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Contextual Teaching And Learning (CTL) Strategy In Vocabulary Acquisition In The Correlation Of Improving Learner's Listening Skill Comprehension

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Abstract. Listening is an important material in English Language learning because listening is the first skill that needs to be developed before other language skills, such as speaking, reading and writing. Limited vocabulary acquisition is a common problem with listening comprehension. The present study was aimed to provide student that limited vocabulary acquisition. The data were collected from experts' ideas retrieved from books and articles in reputable journals. It has been found that the Contextual Teaching and Learning (CTL) method can improve the limited vocabulary acquisition in listening learning. Teachers are the important thing to successful mastering in faculties who are at once concerned in planning and turning in training in order that mastering results can be of a better nice.

Keyword: *listening, vocabulary, contextual teaching and learning (CTL)*

INTRODUCTION

Listening is our ability to understand what other people are saying in terms of contexts used. Either in person or through media such as music or movies. Listening is an important material in English Language learning because listening is the first skill that needs to be developed before other language skills, such as speaking, reading and writing. To be able to master the listening skill, the ability to recognize good pronunciation and grammatical use is crucial. In learning English, listening activities can be done with interesting learning methods. In this case, it depends on the teacher who teaches listening, whether listening learning is delivered effectively or not. In the most traditional classrooms, especially in EFL contexts, teachers mainly focus their listening instruction on passive activities, listening and answering listening questions, a more teacher-centered approach, and lack of needs analysis (Widodo & Rozak, 2016).

Meanwhile, Brown in Ratminingsih (2017:98) explains several factors that make listening difficult for EFL students as follows: (1) Abbreviated or shortened forms of language, such as "Do you eat yet?" (Djeetyet?) (phonological problem) or "I will be (I'll) (morphological problem); (2) Certain stresses, rhythms, and intonations are important elements in interpreting meaning, where the same sentence but spoken in a different way will give a different meaning or message; (3) The speed of delivery which can cause problems because listeners are not able to follow what is conveyed; (4) Limited vocabulary is an inhibiting factor in understanding the information conveyed; and (5) Limitation of concentration and inability to concentrate in listening can lead to failure to understand the message conveyed. So choosing the right strategy in teaching is very much needed. Teachers must consider various factors that cause students difficulties in improving listening skills.

Nowadays, the problem that is often faced in listening for EFL is the limited of vocabulary acquisition. Whereas vocabulary acquisition tends to be smaller for the latter (Laufer & Girsai, 2008), perhaps because learners' attention is on global meanings rather than on individual vocabulary items. Several methods have been posed to overcome the problems. Chodijah said Contextual Teaching and Learning (CTL) is one of the recommended learning approaches in implementing the curriculum at the education unit level, so this learning needs to be developed. Another opinion was expressed by Kadir (2013) Contextual Teaching Learning (CTL) is more productive and able to foster concept strengthening to students because the using Contextual Teaching and Learning (CTL) method adheres to the flow of constructivism, where a student is led to discover his or her own knowledge. Through the philosophical foundation of constructivism, students are expected to learn through "experiencing" not "memorizing". Because the advantages of the learning model Contextual Teaching Learning (CTL) are that students are more active in learning activities, and students' knowledge develops according to their experiences, so this study uses this method.

THEORETICAL REVIEW

Listening exists the first talent to do something that the students should master before knowledge of a foreign system of words for communication. Listening happens the ability that they acquire first, particularly if they are destitute and have still learnt to express. This exists added by Scott and Ytreberg in Ghonivita (2021). The one makes a declaration that when the pupils start to learn a system of words for communication, it exists going in for the most part through their ears, and what the pupils become aware of information is their main point of supply of the system of words for communication. So, the fashionable language ability, hearing, is the main point of examining the system of words for communication before other abilities.

Vocabulary obtaining or receiving happens to be an important and necessary constituent of some language education process. Fisher and Frey (2014) established that vocabulary happened at the center of all ability to read. Without it, students bequeath to others not to search out anything they hear and pay attention to. Vocabulary exists all the words that get along in life fashionable a particular system of words for communication. Vocabulary functions as a vital element outside which some system of words for communication could not live. The word "language of a person or people" mainly represents a summary of a dispute or their consolidation in the system of words for communication.

According to Johnson in Sugiyanto (2007), Contextual Teaching and Learning (CTL) is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context in their daily lives.

METHOD

The type of research used is library research, M. Nazier (2013) says library research is collecting data or scientific writings related to the object of research or collecting library data. Library sources can be obtained from books, journals, magazines, research results and other appropriate sources. When the relevant literature has been obtained, it is immediately

compiled regularly for use in research. Therefore, literature study includes general processes such as systematically identifying theories, finding literature and analyzing documents that contain information related to the research topic.

PROBLEMS IN LISTENING COMPREHENSION

Hunt in Tarigan (2015: 104) says that there are five factors that influence listening, namely; 1). Attitude 2). Motivation 3). Personal 4). Life situation 5). Role in society

Meanwhile, according to Hermawan (2012: 49-54), the influencing factors can be divided into two, namely internal factors and external factors. Internal factors that can affect the listening process are; hearing problems and physical conditions. When a person suffers from hearing problems or damage to the hearing apparatus that can block the entry of waves in a certain volume, the listening process will be disrupted. Likewise, if the physical condition is not healthy, then he cannot concentrate on listening to other people's conversations well. Another factor is the limitation of ourselves to listen to everything we hear simultaneously. Many listeners can only listen to half of the verbal messages that other people convey each day. Therefore, the listener does not always listen well if his or her attention deviates. The next factor is thinking too fast, it is difficult to do listening activities carefully. When there is free time to spare his thoughts while other people talk, listeners usually think about things that are not related to the speaker's ideas, such as personal interests, daydreaming, planning denials and so on. The listening process is also influenced by the motivation and feelings of the listener at that time (personal interest). Listeners will listen more effectively and consciously select what is being heard, especially when they need or want that information. External factors External factors include environmental factors, material factors, speakers, speaking styles and techniques. Talking material can affect the listening process. Listeners will be more interested in new material than material that is already known or experienced. The speaker factor can also distract the listener's attention. For example, an experienced, calm-looking speaker will be more persuasive than a nervous speaker. Besides that, the style, appearance, and technique of presenting the material can also be one of the factors that affect the listening process such as visualization and the technology used.

According to Underwood in Vidya Mandarani (2016), there are some difficulties in listening for learners, namely (1) the listener cannot control the speed of speech human beings deliver as they deliver the communication, and they feel the meaning delivered exists absent before they can appreciate the content of the communication. By the time they can comprehend an individual message, in the intervening time the added message is wasted. (2) The hearer does not bear the lucky chance to ask me to repeat or make clear the message transmit, e.g. when listening to the communication by electronic air waves, vigilant TV, so that hearer must within financial means understand is real (3) The limited vocabulary acquisition possessed by the listener, makes the listener not can understand the contents of the text he hears can even make them become bored and frustrated (4) The listener's failure to recognize and understand the 'signs' sent by the speaker that cause listeners misunderstood the contents of the message they received (5) Error in interpreting the received message, so that the content of the message delivered is received or interpreted differently by listeners (6) No being able to concentrate because of various things, such as uninteresting topics, physical fatigue, noisy environment and so on. (7) Worries about the distinctness in the pattern and

matter taught by the person who educates with the material perceived audio devices or native English speakers.

In this research the reseacher focused on limited vocabulary acquisition as a problem that causes difficulties in listening learning. Refers to Richard (2008), the language of a person or people is an individual's element of the apparent element of language. He increases that language of a person or people is the center component of a fashionable system of words for communication proficient and determines much of the support for in what way or manner learners speak, hair and pay attention, express, and write. It happens that elementary talent to do something, to know about the added talent to do something of a system of words for communication (Brown, 2001, Ratminingsih,2017).

EMPIRICAL REVIEW ABOUT PROBLEMS IN LISTENING COMPREHENSION

The first research is from Musa Nushi and Fereshte Orouji (2020) in their study about Investigating EFL Teachers' Views on Listening Difficulties Among their Learners: The Case of Iranian Context. This purpose of the research is examined there are EFL teachers' views in contact with hearing trouble their students face. The research design is secondhand and occurring in an order of assorted-methods approach made up of an inquiry and in-depth almost organized interviews. The accumulation was conducted by questionnaire, interview, and proof. The subject in this place study contained 88 male and 120 female EFL teachers, one of them being picked through convenience try. This result demonstrates that the person who educates believed about the learners' hearing trouble belonged to three categories, that is to say, articulation-located, individual characteristics–based, and content-located trouble.

The second research is from Vina Agustiana (2019) in her study about Listening Anxiety Among Indonesian Efl Students. This purpose of the research search out survey EFL students' occurrence fashionable education to listen to utter English booboglish book u English book English book English Eng ed in education that covers (a) students' stance towards education to listen to utter English texts, b) hearing worry in hearing to utter English texts, and (c) person actively learning' effort fashionable reconstructing their hearing skill fashionable hearing to utter English text. The research design secondhand, determinable research through be in appropriate to survey design. The collection information in a visible form is attended by inquiry. The subject of the research was 58 EFL people actively learning of a Private University in West Java, Indonesia. The result showed that still the extreme level of person actively learning' listening worry, they show the extreme level of stance in knowledge to hear and pay attention to English uttered text and the extreme work fashionable improving their hearing ability also.

The third research is from Azizah Maulina Erzad (2020) in her study about Exploring English Listening Problems Among EFL Students at IAIN Kudus. The purpose of this study is to check thoroughly the question taken place in a fashionable hearing class of an EFL person actively learning at IAIN Kudus, and the answer to overcome those questions. The research design is concerning qualities, not quantities research. The research design is qualitative research. The collection data was conducted by observation, interview and documentation. The subjects were 75 students of the second semester from TBI-A and TBI-B English Education Department at IAIN Kudus. The result of this research showed that the listening problems encountered by the EFL students are the pronunciation (accents), speedy delivery and length of the listening, physical conditions, unfamiliar vocabularies and

terminologies, and limited facility for listening. Some actions should be done to overcome these obstacles in English, memorize vocabularies, and prepare a language laboratory.

The fourth research is from Sarjaniah Zur (2020) in her study about EFL Students' English Listening Comprehension Problem: A study of English Teacher Education Program. The purpose of this study is to identify the listening comprehension problem of EFL students during the English teacher program. The research design used qualitative descriptive research. The collection data was conducted by questionnaire. The subject of this study were Muhammadiyah University students in Kendari. The result of this study showed that students still got difficulty in all three phases of listening problem, they are perception, parsing and utilization, moreover, the highest problems was in perception problem.

The fifth research is from Yeni Ghonivita, John Pahamzah, and Murti Ayu Wijayanti (2021) in their study about Improving Students' Listening Skill and Vocabulary Mastery through Contextual Teaching and Learning (CTL). This purpose of the research is to describe the process of improving the students listening skill and vocabulary mastery through using Contextual Teaching and Learning (CTL) by using online learning. The research design used qualitative research. The collection data was conducted by observation, interview, and documentation. The researchers involved eleventh grade students of SMA Negeri 1 Sajira. The subject of the researcher was the students of X1 IPA 1 consist of 34 students, 14 males and 20 females. The result showed that the method of using Contextual Teaching and Learning (CTL) was beneficial to improve students' listening and vocabulary mastery ability. It means that using Contextual Teaching and Learning (CTL) can be used to improve students listening ability and vocabulary mastery. It is proven by the improvement from the increased mean score of pretests 57,85 became 81,11 in posttest.

THE 21ST-CENTURY LEARNING MODEL TO INCREASE THE LIMITED VOCABULARY ACQUISITION IN LISTENING COMPREHENSION

Given that limited of vocabulary acquisition is something that causes many difficulties in listening learning. This study focuses on the problem of students limited of vocabulary acquisition. Listening activities involve several complex processes such as the process of hearing, understanding, process, evaluation process, and process response. With various processes and activities in listening, most English learners find it a process, an evaluation process and a process reaction. With different listening processes and activities, most English learners have difficulty learning and mastering. Students tend not to quickly remember the meaning of words or recognize signs even though they are familiar with some terms. They in addition to find it difficult to understand the engaged often written, despite existence effective the literal intention of legal order and not being having a proven capacity to devote effort to something the text they happen hearing (Bakar, 2018; Aihua Chen, 2013; Hamouda, 2013; Yılmaz & Yavuz, 2015) When knowledge English as an irrelevant language, hearing exist considered expected individual of the most troublesome system of words for communication skills to evolve cause when students need to hear and pay attention, they must have plenty trouble understanding the message. Rahimirad and Zareee (2015) identified many difficulties that can arise in listening comprehension tasks, such as unfamiliar vocabulary, unfamiliar topics, fast speech rate, and / or different accents. This is an assignment that students must complete in class every day. Students listen, but they may not understand the speaker's different pronunciation or accent.

In the 21st century, teachers currently have to be moderators, the learning process is student-centered. For this reason, appropriate learning strategies are needed, one of which is Contextual Teaching and Learning (CTL). Hasibuan (2015) said that Contextual teaching learning is a learning model that allows students to use their understanding and academic abilities in many contexts inside and outside school to solve simulative and real problems, both individually and collectively. some. In the 21st century, teachers currently have to be moderators, the learning process is student-centered. This learning prioritizes real knowledge and experience (real word learning), high-level thinking, student-centered, active, critical, creative students, problem solving, students learning fun, fun, not boring, (joyful and quantum learning) and using various sources of study.

This is reinforced by Wina Sanjaya (2014: 89) Contextual Teaching and Learning (CTL) is learning that helps teachers relate the material being taught to students' real-world situations and encourages students to make connections between their knowledge and its application to their daily lives. This includes seven main components of effective learning, namely; constructivism, questioning, research, learning community, modeling, reflection and authentic assessment.

Ghonivita (2021) said using Contextual Teaching and Learning (CTL) as the main activity to improve students' listening skills and vocabulary mastery and to get them involved in the teaching and learning process since children love to sing and relate it to their real life and get bored easily, it is important to make different activities during teaching and learning process. The Contextual Teaching and Learning (CTL) approach or contextual teaching and learning by connecting between songs and their real life can make the students" listening skills and vocabulary mastery are getting much better in each cycle. Researchers have carried out the research completely completed successfully. The results also confirm previous work as has been done by Kadir (2012); Kusumayati (2010); and Nawas (2018) that Contextual Teaching and Learning (CTL) plays an important role in improving students' English skills and abilities, especially for the Indonesian context as non-native English speakers.

CONCLUSION

Listening is one of the most important factors of language literacy. Limited vocabulary acquisition is a common problem with listening comprehension. In the absence of vocabulary, a person cannot understand or accept the message conveyed by the speaker. Therefore, we need a learning model that can encompass both, namely listening and vocabulary acquisition. Within the 21st-century, we should be suitable to broaden the applicable knowledge of interpretation. Efforts to increase getting to know fashions are a need that teachers must prepare within the 21st-century learning process. Teachers are the important thing to successful mastering in faculties who are at once concerned in planning and turning in training in order that mastering results can be of a better nice.

The Contextual Teaching and Learning (CTL) model is one of the applicable styles to use. This literacy model is a holistic literacy process, which aims to help scholars understand the tutoring material and relate it to the environment of scholars' diurnal lives (particular, social and artistic surrounds) so that they're knowledgeable, dynamic and flexible in their capability to laboriously construct their own understanding. Scholars can learn well if the tutoring material is related to the knowledge and conditioning that they've known and are passing around them. In conclusion, the Contextual Teaching and Learning (CTL) method can improve the limited vocabulary acquisition in listening learning.

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