IMPLEMENTATION OF MODELING COMPONENTS CONTEXTUAL LEARNING ON STUDENTS AGRICULTURAL ENGLISH VOCABULARY MASTERY AT UMN AL WASHLIYAH

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Abstract

English as an international language is used in various fields of life. One of them is in agriculture. One of the important components in learning English is vocabulary mastery. Mastery of vocabulary is considered an important part of the process of learning a language or developing one's ability in a language. Proper learning is needed so that students are able to master vocabulary easily and correctly, especially UMN Al Washliyah students in this case mastering agricultural English vocabulary. One of the effective learning approaches is the contextual approach (CTL). CTL is a learning concept that helps teachers relate subjects to real situations. In this CTL there are seven important elements, namely inquiry, questioning, constructivist, modeling, learning community, authentic assessment, and reflection. The seven elements can be applied in the whole learning process. This research focuses on one element, namely the modeling component. This study used a single group pre-test and post-test experimental design method. There are two types of data analysis methods used in this study. The first is descriptive statistics (to analyze data based on frequency distribution: mean, median, mode, standard deviation, histogram, and polygon) and the second is inferential analysis including homogeneity and normality tests.

Keywords: *contextual, modeling component, vocabulary*

Abstrak

Bahasa Inggris sebagai bahasa internasional digunakan dalam berbagai bidang kehidupan. Salah satu di antaranya adalah di bidang pertanian. Salah satu komponen penting dalam pembelajaran bahasa Inggris adalah penguasaan kosakata. Penguasaan kosakata dianggap sebagai bagian penting dari proses pembelajaran suatu bahasa ataupun pengembangan kemampuan seseorang dalam suatu bahasa. Pembelajaran yang tepat sangat diperlukan agar mahasiswa mampu menguasai kosakata dengan mudah dan benar khususnya mahasiswa UMN Al Washliyah dalam hal ini menguasai kosakata bahasa Inggris pertanian. Salah satu pendekatan pembelajaran yang efektif ialah pendekatan kontekstual (CTL). CTL adalah konsepsi pembelajaran yang membantu pengajar menghubungkan mata pelajaran dengan situasi nyata. Dalam CTL ini ada tujuh elemen penting, yaitu inkuiri, pertanyaan, konstruktivistik, pemodelan, masyarakat belajar, penilaian autentik, dan refleksi. Ketujuh unsur tersebut dapat diaplikasikan dalam keseluruhan proses pembelajaran. Penelitian ini berfokus pada satu elemen yakni komponen pemodelan. Penelitian ini menggunakan metode single group pre-test dan post test experimental design. Terdapat dua jenis metode analisis data yang digunakan dalam penelitian ini. Yang pertama, deskriptif statistic (untuk menganalisis data berdasarkan distribusi frekuensi : mean, median, modus, standar deviasi, histogram, dan poligon) dan yang kedua adalah analisis inferensial meliputi tes homogenitas dan normalitas.

Kata Kunci: *kontekstual, komponen pemodelan, kosakata*

1. INTRODUCTION

English has a very important and strategic role in the era of globalization. Some multilingual societies use English in various fields of life. One of them is in agriculture. One of the important components in learning English is vocabulary mastery. Mastery of vocabulary is considered an important part of the process of learning a language or developing one's ability in a language that has been mastered. The learning approach is a strategy used by educators to increase learning motivation, learning attitudes among students, able to think critically, have social skills, and achieve more optimal learning outcomes (Isjoni, 2009: 8). Referring to this, the development of learning approaches continues to change from traditional models to more modern models. The learning approach serves to provide a well-organized learning situation to provide an activity for students to achieve learning objectives.

One of the problems faced in the world of education in Indonesia is the weakness of the learning process. The learning process in schools today does not increase students' creativity. There are still many educators who use conventional methods monotonously in learning activities in the classroom, so that the learning atmosphere seems rigid and dominated by the teacher. In delivering the material, the teacher usually uses the lecture method, where students just sit, take notes, and listen to what he says and there are few opportunities for students to ask questions. Thus, the learning atmosphere is not conducive so that students become passive. Efforts to increase student achievement can not be separated from the various factors that influence it. In this case, creative teachers are needed who use an effective learning approach. One of the effective learning approaches is the contextual approach (CTL). CTL is a learning conception that helps teachers connect subjects with real situations as well as learning that motivates students to connect their knowledge and applications with everyday life as family and community members (Iskandarwassid, 2009).

Teaching using CTL enables students to strengthen, expand, and apply their knowledge and academic skills in a variety of settings inside and outside school so that students can solve real-world problems or simulated problems. In this CTL there are seven important elements, namely inquiry, questioning, constructivist, modeling, learning community, authentic assessment, and reflection. The seven elements can be applied in the whole learning process. This research focuses on one element, namely the modeling component. The description above has inspired the implementation of this research entitled Implementation of Contextual Learning Component Modeling on Mastery of Agricultural English Vocabulary of UMN Al Washliyah Students.

2. METHODOLOGY

According to Sugiyono (2010) there are several types of experimental research methods. The methods are one shot case-study, single group pre- and post-tests experimental design, experimental and control groups post-test only design, two experimental groups post-test only design, and factorial designs. This study used a single group pre-test and post-test experimental design method. Data collection techniques are the methods used by researchers to obtain data in a study. In this study, the researcher chose the type of quantitative research. The data collection design used in this research is to formulate research problems and determine the purpose of the survey. The researcher determines a title that is appropriate to the problem to be discussed, then the researcher conducts a survey or visits the research location with the aim of knowing the location and making approaches, determining concepts and digging up the literature on media and learning outcomes, taking samples, making observations, making questionnaires, work field (pre- and post-test), data processing, and reporting. There are two types of data analysis methods used in this study. The first is descriptive statistics (to analyze data based on frequency distribution: mean, median, mode, standard deviation, histogram, and polygon) and the second is inferential analysis including homogeneity and normality tests.

3. FINDINGS AND DISCUSSIONS

Before being given treatment using the modeling component contextual learning, initial observations were made on the students' agricultural English vocabulary skills. The initial observation activity aims to determine the students' agricultural English vocabulary skills before using the modeling component contextual learning. After it finishes make observations and then give a score by giving a check list on the observation guidelines for each student according to their abilities. Data from the frequency distribution of agricultural English vocabulary mastery of students before being taught with contextual learning modeling components can be seen that the highest frequency is a score between 7-9, namely 11 students or 43.21%, and the lowest frequency is a score between 4-6, namely 6 students. or 24.18%. After being given treatment with contextual learning of the modeling component for 2 weeks, a final observation was carried out to determine the ability of the modeling component agricultural English vocabulary for students. The final observation is done by giving the task as the initial observation before being given treatment. The results of the frequency distribution of students' agricultural

English vocabulary mastery data. After using the contextual learning modeling component above, it is known that the highest frequency is a score between 11-13, namely 13 students or 50% and the lowest frequency is a score between 14-16, namely 6 students or 24%. Based on the results of the study, it can be seen that there are 2 students who have mastery of English vocabulary in the undeveloped category, and there are 10 students who master English vocabulary with the category starting to develop and there are 15 students who have agricultural English vocabulary skills with the category developing in accordance with expectations, so that the majority of the English vocabulary skill scores before applying the modeling component contextual learning had a developing category as expected with a percentage of 62.54%. The results of data analysis using t test obtained t count value of -5.484 with p-value = 0.000. Because the calculation results show the p-value = $0.000 < 0.05$, then H0 is rejected and Ha is accepted. Thus the research hypothesis which states that the contextual learning component of modeling affects the mastery of agricultural English vocabulary of UMN Al Washliyah students is accepted as true.

4. CONCLUSIONS

Based on the results of data analysis there are three conclusions, namely:

1) the activities of lecturers and students at the time of learning agricultural English vocabulary went very well.

2) The application of modeling component contextual learning is considered appropriate to improve agricultural English vocabulary mastery of UMN Al Washliyah students.

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