia - Social and Behavioral Sciences*(66), 555-563. doi:10.1016/j.sbspro.2012.11.300
- Nagaraj, G. (1996). *English Language Teaching: Approaches, Methods, Techniques* . London: Sangam Books Ltd.
- Nurhadi, K. (2014). Story Map and Know, Want to Know and Learn (K-W-L) Strategies In teaching Reading Skills of Narrative Texts. *Wacana Didaktika*, 16(3). Retrieved January 17, 2017, from www.unwir.ac.id
- Oslund, E. e. (2015). How vocabulary knowledge of middle-school students from low socioeconomic backgrounds influences comprehension processes and outcomes. *Learning and Individual Differences*. doi:10.1016/j.lindif.2015.11.013
- Pang, E. S. (2003). *Educational Practices Series-12: Teaching Reading*. . Belgium: International Academy of Education (IAE).
- Panggabean, M. T. (2011). *DEVELOPING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH CONTEXTUAL TEACHING LEARNING (CTL) AT THE FIRST YEAR OF SMAN 1 BANDAR LAMPUNG*. Bandar Lampung: Universitas Lampung.
- Peni, K. K. (2011). *The Effectiveness of Contextual Teaching and Learning to teach Reading Comprehension Viewed from Students' Intelligence: An Experimental Study in SMP N 14 Sukarta in The Academic Year of 2009/2010*. Surakarta: Universitas Sebelas Maret.
- Phantharakphong, P. &. (2014). Development of English Reading Comprehension by Using Concept Maps. *Procedia - Social and Behavioral Sciences*,, 497-501. doi:10.1016/j.sbspro.2014.01.247
- PIRLS 2005/2006 in New Zealand : an overview of national findings from the second cycle of the Progress in International Reading Literacy Study (PIRLS). (2017, January 20). Retrieved March 5, 2017, from

<http://www.worldcat.org/title/pirls-20052006-in-new-zealand-an-overview-of-national-findings-from-the-second-cycle-of-the-progress-in-international-reading-literacy-study-pirls/oclc/319159552>

Portelli, J. (2012, July 29). *English is world's lingua franca*. Retrieved January 14, 2017, from Time of Malta: <http://www.timesofmalta.com/articles/view/20120729/opinion/English-is-world-s-lingua-franca.430532>

Raphael, T. E. (2006). *Vocabulary Teaching and Learning*. Retrieved January 13, 2017, from [www.doe.in.gov/sites/default/files/curriculum/research-base-vocabulary.pdf](http://www.doe.in.gov/sites/default/files/curriculum/research-base-vocabulary.pdf)

Ruddell, M. R. (2005). *Teaching Content Reading and Writing* (4th ed.). United States of America: Wiley.

Saleh, M. (2012). *Beginning Research in English Language Teaching*. Semarang: Widya Karya.

Schmitt, N. (2000). *Teaching Vocabulary in Language*. New York: Cambridge University Press.

Sidek, H. & Rahim, H. A. (2015). The Role of Vocabulary Knowledge in Reading Comprehension: A Cross-Linguistic Study. *Procedia - Social and Behavioral Sciences*, 197, 50-56. doi:10.1016/j.sbspro.2015.07.046

Subon, F. (2016). Direct Vocabulary Instruction: The Effects of Contextualised Word Families on Learners' Vocabulary Acquisition. *Procedia - Social and Behavioral Sciences*, 224, 284-291. doi:10.1016/j.sbspro.2016.05.461

Sudijono, A. (2008). *Pengantar Statistik Pendidikan*. Jakarta: Raja Grafindo.

Tarigan, H. G. (1985). *Pengajaran Kosakata*. Bandung: Angkasa.

*The Reading Skills Pyramid The Key Reading Skills & The Steps in Acquiring Them*. (n.d.). Retrieved March 8, 2017, from Time4Learning: [https://www.time4learning.com/reading\\_skills\\_pyramid.htm](https://www.time4learning.com/reading_skills_pyramid.htm)

Tuckman, B. (1978). *Conducting Educational Research*. London: Harcourt Brace Jacobovitz.

Wahyuni, R. N. (2016). *The Effectiveness of Directed Reading Thinking Activity (DRTA) Method to Teach Reading Comprehension in Analytical Exposition Text(The Case of the Eleventh Graders of SMA Negeri 2 Brebes in the Academic Year of 2015/2016)*. Semarang: Universitas Negeri Semarang.

- Wilkins, J. (1980). *An essay towards a real character and a philosophical language*. . Ann Arbor (Mich.): Univ. Microfilms International.
- Wood, D. A. (1960). *Test construction: Development and interpretation of achievement tests*. Columbus, OH: Charles E. Merrill Books.
- Zhang, L. J. (2008). The Role of Vocabulary in Reading Comprehension. *RELC Journal*, 1(39), 51-76. doi:10.1177/0033688208091140
- Zhussupova, R. (2016). Metacognitive Strategies as Points in Teaching Reading Comprehension. *Procedia - Social and Behavioral Sciences*(228), 593-600. doi:doi:10.1016/j.sbspro.2016.07.091

